

test teacher11 | For: test teacher11

Standard 1: Collaboration, Leadership, and Advocacy - The professional counselor is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.

1.1: Collaborates to promote a positive school climate.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
Seldom collaborates outside of the local counseling team; seldom connects to students or parents.	Collaborates with other professionals within the school, occasionally connects to students and parents, and sometimes participates in student programs.	Collaborates regularly with other professionals within the school and between schools, connects to students and parents, and helps establish programs that positively affect most students.	Analyzes data and assumes a leadership role collaboration with other professionals within the school and between schools, regularly connects to students and parents, and establishes programs that positively affect all students.

1.2: Collaborates to promote academic success for all students to become college and career ready.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
Seldom attends student advocacy meetings, minimally helps students with registration, and does not participate in interventions or other activities.	Attends IEP, 504, and ILDP meetings, helps students with registration, assists with interventions and other activities and is aware of data.	Collaborates with others through participation in IEPs, 504s, ILDPs, and registration; holds College and Career Readiness meetings, interventions and other activities, and reviews data for all students.	Seeks opportunities to be a student advocate in IEPs, 504s, ILDPs, and registration; involves parents in College and Career Readiness meetings, creates and implements interventions and other activities, reviews data and implements action plans for all students in Career Literacy.

1.3: Assumes leadership role(s) in advocating for equity and access for all students to curriculum, programs, services, and resources.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
Knows school curriculum and programs.	Provides students with information about academic curriculum and programs.	Works in a leadership capacity to ensure all students access to academic curriculum and programs that promote success.	Shares expertise with other school personnel in advocating for equitable practices for every student and equitable access to a rigorous academic curriculum and program that creates opportunities and resources to be successful in school and life.

Standard 2: Collaborative Classroom Instruction - The professional school counselor delivers a developmental and sequential guidance curriculum prioritized according to the results of the school needs assessment process.

2.1: Plans guidance curriculum based on the Comprehensive Guidance Needs Assessment results, Student Outcomes Standards, and school improvement plan.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
Uses little data to plan guidance curriculum and/or	Plans guidance curriculum based on one of the following: needs	Plans effective guidance curriculum based on two of the following:	Plans effective guidance curriculum based on needs assessment results,

not involved in delivery of guidance curriculum classroom presentations.	assessment results, Student Outcomes or other competencies, or the school improvement plan.	needs assessment results, Mindsets & Competencies, or the school improvement plan.	Student Mindsets & Competencies Standards, and the school improvement plan.
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2.2: Manages the classroom effectively when implementing guidance curriculum.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
Is not aware or does not use strategies to improve learning and keep students on task when implementing guidance curriculum.	Uses a few strategies, with teacher assistance, to improve learning for students when implementing guidance curriculum.	Uses multiple behavioral strategies to improve learning and keep students on task when implementing guidance curriculum.	Establishes expectations, routines and procedures, and utilizes multiple positive behavioral support strategies to maximize learning when implementing guidance curriculum.

2.3: Uses appropriate selection of communication, and teaching techniques, including formative and summative assessment in order.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
Delivers some information on guidance curriculum with little discussion or student involvement.	Uses a lecture format to give students information, and conducts some discussion with the students.	Demonstrates use of research-based strategies to involve students and increase learning.	Demonstrates use of multiple research-based strategies that have been proven effective at increasing student learning.

2.4: Conducts informational seminars for parents, guardians, and students to address the needs of the school community.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
Only offers informational seminars if required by supervisor.	Offers an informational seminar to stakeholders as needed and if requested.	Offers and publicizes informational seminars to parents/guardians and students that are based on self-identified stakeholder needs.	Regularly offers publicized informational seminars to parents/guardians and students that are based on needs assessment data and evidence.

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

3.1: Facilitates a process of career exploration that may include planning, monitoring, and managing individual education and career plans.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
Does little if any facilitation of career plans for students' plans.	Facilitates career exploration and updates students' plans for college and career readiness.	Facilitates career exploration and updates students' plans for college and career readiness, which reinforces the relationship between academic performance, post-secondary options, and the world of work.	Facilitates career exploration and continually updates students' plans for college and career readiness, which reinforces the relationship between academic performance, post-secondary options, and the world of work.

3.2: Assists in development of each student's academic achievement and career planning/exploration by providing Career and Technical Education (CTE) Pathways resources and training to assist students in post-secondary and workforce options.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
Provides students with limited information and guidance activities, including CTE Pathways, that will prepare them for academic achievement, post high school education and career planning.	Provides students with information and guidance activities, including CTE Pathways, that will prepare them for academic achievement, post high school education and career planning.	Provides students with information, training, and ongoing guidance activities, including CTE Pathways, that will prepare them for academic achievement, post high school education and appropriate career planning.	Researches and provides all students with current, accurate, and individualized information regarding post-secondary and workforce options using a variety of delivery methods, including CTE Pathways, that will prepare them for academic achievement, post-high school education and appropriate career planning.

3.3: Assists students and parents/guardians in understanding and utilizing assessment data and supports student to create a plan to meet goals, course planning, and student needs, as outlined in district or state guidelines.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
Meets with students to provide course planning information and makes assessment available with minimal data available with little to no interpretation.	Meets with student to discuss student goal, outlines course planning, and makes assessment data available with minimal interpretation.	Meets with students in individual or group settings, to identify student goals, and to provide the students with information that will help them make informed class choices. Makes assessment data available to parents / guardians, and students as an integral part of the Plan for College and Career Readiness process.	Meets with students in individual and group settings, to document student goals and needs and to present students with information that will help them make informed class choices. Connections to individual education and occupation goals are clearly articulated and assessment data are used as an integral part of the Plan for College and Career Readiness process.

Standard 4: Systemic Approach to Dropout Prevention with Social and Emotional Supports - The professional school counselor provides responsive services through the effective use of individual and small-group counseling, consultation and referral skills and implements programs for student support in drop-out prevention.

4.1: Effectively counsels individual students and small groups of students with identified needs and concerns.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
Uses few, if any, activities to address the immediate and ongoing needs of the students.	Relies primarily on a crisis response format to engage students in small group activities or individual counseling.	Uses school needs data to provide individual student and small group activities dealing with ongoing student issues.	Uses a programmatic system to collect data to identify student needs. Provides effective individual student and small group activities to deal with ongoing student issues.

4.2: Appropriately consults with parents/guardians, teachers, administrators, community resources, and other relevant stakeholders regarding student needs.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
Has little communication with stakeholders.	Communicates with parents and students on the needs of the individual student.	Collaborates with some stakeholders on the needs of the individual student.	Collaborates with all appropriate stakeholders on the needs of the individual student.

4.3: Collaborates a system of support for students, maintain a crisis prevention/youth protection response plan, and follows the response plan as needed.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
Provides little leadership and understanding of crisis prevention and response and/or system of support for individual students.	Is aware of some crisis prevention/ youth protection response protocols, and attempts to systematically respond to crisis when needed.	Exhibits an awareness and understanding of the district and school crisis prevention/ response plan and semantically follows the plan.	Leads staff and stakeholder groups in developing, implementing and maintaining a crisis prevention/response plan providing, proper resources and training. As well as outlines a system of support for youth prevention.

4.4: Assists students in developing a plan for credit recovery or appropriate grade level interventions for student supports.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
Completes credit recovery plans with little success and fails to provide students with appropriate grade-level interventions.	Develops plans for students to recover credit and/or provides opportunities for school-based interventions.	Works with school support staff to assist students with credit recovery plans and/or provides students with school-based interventions to support academic achievement. Tracks student academic growth, as described in student learning objectives (SLOs).	Applies research-based best practice approaches, and collaborates with school support staff to assist students and their parents/ guardians in developing plans for student credit recovery and/or providing school-based interventions.

Standard 5: Data-Driven Accountability and Program Evaluation - The professional school counselor collects and analyzes data to guide program direction and emphasis.

5.1: Uses data to make decisions regarding Comprehensive Counseling and Guidance Program improvement and close student achievement gaps.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
Uses minimal data in making decisions regarding counseling program improvement.	Collects and analyzes data and consults with the counseling team to determine program effectiveness.	Collects and analyzes multiple sources of data and consults with the counseling team and administration on implementing improvements to the CCG program in coordination with the school improvement plan.	Collects and analyzes multiple sources of data and consults with advisory committee, administrators, and counseling team on implementing data-driven improvements to the program in coordination to the school improvement plan.

5.2: Uses data to show the impact of the school counseling program on student achievement, attendance and behavior, and analyzes school counseling program assessments to guide future action and improve future results for all students.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
There is little or no evidence the	Uses data to show the impact of	Uses data to show the impact of	Uses multiple source of data to

counselor uses data to show the impact of the counselor's role in the school counselor program on student achievement, attendance and behavior, and analyzes school counseling program assessments to guide future action and improve future results for student populations.	the counselor's role in the school counselor program on student achievement, attendance and behavior, and analyzes school counseling program assessments to guide future action and improve future results for most student populations.	the counselor's role in the school counselor program on student achievement, attendance and behavior and analyzes school counseling program assessments to guide future action and improve future results for some student populations.	show the impact of the counseling program and the counselor's contribution on student achievement, attendance and behavior, and analyzes school counseling program assessments to guide future action and improve future results for students in the school and in the district.
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5.3: Analyzes school and school counseling program data to provide equity in student supports throughout the school.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
Uses data minimally to show a link between student outcomes and the counseling program.	Uses a single source of data to link student outcomes to counseling program efforts.	Utilizes multiple sources of data collection to link student outcomes to counseling program efforts.	Utilizes multiple sources of data collection to link student outcomes to equitable counseling program activities and shares these data with administration, advisory committee, stakeholders, and the community.

Standard 6: Systemic School Counseling Program Management - The counselor is involved in management activities that establish, maintain and enhance the total school counseling program.

6.1 Implements and evaluates a comprehensive school counseling program.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
Has not implemented a comprehensive school counseling program, or has little evidence that such program is successful.	Provides evidence that the comprehensive school counseling program is improving and under development.	Completes a yearly program audit of the implemented comprehensive school counseling program and shares the results with stakeholders.	Completes a yearly program audit, reviews the results of the audit with the advisory committee and other stakeholders, and elicits and implements recommendations for changes in the following year.

6.2: Promotes the guidance program's philosophy, priorities and practices to staff, parents, and community.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
Does little to promote the guidance program to stakeholders.	Promotes the guidance program to some stakeholders as needed.	Promotes the guidance program and all of its benefits and practices to all stakeholders.	Promotes the guidance program to all stakeholders using a variety of methods and strategies.

6.3: Serves on both building-level and district level committees as appropriate.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
Rarely participates in	Regularly attends committees when opportunities are	Consistently contributes and collaborates with building- and district-level committee members and seeks out opportunities to	Provides collaborative leadership in committees, is highly engaged in setting the direction of committee purposes and objectives, and consistently follows through on

committees. presented. be involved. implementation of committee plans.

Standard 7: Professional and Ethical Behavior - The counselor demonstrates the highest standard of legal, moral, and ethical conduct, as delineated in Utah State Board Rule R277-515.

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

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
Inconsistently follows federal and state law, district policy, and professional standards.	Follows federal and state law, district policy, and professional standards.	Models consistent alignment of professional practices with federal and state law, district policy, and professional and ethical standards for school counselors.	Models consistent alignment of professional practices with federal and state law, district policy, and professional and ethical standards for school counselors and holds others to the same.

7.2: Maintains confidentiality as appropriate (including technology) in behalf of student needs and in accordance with FERPA and PPRA.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
Does not demonstrate awareness of confidentiality standards and FERPA/PPRA or procedure in handling electronic information.	Can explain confidentiality standards and FERPA/PPRA.	Applies knowledge of confidentiality standards, FERPA/PPRA, and recognizes the vulnerability of confidentiality in electronic communications and maintains confidentiality.	Models consistent application of confidentiality standards and adherence to FERPA/PPRA, and leads others to do in this practice. Also understands the vulnerability of confidentiality in electronic communications and addresses critical and sensitive information personally.

7.3: Promotes cultural diversity and inclusiveness in both school policy and interpersonal relationships.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
Does little to apply actions for the inclusion of underserved and diverse populations.	Believes in the need for cultural diversity and inclusiveness.	Promotes the success of all students by promoting cultural diversity, equity, and inclusiveness in all situations.	Advocates for the success of all students by promoting cultural diversity, equity, and inclusiveness in school policy and shares data to challenge assumptions of academic stereotyping.

7.4: Systematically manages times to be available to students and parents in a professional manner.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
Is not available in a timely manner most of the time.	Provides options for counselor contact regarding social, emotional, behavioral, and educational support.	Provides options for counselor contact regarding social, emotional, behavioral, and educational support and is professionally responsive in a timely manner to phone contacts, e-mail contacts, and stakeholder input survey.	Provides multiple formal and informal options for counselor contact regarding social, emotional, behavioral, and educational support, and communicates these options while responding in a timely manner to phone and e-mail contacts.

7.5: Participates in USOE supported school counseling educational professional development.

Evidence:

Evidence/Artifacts:

Indicator Rating:

Hide Rubric

Not Effective

Provides little or no evidence of CCGP-related professional development.

Emerging/Minimally Effective

Participates in CCGP-related professional development activities.

Effective

Participates in a variety of CCGP-related professional development activities and applies knowledge and skills from the activities.

Highly Effective

Participates in a variety of CCGP-related professional development activities and adapts professional practice based on current evidence-based research findings.