

SCHOOL COUNSELORS

SPECIALIZED SERVICE PROVIDERS GROWTH AND PERFORMANCE SYSTEM (SSP GPS)

2020-2021

Specialized Service Providers (SSPs) at Denver Public Schools (DPS) are vital members of the educational team and have the knowledge and skills necessary to ensure that diverse student populations have equitable access to academic instruction and participation in school-related activities. SSPs are key staff members who play an integral role in successfully supporting the whole child, as outlined in the Denver Plan 2020.

Overview of the SSP GPS

The SSP GPS has been designed collaboratively with SSPs of all roles, school and central office leaders, and the Denver Classroom Teachers Association (DCTA).

The system sets a clear and consistent level of effective practice to meet our shared goals of Support for the Whole Child and acceleration of achievement for all students.

The following roles, supported by the SSP GPS, directly empower Support for the Whole Child:

- School Counselors
- School Nurses
- School Psychologists and Social Workers
- Speech Language Pathologists
- Audiologists
- Deaf and Hard of Hearing Itinerants
- Teachers of the Visually Impaired, and Orientation and Mobility Specialists
- Occupational Therapists and Physical Therapists

The SSP GPS provides a framework for our SSPs to identify areas of strength and growth through regular, meaningful feedback sessions with evaluators. The goal of the system is to support SSPs in their professional development towards meeting students' needs.

The framework is a growth tool that reflects the SSP's role. The SSP and evaluator use the framework to gather a preponderance of evidence on the SSP's practice throughout the school year during the school or business day. This means that an SSP and evaluator could have evidence to support alignment under Not Meeting, Approaching, Effective or Distinguished for different indicators, but fall within one of these areas for the overall rating.

The SSP GPS provides a holistic and comprehensive view of an SSP's practice by using the following multiple measures:

- **50% Professional Practice**—measured by the role-specific Professional Practice framework
- **50% Student Outcomes**—measured by Student Learning Objectives

As part of an evaluation using the Professional Practice framework, SSPs should expect to participate in check-in conversations throughout the year (Beginning-of-Year, Mid-Year and End-of-Year), as well as in ongoing meaningful conversations based on observation and/or review of service delivery. The frequency of the latter may vary greatly based on an SSP's specific role, interaction with students and time in the building. Moreover, the observation and review process must be discussed and agreed upon during Beginning-of-Year conversations.

The Denver Plan 2020 is DPS' roadmap—outlining our goals and charting our path to achieve our vision of **Every Child Succeeds.**

The fourth goal of five outlined in the Plan is **Support for the Whole Child**—DPS will provide school environments that encourage students to pursue their passions and interests, and to build and strengthen the social/emotional character traits they need to succeed in life.

Beginning-of-Year Conversations

Beginning-of-Year Conversations are crucial in supporting SSPs throughout the entire year. These discussions set the stage for the supportive relationship between an SSP and his/her evaluator, as well as define expectations for the year to come. This conversation should focus on areas of strength and growth. The overall goal is to support SSPs in their professional development so they can meet the needs of DPS students.

During this conversation, an SSP and his/her evaluator should discuss and agree upon:

- The SSP's role, ensuring it is focused on areas of greatest potential student impact in relation to the school, caseload and/or time in building, and population served.
- Growth areas of focus for individual professional development.
- The definition of effective performance and what it looks like.
- How observation/data collection will be completed and documented.
- Timing and process for sharing feedback throughout the year in support of an SSP's ongoing professional growth.
- Student Learning Objectives (SLOs) for the year.

Mid-Year Conversations

Mid-Year Conversations are an opportunity for employees to provide updates on the services being provided to students, and for evaluators to discuss preliminary ratings, feedback on effectiveness and concrete next steps on how to improve performance.

This conversation should include the following:

- Review of progress in relation to agreements made in Beginning-of-Year Conversations.
- Review of feedback on the SSP's performance using behaviors at the indicator level.
- Identification of any change in focus for an SSP due to environmental factors (e.g., student populations, building, etc.).
- Reflection on strengths, growth areas and next steps for the SSP's development, and discussion on how the evaluator can support continued growth throughout the year.
- Review of observations and data points collected to date, ensuring that they match the agreed-upon plan, and finalizing the plan for the remainder of the year.
- Review of progress based on SLOs.









End-Of-Year Conversations

In End-of-Year Conversations, evaluators and SSPs should discuss strengths, progress in growth areas, and data points that validate performance, along with the final overall rating. The conversation should also focus on clear and actionable next steps for professional learning opportunities, and on methods to improve performance in the coming year.

This conversation should include the following:

- Sharing feedback on an SSP's performance using behaviors at the indicator level (documented and provided to the SSP) and evidence collected throughout the year.
- Sharing ratings assigned at the expectation level based on evidence collected (documented in Infor HR).
- Reviewing SLO outcomes.
- Sharing an overall rating for the year (documented in Infor HR).
- Identifying strengths and growth areas for the SSP's development and actionable steps for future professional development.










End-of-Year SSP GPS ratings are granted at an expectation and overall level. However, evaluators should provide feedback for growth at an indicator level as this is the most actionable for the SSP.

ROLE	EXPECTATION	INDICATOR	
SCHOOL COUNSELORS	Demonstrates Mastery of and Expertise in the Domain for Which They are Responsible	1.A	Incorporates the American School Counselor Association (ASCA) National Model and exhibits expertise in the social/emotional, career and academic development of students into development of strong counseling programs. 
		1.B	Demonstrates knowledge, expertise and implements effective, evidence-based interventions, services or instruction that reduces barriers to and supports learning in literacy, math and other content areas. 
	Supports and/or Establishes Safe, Inclusive and Respectful Learning Environments for a Diverse Student Population	2.A	Demonstrates respect for diversity within the home, school and local and global communities; and engages students as unique individuals with diverse backgrounds, interests, strengths and needs. 
		2.B	Creates and supports safe and accessible learning environments characterized by acceptable student behavior, positive behavioral strategies and a positive, nurturing relationship with caring adults and peers. 
	Plans, Delivers, and/or Monitors Services and/or Specially Designed Instruction and/or Creates Environments That Facilitate Learning for Their Students	3.A	Develops and provides services and/or specially designed instruction aligned with state and federal laws, academic standards, the district's organized plans of instruction and the individual needs of students. 
		3.B	Plans and consistently delivers services and/or specially designed instruction using multiple sources of data to inform practices related to student needs, learning and progress toward achieving academic standards and individualized student goals utilizing appropriate and available technology.
		3.C	Establishes high expectations for students that support the development of 21st century skills. 
	Reflects on Practice	4.A	Demonstrates the effective use of data and evaluation to analyze student learning, development and growth; and apply what they learn to improve their practice.
		4.B	Links professional growth to professional goals.
	Demonstrates Collaboration, Advocacy and Leadership	5.A	Collaborates with internal and external stakeholders to advocate for and meet the needs of students, families and schools. 
		5.B	Demonstrates leadership in educational setting(s) and contributes knowledge and skills to educational practices and profession. 
		5.C	Demonstrates high ethical standards.

Symbols have been incorporated into this document to provide guidance on the most likely method of observation for effective behaviors.

Key to Symbols:  Read •  Observe •  Information Literacy/Technology •  Conversation

INDICATOR 1.A: Incorporates the American School Counselor Association (ASCA) National Model and expertise in the social/emotional, career and academic development of students into development of strong counseling programs.

Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
<p>School Counselors Behaviors</p>	<ul style="list-style-type: none"> Delivering reactive services for students' academic, career and/or social/emotional needs for most students that is rarely aligned to professional standards, the ASCA National Model and/ or district best practices. Rarely articulates the impact of a comprehensive school counseling program on student success. Rarely articulates knowledge of delivery systems; no systems evident. 	<ul style="list-style-type: none"> Develops a basic school counseling program and services designed to meet student academic, career and/or social/emotional development needs for all students that is inconsistently aligned to professional standards, the ASCA National Model and district best practices. Sometimes articulates the impact of a comprehensive school counseling program on student success. May articulate knowledge of delivery systems and has one or two of these components in place. 	<ul style="list-style-type: none"> Develops a proactive, comprehensive counseling program designed to enhance student academic, career and social/emotional development needs across all tiers of students that is aligned to professional standards, the ASCA National Model and district best practices.   Clearly articulates the impact of a comprehensive school counseling program on student success.  Articulates knowledge of delivery systems, has 80% of the components in place and is actively using those components in their program (e.g., individual, group work and classroom guidance lessons, annual agreements, advisory councils, use of data to drive their program, annual and weekly calendars, curriculum, small-group and closing the gap action plans).  	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Fully develops a counseling program and services designed to enhance student success based on the ASCA National Model and guided by district and school's improvement plan.   Considers school staff, district staff, students, parents and community member needs when developing a nationally recognized program.   Leads an advisory council that meets at least once a semester to discuss the counseling program and the components of the ASCA National Model. 



















***Services** may include individual or group interventions,, assessments, specially designed instruction, participation in school-wide initiatives and other special education related tasks.

Sources of evidence may include:

- Annual and weekly calendars shared with administrators, staff, families and/or students
- Calendar includes classroom guidance, small-group, or individual lessons
- Parent communication** through phone call, email, newsletter, websites, text apps, or parent meeting
- Discussion of delivery plans including: individual sessions, group sessions and classroom guidance lessons
- Annual Agreement signed by school administration to determine program goals for the year; should be signed within four weeks of the start of the school year
- Advisory Council that meets at least once a semester composed of staff, district staff, students, parents and community members
- Pre- and post-tests with data aggregated and analyzed for effectiveness
- Action plans

****Communication** is the exchange of thoughts, messages or information through reading, writing, speaking, listening and/or actions.

INDICATOR 1.B: Demonstrates knowledge, expertise and implements effective, evidence-based interventions, **services*** or instruction that reduces barriers to and supports learning in literacy, math and other content areas.

Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
<p>School Counselors Behaviors</p>	<ul style="list-style-type: none"> • Counseling program rarely addresses academic, personal/social and/or career needs of the students and school in order to decrease academic barriers through teaching students skills such as test taking, anxiety reduction, study skills behaviors, attendance support, etc. • Rarely collaborates to implement services with other mental health professionals, building staff, district staff, parents and/or community members. • Counseling program rarely addresses academic, personal/social and career needs of the students and school in order to decrease academic barriers. • Rarely uses current research on evidence-based strategies with students such as, but not limited to: Locus of Control, Transactional Analysis, Restorative Justice, etc. • Rarely involves agencies and referrals when needed (e.g., therapists, academic advisors, Department of Human Services, etc.). • Community resources** are rarely shared with families when a need arises. 	<ul style="list-style-type: none"> • Counseling program occasionally addresses academic, personal/social and career needs of the students and school in order to decrease academic barriers through teaching students skills such as test taking, anxiety reduction, study skills behaviors, attendance support, etc. • Inconsistently collaborates to implement services with other mental health professionals, building staff, district staff, parents and/or community members. • Counseling program inconsistently addresses academic, personal/social and career needs of the students and school in order to decrease academic barriers. • Occasionally uses current research on evidence-based strategies with students such as, but not limited to: Locus of Control, Transactional Analysis, Restorative Justice, etc. • Usually involves agencies and referrals when needed (e.g., therapists, academic advisors, Department of Human Services, etc.). • Community resources are usually shared with families when a need arises. 	<ul style="list-style-type: none"> • Consistently develops and carries out services/instruction in the comprehensive counseling curriculum that reduces personal, social, academic and career barriers to support student learning.   • Consistently implements services with other mental health professionals, building staff, district staff, parents and community members using evidence-based strategies, practices and interventions that address the individualized needs of students and promote academic growth.   • Counseling program addresses academic, personal/social and career needs of the students and school in order to decrease academic barriers through teaching students skills such as test taking, anxiety reduction, study skills behaviors, attendance support, etc.   • Uses current research on evidence-based strategies with students such as, but not limited to: Locus of Control, Transactional Analysis, Restorative Justice, etc.   • Always involves agencies and referrals when needed (e.g., therapists, academic advisors, Department of Human Services, etc.).   • Community resources are shared with families when a need arises.    	<ul style="list-style-type: none"> • Initiates formal and informal professional development activities for school staff, family or community members to integrate the evidence-based interventions into broader school programs to promote academic growth.  • Collaborates with other staff members to integrate counseling program practices into the classroom or school-wide model.  • Takes a lead role in developing systems for coordinating services and providing information, evidence-based interventions and other resources to school staff, students and families to support student achievement across home, school and community environments. This may include facilitating and supporting families in accessing community resources, medical services, equipment, etc.  • Communication*** with parents happens both when students are struggling and when they are succeeding.  












* **Services** may include individual or group interventions, assessments, specially designed instruction, participation in school-wide initiatives and other special education related tasks. ****Resources** can be anything that is utilized to assist students in progress toward achievement of individualized student goals and/or mastery of the content-language objective(s), including: academic tools, language supports, media, technology and additional adults in the room. NOTE: *Some resources should be available in multiple formats depending on student needs.*

*****Communication** is the exchange of thoughts, messages or information through reading, writing, speaking, listening and/or actions.

Sources of evidence may include:

- Classroom guidance, small-group, or individual lessons, lesson plans or workshops
- Communications with school staff, administration and families through in-person meetings, email or newsletters
- Use of Time Analysis to review use of counselor’s role focus
- Hosts organizations during school hours
- Public displays, fliers, newsletters, resources for parent nights, etc.
- Coordinate events

INDICATOR 2.A: Demonstrate respect for **diversity*** within the home, school and local and global communities; and engages students as unique individuals with diverse **backgrounds****, interests, strengths and needs.

Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
School Counselors Behaviors	<ul style="list-style-type: none"> • Rarely provides services*** based upon the academic, personal/social and career interests, strengths and needs of students. • Rarely communicates**** with students based on student needs, emotional and developmental level and/or communication style. • Interacts with students in ways that does not or rarely validates, respects or encourages their cultural preferences and native languages that may be different from their own. • Has limited understanding and/or rarely recognizes the influence of culture, identity, demographics and socio-economic status on student development and engagement. 	<ul style="list-style-type: none"> • Provides services based upon the academic, personal/social and career interests, strengths and needs of some students. • Is sometimes able to communicate with students based on student needs, emotional and developmental level and/or communication style. • Sometimes interacts with students in ways that validate, respect and encourages their cultural preferences and native languages that may be different from their own. • Sometimes addresses cultural and diversity issues in ways that reduce the negative impact of biased behaviors by students and/or staff. 	<ul style="list-style-type: none"> • Provides services and facilitates student development of academic, personal/social and career goals based upon the unique strengths and needs of all students.   • Is able to communicate with students based on student needs, emotional and developmental level and communication style.  • Interacts with students in ways that validate, respect and encourages their cultural preferences and native languages that may be different from their own.  • Addresses cultural and diversity issues in ways that reduce the negative impact of biased behaviors by students and/or staff.  	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> • Provides programming at the individual and group level to assist in elevating cultural awareness among students, families, staff and the community.   • Works collaboratively with others to integrate their programs across learning environments based upon the academic, personal/social and career needs of students to increase engagement and student achievement.   • Advocates for policies and programs that promote equity, access and inclusion for all students regardless of race, religion, sexual orientation, country of origin, ethnicity, language, ability or socio-economic status.  
Staff, Student or Family Behaviors	<ul style="list-style-type: none"> • Students display apathy, isolation, embarrassment or fear, indicating they do not feel comfortable and/or safe. • Students do not make positive connections between school and personal experiences. • Students raise cultural or diversity issues in a derogatory or dismissive way. 	<ul style="list-style-type: none"> • The level of student participation and engagement indicates that some students feel comfortable and/or safe. • Students make occasional, positive connections between school and personal experiences. • Some students recognize, discuss and/or acknowledge cultural perspectives other than their own. • Students utilize native languages. 	<ul style="list-style-type: none"> • High level of student participation and engagement (body language, attention, interest) indicates that students feel comfortable and safe. • Students are secure being themselves, evidenced in sharing artifacts from home, interests, viewpoints and/or personal experiences. • Students recognize, discuss and/or acknowledge cultural perspectives other than their own. • Students intentionally utilize native languages to enhance their learning. 	<ul style="list-style-type: none"> • Students explore, share and apply their cultural perspectives. • Students demonstrate critical thinking and appear comfortable questioning prevailing currents of thought and expressing dissenting and diverse viewpoints in respectful ways.

***Diversity** includes race, ethnicity, gender, sexual orientation, socioeconomic status, language, mental and/or physical abilities (students with disabilities, gifted and talented), religion, age, political beliefs, etc. DPS places particular emphasis on the needs of students of color and students with disabilities in order to close achievement gaps for these groups of students.

****Background** is a generic term that can include many dimensions of a student's life, for example: ethnicity, religion, language, sexual orientation, gender identity, disability, citizenship status, family composition, living arrangements, etc.

*****Services** may include individual or group counseling, assessments, interventions, specially designed instruction, and participation in school-wide initiatives.

******Communication** is the exchange of thoughts, messages or information through reading, writing, speaking, listening and/or actions.








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INDICATOR 2.A *(Continued from previous page)*

Sources of evidence may include:

- Counseling environment/office displays all three domains through visuals/posters, translated materials, diverse visuals, etc.
- Closing the gap plans specifically for academic vulnerable populations
- Students are offered opportunities such as cultural awareness activities, groups, clubs or community involvement
- Goals set with sensitivity to diverse student needs
- Community outreach and involvement
- Individual Career and Academic Plans (ICAP)
- Contact log with students; particularly students in English Language Learners (ELL) and Special Ed programs and those struggling with attendance, academics and behavior

INDICATOR 2.B: Creates and supports safe and accessible school culture and learning environments characterized by acceptable student behavior, positive behavioral strategies and a positive, nurturing relationship with caring adults and peers.










Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
School Counselors Behaviors	<ul style="list-style-type: none"> Has limited understanding of the importance of and/or rarely creates a safe, inviting, respectful and inclusive environment for students, staff and families. Rarely provides or supports clear expectations that guide student behavior in the school setting. Utilizes ineffective or inappropriate strategies some of the time to support students in the therapeutic setting. 	<ul style="list-style-type: none"> Articulates the importance of and creates a safe, inviting, respectful and inclusive environment for students, staff and families. Sometimes assesses school cultures and climate to implement programming that ensures inviting, respectful, supportive and inclusive school environments. Occasionally recognizes the need for rules and expectations to guide student behavior and/or puts procedures in place to maximize appropriate student behavior during counseling time either individually, in groups or in classroom guidance lessons. 	<ul style="list-style-type: none"> Assesses and implements change based on the needs of the school environments to ensure they are inviting, respectful, supportive and inclusive.   Consistently implements school wide integration of clear expectations that guide student behavior in the school setting including positive behavioral supports.  Develops school counseling programs based on the school expectations and behavioral needs of the student population in order to support personal student growth.   	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Provides curricula or other activities that lead to positive and nurturing relationships.  Leads school-wide integration of positive behavioral support for all students through broad collaboration with the school community. 
Staff, Student or Family Behaviors	<ul style="list-style-type: none"> Students and/or families rarely articulate a positive change in school culture. Student time in class is frequently disrupted. Staff, students and/or families are rarely able to access the counselor. 	<ul style="list-style-type: none"> Students and/or families usually articulate a positive change in school cultures. Students sometimes engage in groups or clubs that are welcoming and inclusive of the school cultures. Student time in class is sometimes negatively impacted. Staff, students and/or families are usually able to access the counselor. 	<ul style="list-style-type: none"> Students and families consistently articulate a positive change in school cultures. Positive changes can be seen through student and staff behaviors and parent involvement. Students consistently engage in groups or clubs that are welcoming and inclusive of the school cultures. Student time in class is maximized. Staff, students and families are always able to access the counselor. 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Students are engaging in school-wide or grade-wide systems.

Sources of evidence may include:

- Equity-focused communication* through newsletters, emails, posters and visuals to teachers/parents/community
- Training for staff on safe environments and culturally inclusive language
- Parents are included in school initiatives through translated materials, community based meetings, etc.
- Opportunities for students include: clubs, groups, internships, job shadows, speakers, career activities or programs
- Multi-Tiered Systems of Support (MTSS) Response to Intervention (Rtl) and Positive Behavioral Interventions and Supports (PBIS) involvement or leaderships
- Behavior, attendance or improvement plans
- Restorative approach efforts
- Classroom presentations
- Teachers support
- Crisis Response Plan/Management

*Communication is the exchange of thoughts, messages or information through reading, writing, speaking, listening and/or actions.

INDICATOR 3.A: Develops and provides **services*** and/or specially designed instruction aligned with and based on state and federal laws, academic standards, the district’s organized plans of instruction and the individual needs of their students.

Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
School Counselors Behaviors	<ul style="list-style-type: none"> Rarely provides required educational and/or intervention plans that align with educational law and district policy. Rarely recognizes and responds to student academic, career and mental health needs. Cannot articulate the school/district written crisis response policies and procedures. Has limited understanding of national, state and/or district policies. Has difficulty independently identifying the mental health needs of students. 	<ul style="list-style-type: none"> Provides required educational and/or intervention plans that align with educational law and district policy; however, timelines are not always met. Is slow to or does not prioritize the use of evaluative tools and systems in assessing and responding to student academic, career and mental health needs and/or plans counseling services accordingly. Can articulate the school/district written crisis response policies and procedures. Participates in the development of 504 Plans, Individual Career and Academic Plans (ICAPs), and/or Suicide Risk Reviews and Threat Assessments. 	<ul style="list-style-type: none"> Proactively meets all requirements, including timelines for professional practices in accordance with educational law and district policy/procedure (e.g., 504 Plans, ICAPs, and/or Suicide Risk reviews and Threat Assessments).   Uses a variety of evaluative tools and systems in assessing and responding to student academic, career and mental health needs and plans counseling services accordingly.   Responds to student mental health crisis and needs by offering education, prevention and crisis/short-term counseling and makes referrals to community resources** as needed.   Collaborates with stakeholders regarding federal/state/district practices to individualize services for students. 	<p><i>In addition to “Effective”:</i></p> <ul style="list-style-type: none"> Ensures that services are delivered in a differentiated way so as to maximize meaning and intention for all students.   Communicates*** need-to-know information about the needs of students in a confidential, educational and respectful way to other school staff in individual, small-group or professional development settings. 
Staff, Student or Family Behaviors	<ul style="list-style-type: none"> Staff, students and/or families are unaware of the services which are being provided. Staff, students and/or families rarely communicate regarding available services and progress towards goals. 	<ul style="list-style-type: none"> Staff, students and/or families are aware of some services being provided. Staff, students and/or families occasionally communicate regarding available services and progress towards goals. 	<ul style="list-style-type: none"> Staff, students and families are aware of services being provided. Staff, students and families regularly communicate regarding available services and progress towards goals. 	<p><i>In addition to “Effective”:</i></p> <ul style="list-style-type: none"> Students and/or families demonstrate an understanding of educational rights required by law. Students may communicate ways to adapt lessons to make them more appropriate for their personal approach to learning. Students and/or families demonstrate an understanding of how interventions are intended to enable students to achieve by meeting the Colorado Academic Standards.

***Services** may include individual or group interventions , assessments, , specially designed instruction, participation in school-wide initiatives and other special education related tasks.

****Resources** can be anything that is utilized to assist students in progress toward achievement of individualized student goals and/or mastery of the content-language objective(s), including: academic tools, language supports, media, technology and additional adults in the room. NOTE: *Some resources should be available in multiple formats depending on student needs.*

*****Communication** is the exchange of thoughts, messages or information through reading, writing, speaking, listening and/or actions.

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INDICATOR 3.A *(Continued from previous page)*

Sources of evidence may include:

- MTSS Team notes or other student data trackers
- ICAPs
- School Leadership Team notes
- Threat Assessment/Risk Management
- Crisis Response Plan/Management
- Completed Suicide Risk Review assessments, Threat Assessments, etc.
- Communication with administration/staff
- 504 Plans, Individualized Education Programs (IEPs)

INDICATOR 3.B: Plans and consistently deliver **services*** and/or specially designed instruction using multiple sources of data to inform practices related to student needs and goals, utilizing appropriate and available technology.

Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
School Counselors Behaviors	<ul style="list-style-type: none"> Rarely accesses data to develop a school counseling program. Rarely utilizes student achievement data or achievement related data to strengthen the academic skills of students. Rarely utilizes available software, technology and curriculum to support student success. Rarely collaborates with other staff to deliver services to students or not all students are receiving services. 	<ul style="list-style-type: none"> Accesses existing data sources, such as achievement and achievement related data, to create a school counseling program. Works individually, with small or large groups of students, to plan and deliver services based on data related to student abilities, interests, skills or achievement. Accesses and disaggregates data to understand individual student needs and inform delivery of services. Occasionally utilizes available software, technology and curriculum to support student success. Occasionally collaborates with other staff to deliver services for all students. 	<ul style="list-style-type: none"> Consistently utilizes a variety of data including formal and informal data and methods to determine student needs. 📄 👁️ 💬 Creates and establishes programs to close achievement gaps using a variety of data sources. 👁️ 💬 Works individually, with small or large groups of students, to plan and deliver services based on data related to student abilities, interests, skills and achievement. 👁️ 💬 Effectively utilizes appropriate software, technology and curriculum to enhance student success. 👁️ 💻 💬 Collaborates with other staff to deliver services for all students. 👁️ 💬 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Develops a comprehensive plan using multiple, varied assessment tools across a variety of settings to determine student needs. 👁️ 💻 Works individually, with small or large groups of students, to plan and deliver services based on the integration of multiple sources of data related to student abilities, interests, skills and achievement in collaboration with school staff, parents and community members. 👁️ 💬 Supports students and/or parents in accessing resources** on their own. 👁️ 💬 Creates counseling core curriculum developed through multiple source data collection using both informal and formal assessments. 👁️ 💬

* **Services** may include individual or group interventions, assessments, specially designed instruction, participation in school-wide initiatives and other special education related tasks.

****Resources** can be anything that is utilized to assist students in progress toward achievement of individualized student goals and/or mastery of the content-language objective(s), including: academic tools, language supports, media, technology and additional adults in the room. NOTE: *Some resources should be available in multiple formats depending on student needs.*

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INDICATOR 3.B (Continued from previous page)











Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
<p>Staff, Student or Family Behaviors</p>	<ul style="list-style-type: none"> • Staff, students and/or families are unaware of the services which are being provided. • Staff, students and/or families rarely communicate*** regarding services provided and progress towards goals. • Students are not able to state their own educational goals. • Students and/or families rarely provide data to contribute to the design of services and/or do not understand the use of multiple data sources as relevant to care. 	<ul style="list-style-type: none"> • Staff, students and/or families are aware of some services being provided. • Staff, students and/or families occasionally communicate regarding services provided and progress towards goals. • Students are mostly able to state their own educational goals. • Students and/or families sometimes provide data to contribute to the design of services and/or may understand the use of multiple data sources as relevant to care. 	<ul style="list-style-type: none"> • Staff, students and families are aware of services being provided. • Staff, students and families regularly communicate regarding services provided and progress towards goals. • Students are able to state their own educational goals. • Students and families provide data to contribute to the design of services and understand the use of multiple data sources as relevant to student care. 	<ul style="list-style-type: none"> • Students demonstrate an understanding of their strengths and weaknesses. • Students and families participate in the design of services.

*****Communication** is the exchange of thoughts, messages or information through reading, writing, speaking, listening and/or actions.

Sources of evidence may include:

- Student and staff needs assessments
- Results reports or School Level Accountability Report which include pre-/post-test data from classroom guidance lesson, groups and individual sessions
- Assessment test results lessons such as ACT, PLAN, EXPLORE and Transitional Colorado Assessment Program (TCAP)
- Action Plan reports with minimum of three lesson plans that address student needs in academic, career and personal/social arenas
- Use of Time analysis
- Use of Digital Platforms for ICAP exploration and data bases, Student/Parent Portal, Social Media and relevant web based mediums
- Closing the Gap Action Plans

INDICATOR 3.C: Establishes high expectations for students that support the development of 21st century skills.

Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
School Counselors Behaviors	<ul style="list-style-type: none"> Rarely establishes or communicates high expectations for students or understands their role in post-secondary workforce readiness and 21st century skill development. Rarely builds a rapport with students. 	<ul style="list-style-type: none"> Occasionally establishes and/or communicates high expectations for student success to students, families, staff and other key stakeholders. Can articulate their role in post-secondary workforce readiness and 21st century skill development (e.g., critical-thinking, self-advocacy, leadership and problem solving). Builds a rapport with students and is able to effectively communicate basic needs within a comprehensive counseling program. 	<ul style="list-style-type: none"> Establishes and clearly communicates high expectations for student success to students, families, staff and other key stakeholders.   Implements services** to facilitate post-secondary workforce readiness and 21st century skill development (e.g., critical-thinking, self-advocacy, leadership and problem solving).   Has a rapport with all students and is able to effectively communicate their needs.   	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Delivers a multitude of services to develop student post-secondary workforce readiness and 21st century skills through classroom guidance and/or engagement activities and opportunities.   Is able to communicate with students based on student needs, emotional and developmental levels.  Uses a communication style to engage in meaningful dialogue and seeks to increase participation in academic and engagement activities. 
Staff, Student or Family Behaviors			<ul style="list-style-type: none"> Students and families apply critical thinking skills to support good choices. Students create post-secondary plans that are adaptable. Students can articulate the impact of work completion and attendance on their academic success. 	









***Communication** is the exchange of thoughts, messages or information through reading, writing, speaking, listening and/or actions.

****Services** may include individual or group counseling, assessments, interventions, specially designed instruction, and participation in school-wide initiatives.

Sources of evidence may include:

- Mission and vision statement reflects belief in all students
- Messages relay high expectations in written and verbal communications such as newsletters, websites, fliers, etc.
- Curriculum action plans
- Written and verbal communication
- Student feedback
- Observations

INDICATOR 4.A: Demonstrates the effective use of data and evaluation to analyze student learning, development and growth; and apply what they learn to improve their practice.






















Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
School Counselors Behaviors	<ul style="list-style-type: none"> Rarely collects data related to student performance. Rarely utilizes student performance data to inform their practice and services*. Rarely shares data on the school counseling program. Rarely makes changes to the school counseling program based on student and school needs. 	<ul style="list-style-type: none"> Is able to identify methods and tools to collect student data. Collects and compiles a wide range of data (including outcome data) to describe impact of the school counseling program. Shares outcome data on the school counseling program with administrators. Sometimes makes changes to the school counseling program based on student and school needs. 	<ul style="list-style-type: none"> Efficiently collects, compiles and analyzes a wide range of data (including pre-/post-tests, process data, and outcome data) in order to audit the effectiveness of the school counseling program and makes changes to it annually based on student and school needs.   Shares comprehensive data with administrators and teachers.   Makes changes to the school counseling program based on student and school needs. 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Shares data with administration, stakeholders and the advisory committee in order to elicit recommendations for change.   Program changes are made in accordance with data and recommendations gathered.   Conducts a yearly program evaluation/audit that includes the results of all the school counseling program components using student and staff needs assessments.

** **Services** may include individual or group interventions, assessments, specially designed instruction, participation in school-wide initiatives and other special education related tasks.

Sources of evidence may include:

- Student and/or staff needs assessments
- Pre- and post-tests of classroom guidance lessons, small-groups or individual sessions to gauge learning
- Results Reports or School Level Accountability Report
- School Counseling Program Assessment

INDICATOR 4.B: Links professional growth to professional goals.

Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
<p>School Counselors Behaviors</p>	<ul style="list-style-type: none"> • Rarely uses professional feedback from supervisors and/or colleagues to improve practice. • Rarely able to identify growth areas and does not seek support in learning new skills to improve practice. • Rarely actively participates in departmental trainings or meetings nor completes required PD course(s). • Limited personal reflection, consultation or supervision to promote professional growth and development. 	<ul style="list-style-type: none"> • Occasionally engages in evidence-based professional development activities. • Attends district required PD course(s). • Sometimes applies knowledge and skills learned to practice and service* delivery. • Occasionally engages in professional development activities. • Occasionally uses resources** to inform and guide ethical and legal work. 	<ul style="list-style-type: none"> • Actively engages in regular, evidence-based professional development activities and departmental meeting activities to address student needs and meet professional goals.   • Applies the knowledge and skills learned to professional growth and goals, as well as student service delivery.   • Has long-term professional development goals tied to the Professional Standards and Competencies.    • Regularly engages in professional development activities and uses resources to inform/guide ethical and legal work.   • Participates in one or more school counseling and/or education-related professional organizations.   	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> • Develops and/or leads focused and rigorous professional development activities at the school, district, state and/or national level.  • Engages in self-reflection, takes responsibility for improving skills and knowledge through professional development activities, practices ethical principles and promotes the school counseling profession.   • Honestly assesses and challenges their own values, biases, assumptions and beliefs.   • Seeks to understand and remove privileges and barriers that limit access to and success in education.   • Participates in multiple school counseling and education-related professional organizations.   

** **Services** may include individual or group interventions , assessments, specially designed instruction, participation in school-wide initiatives and other special education related tasks.****Resources** can be anything that is utilized to assist students in progress toward achievement of individualized student goals and/or mastery of the content-language objective(s), including: academic tools, language supports, media, technology and additional adults in the room. NOTE: *Some resources should be available in multiple formats depending on student needs.*

Sources of evidence may include:

- Records of professional development activities
- Presentations or agendas for conducted training courses
- Program delivery and curriculum demonstrating skills learned in PD courses
- ASCA School Counselor Professional Standards & Competencies (4th ed) Mindset and Behaviors Self-Appraisal

INDICATOR 5.A: Collaborates with internal and external stakeholders to advocate for and meet the needs of students, families and schools.

Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
School Counselors Behaviors	<ul style="list-style-type: none"> • Rarely collaborates with key stakeholders regarding the needs of students. • Does not regularly initiate or maintain appropriate dialogue or collaborative process with colleagues to support student success. • Rarely organizes and facilitates grade-level, multi-disciplinary and/or intervention team or partnership meetings. • Rarely advocates for changes that support student, family and/or school needs that promote student achievement. • Rarely facilitates problem solving with parents, students, teachers and/or community members to create change. 	<ul style="list-style-type: none"> • Inconsistently establishes and maintains appropriate communication* through a variety of means with key stakeholders to meet student needs. • Inconsistently develops effective working relationships with community members and agencies to support student success based on student and family prioritized needs. • Occasionally establishes cooperative and productive working relationships with parents, families and community members, and/or responds to email, phone and face-to-face interactions. • Sometimes advocates for changes that effectively supports student, family and/or school needs that promote student achievement. • Occasionally organizes and facilitates grade-level, multi-disciplinary and/or intervention team or partnership meetings. • Occasionally facilitates problem solving with parents, students, teachers and/or community members to create change. 	<ul style="list-style-type: none"> • Establishes and maintains appropriate communication through a variety of means with key stakeholders (e.g., school staff, students, families, outside providers, etc.) to meet student needs. 📄 👁️ 💬 • Develops effective working relationships with community members and agencies to support student success. 📄 👁️ 💬 • Establishes open lines of communication through a variety of methods and establishes cooperative and productive working relationships. 📄 👁️ 💬 • Advocates for changes that support student, family and school needs that promote student achievement. 👁️ • Collaborates with appropriate multi-disciplinary or intervention support staff to make recommendations that are specific, relevant and useful. 👁️ 💬 • Facilitates problem solving with parents, students, teachers and/or community members to create change. 👁️ 💬 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> • Builds effective teams by encouraging collaboration and leads the teams to work toward meeting a common goal. 👁️ 💬 • Provides counseling curriculum so students learn to self-advocate in appropriate ways and provide regular opportunities for families to communicate their needs and impact school, school board or local policy that reflects these needs. 👁️ 💬 • Consistently collaborates with stakeholders and can manage difficult dynamics of communication and negotiations in order to reach a common goal. 👁️ 💬 • Coordinates community resources** for student and family needs. 👁️ 💬 • Often refers students and families to additional resources. 👁️ 💬
Staff, Student or Family Behaviors	<ul style="list-style-type: none"> • Staff, students and/or families rarely communicate with the counselor. • Students and/or families are unsure of how to communicate when language barriers exist. • Students and/or families rarely participate in school related events. • Families rarely participate in opportunities for collaboration. 	<ul style="list-style-type: none"> • Staff, students and/or families occasionally communicate with the counselor. • Language barriers occasionally have a negative impact on communication with students and/or families. • Students and/or families sometimes or infrequently participate in school related events. • Families infrequently participate in opportunities for collaboration. 	<ul style="list-style-type: none"> • Staff, students and/or families regularly seek out the counselor through a variety of formats. • Language barriers do not meaningfully impact communication with students and/or families. • Students and families consistently participate in school related events. • Families consistently participate in opportunities for collaboration. 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> • Staff, students and families are proactive in creating opportunities for collaboration with the counselor or other adults in the school.

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****Resources** can be anything that is utilized to assist students in progress toward achievement of individualized student goals and/or mastery of the content-language objective(s), including: academic tools, language supports, media, technology and additional adults in the room. NOTE: *Some resources should be available in multiple formats depending on student needs.*





























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INDICATOR 5.A *(Continued from previous page)*

Sources of evidence may include:

- Consultation records
- Meeting logs or committee participation logs
- Email communications
- Counselor/Administrator agreement
- Student and/or staff needs assessments
- Records of parent/student conferences or meeting
- Lesson plans and/or pre-/post-tests from classroom presentations on self-advocacy
- Resource List
- Parent events hosted at school or virtually

INDICATOR 5.B: Demonstrates leadership in educational setting(s) and contributes knowledge and skills to educational practices and profession.


















Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
<p>School Counselors Behaviors</p>	<ul style="list-style-type: none"> • Rarely participates in or volunteers to participate in activities that develop leadership skills. • Rarely makes contributions to school, department or district teams based on expertise. • Rarely shares information or imparts knowledge or skills with colleagues or school system. • Rarely develops visibility and accessibility within the school and/or community. • Rarely represents the school at parents/students/faculty events or orientations. • Rarely leads groups and/or professional development activities for the school. 	<ul style="list-style-type: none"> • Sometimes supports school goals and initiatives and recognizes opportunities to develop leadership skills. • Occasionally implements established counseling programs based upon school and student goals and initiatives. • Occasionally shares information or imparts knowledge or skills with colleagues or school system. • Occasionally develops visibility and accessibility within the school and/or community. • Occasionally represents the school at parents/students/faculty events or orientations. • Occasionally leads groups and/or professional development activities for the school. 	<ul style="list-style-type: none"> • Often supports school goals and initiatives and seeks opportunities to develop leadership skills.   • Uses leadership skills to facilitate vision and positive change for the comprehensive counseling program and the school as a whole.   • Shares knowledge, expertise and skills through written communication* or formal and/or informal training and professional development activities    • Develops visibility and accessibility within the school and/or community.   • Represents the school at parents/students/faculty events or orientations.   • Leads groups and/or professional development activities for the school.   	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> • Takes on a district, state and/or national leadership role relevant to the school counseling profession.    • Conducts or coordinates professional development activities for the school/school community related to the school counseling profession.   • Contributes to the enhancement of the school counseling profession through publications or professional presentations at school, district or professional conferences, professional development activities or staff meetings.     • Formally mentors and/or supervises other professionals.   • Leads groups and/or professional development activities for the profession; writes in professional newsletters or journals.   • Serves as a consultant and shares knowledge of helpful practices among other counselors in the district or state.  

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Sources of evidence may include:

- Involvement or attendance at events
- Professional development activities/leadership
- Newsletters
- Documentation of consultation records from teacher and/or parent meetings
- Records of professional development activities, PD courses and PDU or conference participation

INDICATOR 5.C: Demonstrates high ethical standards.

Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
<p>School Counselors Behaviors</p>	<ul style="list-style-type: none"> • Rarely maintains confidentiality of student records and information as required by educational law, policies and procedures. • Rarely upholds the professional code of ethics set forth by ASCA and the American Counseling Association (ACA). • Rarely accepts responsibility for actions and decisions that affect student outcomes. • At times does not keep appropriate relationships and boundaries with students, staff and parents. • Within the school setting, they do not visibly promote ethical behavior, including: honestly, integrity, fair treatment and respect for others.   	<ul style="list-style-type: none"> • Maintains confidentiality of student records and information as required by educational laws, policies and procedures. • Upholds the professional code of ethics set forth by ASCA and the ACA. • Follows district procedures for reporting unsafe or unethical practices. • Keeps appropriate relationships and boundaries with students, staff and parents. • Within the school setting, they promote ethical behavior at times, including: honestly, integrity, fair treatment and respect for others.   	<ul style="list-style-type: none"> • Verbally and visibly upholds and models confidentiality of student records and information as required by counselor ethics, educational laws, policies and procedures.    • Verbally and visibly upholds and models the professional code of ethics set forth by ASCA and the ACA and consults with supervisors, peers or district leads when ethical issues arise.   • Follows district procedures for reporting unsafe or unethical practices and follows up to make sure next steps are taken.   • Within the school setting, they promote ethical behavior, including: honestly, integrity, fair treatment and respect for others.   • Visibly and verbally upholds and models appropriate relationships and boundaries with student, staff and parents. 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> • Promotes ethical standards and laws, policies and procedures of the school counseling profession at the district, state or national level.   • Seeks and holds necessary conversations on difficult ethical situations.  

Sources of evidence may include:

- Maintains records in a confidential manner
- Email communications*
- Counselor entries in Infinite Campus logs

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