

St. Charles School District

Counselor Growth Guide and



Evaluation Documents

City of St. Charles School District

MISSION

The City of St. Charles School District will **REACH, TEACH, and EMPOWER** all students by providing a challenging, diverse, and innovative education.

VISION

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

VALUE STATEMENTS

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- High quality education for all students which includes:
 - Lifelong learning from early childhood through adult education
 - Rigorous learning experiences that challenge all students
 - Instruction that meets the needs of a diverse community
 - Respect for all
 - Real world, critical thinking and problem-solving skills to prepare students for the 21st century
 - Developing caring, productive and responsible citizens
 - Strong engagement of family and community
 - A safe, secure and nurturing school environment
- Achievement through:
 - Celebration of individual success
 - Collaboration with parents and community stakeholders
 - Exploration, innovation and creativity
- High quality staff by:
 - Hiring and retaining highly qualified and invested employees
 - Providing professional development and collaboration focused on increasing student achievement
 - Empowering staff to use innovative resources and practices
- Informed decisions that are:
 - Student-centered
 - Focused on student achievement
 - Data driven
 - Considerate of all points of view
 - Fiscally responsible

Counselor Evaluation Protocol Introduction: The following document aligns to the Mission, Vision, Values and Goals of the St. Charles School District.

Missouri's Educator Evaluation System was created and refined by hundreds of educators across the state. The Missouri model has been revised for use by the St. Charles School District. The system is founded on general beliefs about the purpose of the evaluation process. These include that evaluation processes are formative in nature and lead to continuous improvement; are aligned to standards that reflect excellence; build a culture of informing practice and promoting learning; and are multiple, balanced measurements that are fair and ethical. Based on the beliefs that are the foundation of evaluation in the state's model, the primary purpose of the Counselor Evaluation Protocol is to promote growth in effective practice that ultimately increases student performance. This is accomplished through the following steps:

Step 1: Identification of the indicators to be assessed

Rationale:

Appropriate indicators are selected that most support increasing student learning and those of potential growth opportunities for the Counselor. The indicators identified create an alignment between district and school improvement plans and the efforts and primary responsibilities of the Counselor in the classroom.

Description The selection of indicators is very important to the process. These determine the focus and rationale for improving effective practice and are based on what is needed most to improve student learning. The identified indicators will provide a focus area for ongoing learning and growth. Typically these are identified at the end of the year for returning Counselors and the beginning of the year for first year Counselors. The determination of which and how many indicators to identify is determined with the following criteria in mind:

- 1. Driven by student learning needs
- 2. Derived from the School and District Improvement Plans (SIP-school level / CSIP-district level)
- 3. A minimum of two indicators per Counselor per year that are:
 - • Based on student needs • Represents priorities of the school/district leadership for that Counselor
 - • Based on a potential growth opportunity for the Counselor and are determined in collaboration between the Counselor(s) and principal
- 4. The indicators address metrics on both practice and impact on student learning
- 5. Other indicators may be identified at any time based on issues and needs that arise. In some instances, the Professional Growth Plan (see Step 3) may be designated as a Professional Improvement Plan.

Step 2: Determine baseline score for the identified indicators for each Counselor

Rationale: In order to determine growth on an indicator, it is necessary to establish a baseline score and compare it to a final score. This type of numerical rating provides an assessment of status as well as growth on an indicator.

Description: The rating scale provides a numerical placement on each identified indicator. The baseline score for returning Counselors working on the same indicator may use the final score from the previous year as their baseline score. This generates continuity of improvement on a particular indicator. If a focus area is identified, a baseline score will be identified. The baseline score of the identified indicators serves as a type of pre-test on the performance of each indicator.

The baseline indicator score is determined by doing the following:

- 1. Use the appropriate growth guide and rating scale (see below) to determine individual scores for each identified indicator
- 2. Provide specific feedback on each identified indicator providing explanation and rationale for the given score

Step 3: Develop a Professional Growth Plan (i.e. professional learning/development plan or improvement plan)

Rationale: The primary purpose of the Counselor Evaluation Protocol is to promote growth. Therefore, the acquisition and application of learning and skills is essential for turning opportunities for growth into realized growth.

Description: The numerical rating based on the rubrics identifies opportunities for growth. The professional growth plan is a documented articulation of the plan for introducing learning and skills to achieve the expectation of growth. The growth plan provides the articulation for intended growth along the growth guide. It addresses specific sources of learning, the practice of skills and timelines. The plan of study includes the following:

- 1. Corresponds to the examples of evidence provided in the appropriate growth guide
- 2. Is written in a Plan/Do/Reflect /Act format
- 3. Includes specific strategies for application of learning
- 4. Utilizes as appropriate building and district human and material resources

Step 4: Regularly assess progress on the growth plan

Rationale: In keeping with the research on formative development, the essential role of practice and feedback will ensure that the acquisition and application of learning and skills will lead to the improvement of effective practice resulting in improved learning for students.

Description: Determine progress made on skill acquisition and application using a variety of formal and informal strategies. In addition to building and district administrators, the use of peers, mentors, coaches, regional centers, associations and other building and district resources assist with this part of the process.

Feedback on the growth opportunities from the identified indicator is critical. It ensures that learning takes place, but more importantly, that learning and skills are applied to improve effective practice. The following guidelines assist in this process of regular assessment of progress and feedback:

- 1. Follow up observations/assessments will occur according to the schedule provided in this document
- 2. All follow-up assessments should include formal and/or informal feedback
- 3. Formal follow-up session(s) may also be completed by the administrator.

Step 5: Use the baseline to determine overall performance

Rationale: Improving effective practice occurs due to growth on particular indicators aligned to the priority areas of student learning needs in a classroom, building and district. This improvement of practice results in an improvement in student performance.

Description: An overall determination on performance uses both final status as well as growth as documented in the Professional Growth Plan. The scores establish a rating of how well an indicator was performed in the “post-test” assessment and the amount of growth that occurred in each indicator between the “pre-test” and “post-test” assessments. Overall performance takes into account the amount of growth that occurred between the initial “pre-test” and the final “post-test” assessment on performance on those indicators.


NOTE: STATUS RATINGS

- **Beginning:** evidence indicates insufficient or absence of any mastery of assessed indicators relative to teaching experience
- **Developing:** evidence indicates rudimentary levels of mastery of assessed indicators relative to teaching experience
- **Proficient:** evidences indicates sufficient mastery of assessed indicators relative to teaching experience
- **Distinguished:** evidence indicates exemplary levels of mastery of assessed indicators relative to teaching

Step 6: Monitor the impact of improved effective practice on student performance

Rationale: The evaluation process exists primarily for the improvement of effective practice in order to improve student performance. The verification of this improvement completes the process.

Description: The improvement of effective practice is a means to an end. The ultimate result is the improvement of student learning. Monitoring student learning growth caused by a Counselor's improved practice satisfies the primary purpose of the evaluation process. Reflection on personal growth is an important part of feedback. It provides personal insight to areas of strength and potential growth opportunities for future focus. As a part of this reflection, consider the following:

- 1. Assess whether the particular areas of improvement of effective practice impacted student learning
 - 2. Assess whether there is any misalignment between the metrics on commitment/practice and the metrics on impact
 - 3. Reflect on personal growth and possible future opportunities for continued growth
 - 4. Plan ahead for opportunities of growth and select indicators for next year (applies to returning Counselors)
 - 5. Continue to acquire knowledge and improve skills
- 

Glossary

Action Research	A process that is embedded within the PGP (professional growth plan) with a focus on counselor and student growth.
Administrator	The person authorized to oversee and facilitate the evaluation process.
Artifact Data	Items that reflect the depth and breadth of a counselor's performance. This could support progress toward individual goals, and may include (but is not limited to) items such as letters from parents/students, surveys, samples of instructional materials, videos, self-assessments and journals, and student data.
Baseline Score	Recorded on the Counselor Growth Guide. For returning staff members working on the same goal area, this may be based upon prior year's summative evaluation. For new counselors, this is the initial observation score.
Growth Score	Recorded on the Counselor Growth Guide, calculated by finding the difference between the baseline score and the final score for individual standards.
Instructional Observation Feedback Form	The document used by administrators to document observations and feedback related to a classroom observation.
Observation	Classroom observation lasting 10+ minutes, followed by written feedback from the administrator. The goal is to provide feedback relative to PGP goals along with other relevant observation data.
Post-Observation Conference	An optional conference, held upon request, between the administrator and the counselor about data collected during an observation and other data submitted by the counselor or gathered by the administrator.
Pre-Observation	An optional conference, held upon request, between the administrator and

Conference	the Counselor during which the lesson is previewed.
Professional Growth Plan (PGP)	A plan built upon action research to formalize and document professional growth for the purpose of improving counselor effectiveness and student growth. This plan should include two specific standards, which include a school-wide goal and an individual counselor goal. If a counselor is not performing at proficient or above given standards, it would be appropriate to focus on one of those areas for growth.
Quality Indicators	Descriptors of quality embedded within each of the standards of the Counselor Growth Guide.
Standards	Descriptors for each domain of the Counselor Growth Guide.
Supplemental Feedback Form	A form used when documenting artifact and unplanned data.
Guidance Counselor Growth Guide	The guiding document used to provide comprehensive feedback on all relevant areas of counselor effectiveness, based upon observations and other data collected. The counselor growth guide is also used to document summative evaluation feedback for probationary counselors (annually) and for tenured counselors (three year cycle). The Counselor Growth Guide describes four levels of proficiency (beginning, developing, proficient, and distinguished) across seven rating levels.
Unplanned Data	Unsolicited data regarding a counselor, related to specific standards and quality indicators collected by the administrator and/or counselor.

St. Charles School District - Evaluation Process and Timeline

Minimum Required Observations/Assessments/Evaluations

	Minimum Annual Observations
Probationary Certified Staff	4 (two by 12/31; two by 3/1)
Tenured Certified Staff	3 (one by 12/31; two by 4/15)

- **Observations & PGP Goals**

- **Observations are:**

- Unscheduled
 - Duration of 10 or more minutes
 - Teachers may request a pre-scheduled observation by
 - Sending an email request
 - Providing available dates/times
 - Submitting email at least one week prior to first available date
 - Answering the prompt, “What do you want me to observe?”

- **PGP meetings** with written feedback on PGP goals & Baseline Scores

- Spring for existing teachers (input into Talent Ed after TBD)*
 - Fall for new teachers
 - PGP steps 1-2 completed by September 21
 - Baseline scores completed by October 1
 - Identified goals and relevant classroom indicators will be observed

- **Certified staff observations are**

- Completed by March 1 annually for probationary teachers (P1-P5)
 - Completed prior to April 15 annually for tenured teachers (T1-T3)
 - Part of the evaluation process

- **Certified staff evaluations are**

- Completed by annually by March 7 for probationary teachers
 - Completed by on a three-year cycle by May 1 for tenured teachers
 - Teachers must complete and steps 3-5 of the PGP with related data and submit to administrator (including data) prior to the summative evaluation, by 2/13/14 – probationary; 3/27/14 – tenured

- **Observations/assessments**

- Observations/assessments are followed by written feedback
 - Observations/assessments may include:

- Unscheduled classroom observations with
 - Duration of 10 or more minutes **or**
- School level meeting/conference observation
- Student/parent feedback review
- School/district function observation
- Review of unplanned data
- Review of teacher provided information, data, artifacts

Probationary counselor

During the annual evaluation cycle, probationary counselor needs to keep an on-going collection of data (artifacts), including student achievement data, to show progress toward individual goals or to provide evidence for specific criteria on the counselor growth guide. The artifact file may include, but is not limited to, parent call logs/letters, examples of student work, assessment data, survey results, professional journal logs and instructional materials. This collection of data should be related to the quality indicators as outlined in the PGP (Professional Growth Plan). Quality indicators are the district's expectations for counselor performance.

The counselor will complete the Professional Growth plan which includes action research and a self-reflection. Each year's PGP will be used to assist in the development of a Professional Growth Plan (PGP). This plan should include specific quality indicators that will be the focus of the year. The PGP should be written in alignment with building and district goals. The PGP will be submitted by the counselor to the principal prior to the principal completing the summative evaluation

During the annual evaluation cycle the administrator will conduct four observation(s)/assessment(s). The initial observation (spring each year for existing counselor and by fall for counselor new to the district, except as noted on the preceding page for the pilot year) will be followed by written feedback on all relevant classroom indicators and will inform the development of the PGP. Observations will last ten or more minutes (or may include school level meetings/conference observation, student/parent feedback review, school/district function observation, review of unplanned data, review of counselor provided information, data, artifacts), and will be followed by written feedback. Significant data will be documented in the formative comment sections of the Instructional Observation Feedback Form, or the Supplemental Feedback Form, and/or added to the evaluation file of the counselor. All data included or additions to the evaluation rubric should be discussed with the counselor prior to placing the data in the employee file. Observations may be increased as determined by the COUNSELOR or the administrator.

The administrator will provide ongoing feedback and will develop and discuss the summative evaluation utilizing collected data from the observations, counselor and administrator artifacts, documentation, and unplanned data to complete the Summative Evaluation. The administrator will conference with the counselor to discuss the Summative Evaluation on or before March 7.

The probationary counselor and administrator will develop or review Professional Growth Plans (PGP) based on the quality indicators related to personal and building/district goals. The PGP is an action research model that focuses on counselor growth and student achievement. A probationary counselor evidencing performance concerns may be placed on a Professional Improvement Plan (PIP). A Professional Improvement Plan (PIP) focuses on a performance deficiencies and is written in response to an observed deficiency, an artifact document, or other information that indicates concern regarding a specific standard/indicator. This plan will be discussed and presented to the counselor to ensure that the counselor has adequate time to improve. The counselor and the administrator will meet to discuss the counselor's level of performance as it relates to the performance expectations. If deficiencies continue for a period of time or if the deficiencies are significant, as determined by the administrator, continued employment may be jeopardized. This conference may be concurrent with other evaluative conferences.

Probationary Counselor Specialist

The counselor Will:

Develop a Professional Growth Plan (PGP)

Seek professional development (formal and informal) and provide evidence of relevant research related to PGP goals

Compile data relevant to PGP Goals

Provide reflection regarding professional growth and student achievement within PGP process

Submit completed PGP (including steps 3, 4, & 5) prior to summative - Date to be agreed upon by administrator and COUNSELOR

The Administrator Will:

Provide professional development support related to PGP goals

Collect/review data related to performance standards/indicators

Conduct annually four observations

Provide ongoing feedback regarding counselor performance

Complete annual summative evaluation

The counselor and Administrator Will:

Conference to discuss and develop a Professional Growth Plan

Provide/review feedback following observations

Conference to discuss Summative Evaluation by March 7

The above number of observations is a minimum standard and may be increased at the request of the COUNSELOR or as determined by the administration.

Tenured Counselor

During the three year evaluation cycle, the tenured counselor will need to keep an on-going data (artifacts), including student achievement data, to show progress toward individual goals or to provide evidence for specific criteria on the rubric. The artifact file may include, but is not limited to, parent call logs/letters, examples of student work, assessment data, survey results, professional journal logs and instructional materials. This collection of data should be related to the quality indicators as outlined in the PGP (Professional Growth Plan). Quality indicators are the district's expectations for counselor performance.

During the three year evaluation cycle the administrator will conduct annually three observations/assessments. The initial observation (spring for existing counselor and fall for counselor new to the district except as noted on the preceding page for the pilot year) will be followed by written feedback on all relevant classroom indicators and will inform the development of the PGP. Observations will last ten or more minutes (or may include school level meetings/conference observation, student/parent feedback review, school/district function observation, review of unplanned data, review of counselor provided information, data, artifacts), and will be followed by written feedback. Significant data will be documented in the formative comment sections of the Instructional Observation Feedback Form, or the Supplemental Feedback Form. All data included or additions to the evaluation rubric should be discussed with the counselor prior to placing the data in the employee file. Observations may be increased as determined by the counselor or the administrator.

The administrator will provide ongoing feedback and will develop and discuss the summative evaluation utilizing collected data from the observations, counselor and administrator artifacts, documentation, and unplanned data to complete the Summative Evaluation. The administrator will conference with the counselor to discuss the Summative Evaluation on or before May 1 of the evaluation year.

The tenured year counselor and administrator will develop or review Professional Growth Plans (PGP) based on the quality indicators related to personal and building/district goals. The PGP is an action research model that focuses on counselor growth and student achievement. The administrator and counselor should engage in a professional growth conference annually to discuss the counselor's options for the professional growth process between March and May.

A tenured counselor evidencing performance concerns may be placed on a Professional Improvement Plan (PIP). A Professional Improvement Plan (PIP) focuses on a performance deficiencies and is written in response to an observed deficiency, an artifact document, or other information that indicates concern regarding a specific standard/indicator. This plan will be discussed and presented to the counselor to ensure that the counselor has adequate time to improve. The counselor and the administrator will meet to discuss the counselor's level of performance as it relates to the performance expectations. If deficiencies continue for a period of time or if the deficiencies are significant, as determined by the administrator, continued employment may be jeopardized. This conference may be concurrent with other evaluative conferences.

Tenured Counselor

The Counselor Will:	The Administrator Will:
Develop a Professional Growth Plan (PGP) Seek professional development (formal and informal) and provide evidence of relevant research related to PGP goals Compile data relevant to PGP Goals Submit completed PGP (including steps 3, 4, & 5) prior to summative - Date to be agreed upon by administrator and counselor	Provide professional development support related to PGP goals Conduct annually three observations Collect data related to performance standards/indicators Provide ongoing feedback regarding counselor performance Complete and Discuss Summative Evaluation by May 1 at the end of the three year evaluation cycle.
The COUNSELOR and Administrator Will: Conference to discuss and develop the Professional Growth Plan Provide/review feedback following observations Conference to discuss summative evaluation by May 1	

The number of observations is a minimum standard and may be increased at the request of the counselor or as determined by the administration. Tenured counselors may receive summative evaluations more frequently as determined by the administration.

Evaluation Timeline

Year	Non-Tenured					Tenured		
	1	2	3	4	5	1	2	3
Summative Evaluation	Yes	Yes	Yes	Yes	Yes	No	No	Yes
Observations	4	4	4	4	4	3	3	3
PGP Required	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Data Collection	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Administrator/ Counselor Meet	A meeting to develop and discuss PGP will be held between March and May for existing counselor, and by October 1 for new counselor.					A meeting to develop and discuss PGP should be held between March and May.		
Data Collection	A meeting to develop and discuss PGP should be held before May 1 for the first PGP goal, and by September 21 for the second PGP goal and for new counselors.					A meeting to develop and discuss PGP should be held before May 1 for the first PGP goal, and by September 21 for the second PGP goal.		
Summative Evaluation Conference	Counselor and administrator will meet by March 7 to review collected data and the PGP and to complete the summative evaluation.					Counselor and administrator will meet by May 1 to review the PGP or, if at the end of the three-year cycle to review collected data and to complete the summative evaluation.		

Summative Evaluation

All counselors will receive a Summative Evaluation during the evaluation cycle (annually for probationary counselor/ three year cycle for tenured counselor. Counselors who come to the district with prior experience will be moved to the P2 level for observation and evaluation. Work with the HR department to determine this status. The Summative Evaluation summarizes the administrators rating of performance for each standard/indicator. The Summative Evaluation is communicated through the Counselor Growth Guide.

Non-tenured and tenured counselor both have the opportunity to dispute the information on the Summative Evaluation. However, in cases in which disagreement arises, the decision of the administration is final. Written comments can be provided by either party (counselor or administrator) and included with the report. Written comments by either party must be shared within five working days of the conference and attached to the original copy of the Summative Evaluation. The counselor, the administrator, and the Human Resources Office will retain copies of the report.

Professional Growth Plan (Based on the Data Team Process model)

Name _____

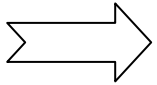
School Year _____

Identify Indicator (Standard Number and Name): _____

(Quality Indicator Number and Name): _____

Briefly describe why this **Growth Standard** was chosen.

(Include whether this indicator aligns to a CSIP and/or SIP improvement goal):



BASELINE SCORE

1. PLAN: State the professional learning goal or objective. Include an aspect of student growth.

“To accomplish the identified professional growth target, I will implement differentiated instructional strategies as measured by . . .”

2. DO: What processes or strategies will be used to accomplish the goal? How will the strategies be measured? (action steps)

*Think of this as an improvement theory that identifies the expected outcomes i.e., **if** the educator does x, y, and z, **then** the stated PL objective will be accomplished.*

Administrator’s Signature: _____

Date: _____

Counselor’s Signature: _____

Date: _____

3. REFLECT: What does the data tell us? What does the data not tell us? Student surveys provided within evaluation model as needed. (Attach student growth data.)

Does the data indicate that the opportunity for growth has been addressed? Has the professional growth target been met?

4. ACT: Have positive results been attained?

How might the growth that has been achieved be sustained? What impact has occurred as a result of this growth? What adjustments will be made to support future growth?

Administrator's Signature

Date

Counselor's Signature

Date

Baseline Score _____ Final Score _____ Growth Score _____

Choose one or more of these questions (Marzano) to reflect on what you learned through this action research and to begin planning for future growth:

- What will I do to establish and communicate learning goals, track student progress, and celebrate success?
- What will I do to help students effectively interact with new knowledge?
- What will I do to help student practice and deepen their understanding of new knowledge?
- What will I do to help students generate and test hypotheses about new knowledge?
- What will I do to engage students?
- What will I do to establish and maintain classroom rules and procedures?
- What will I do to recognize and acknowledge adherence or lack of adherence to rules and procedures?
- What will I do to establish and maintain effective relationships with students?
- What will I do to communicate high expectations for all students?

Has the professional growth target been met? _____ Will you continue this goal? _____

If the answer is “no” what will you work on next? _____

Instructional Observation Feedback

PGP Goal #1 _____

PGP Goal #2 _____

Counselor's Name: _____

Subject/Grade: _____

Date: _____

Counselor Reflection Requested (Yes/No) _____

Schedule Follow Up Meeting (Yes/No) _____

Students were:

Counselor was:

Standards/Indicators being addressed:

Indicate Proficiency 1-7	1) Student Development	
	1.1	Human growth and development
	1.2	Counseling theories and interventions
	1.3	Helping relationships
	1.4	Social and cultural diversity
	1.5	Appraisal of student growth and achievement
	1.6	Career development and planning
	2) Program Implementation	
	2.1	Structural components
	2.2	Program components
	2.3	Technology
	2.4	Program, personnel, and results evaluation
	3) Professional Relationships	
	3.1	Interpersonal skills
	3.2	Collaboration
	3.3	Consultation theories and strategies
	3.4	School and community involvement
	4) Leadership and Advocacy	
	4.1	Personal well-being
	4.2	Leadership and professionalism
	4.3	Student advocacy
	4.4	Program leadership
	4.5	School climate and culture
	5) Ethical and Professional Conduct	
	5.1	Ethical standards
	5.2	Professional standards
	5.3	District and school policies
	5.4	Legal Requirements
	6) Professional Responsibilities	
	6.1	Professional Responsibilities

Routine Segments__ *Providing clear learning goals and scales*

__ *Tracking student progress*

__ *Celebrating success*

Content Segments

__ *Identifying critical information*

__ *Organizing students to interact with new knowledge*

__ *Previewing new content*

__ *Chunking content into 'digestible bites'*

__ *Processing new information*

__ *Elaborating on new information*

__ *Recording and representing knowledge*

__ *Reflecting on learning*

Segments Enacted on the spot

__ *Reviewing content*

__ *Organizing students to practice and deepen knowledge*

__ *Using homework*

__ *Examining similarities and differences*

__ *Examining errors in reasoning*

__ *Practicing skills, strategies, and processes*

__ *Revising knowledge*

Points to Ponder (optional):

Narrative Comments (optional)

Counselor's Signature: _____ **Date:** _____

Comments:

Evaluator's Signature: _____ **Date:** _____

Comments:

Supplemental Feedback Form

Artifact Data

Counselor: _____

Grade/Subject: _____

Administrator/Supervisor: _____

Standard/Quality Indicator: _____

Data: _____

Standard/Quality Indicator: _____

Data: _____

Counselor's Comments: _____

Administrator's/Supervisor's Comments: _____

Counselor's Signature _____ Date _____

Administrator's Signature _____ Date _____

Signatures indicate that the above has been reviewed and discussed. Copies must be submitted to COUNSELOR and administrator/supervisor.

St. Charles School District Counselor Summative Evaluation

Counselor Name _____ School Year _____

_____ Probationary _____ Years in St. Charles School District Subject/Grade Level _____

_____ Tenured _____ Total Experience School _____

Evaluator _____

PGP Goal #1 _____

PGP Goal #2 _____

Counselor Standard / District Expectation	
1) Student Development	
1.1	Human growth and development
1.2	Counseling theories and interventions
1.3	Helping relationships
1.4	Social and cultural diversity
1.5	Appraisal of student growth and achievement
1.6	Career development and planning
Standard 1 Comments:	
2) Career Development and Planning	
2.1	Structural components
2.2	Program components
2.3	Technology
2.4	Program, personnel, and results evaluation
Standard 2 Comments:	
3) Professional Relationships	
3.1	Interpersonal skills
3.2	Collaboration
3.3	Consultation theories and strategies
3.4	School and community involvement

Standard 3 Comments:	
4) Leadership and Advocacy	
4.1	Personal well-being
4.2	Leadership and professionalism
4.3	Student advocacy
4.4	Program leadership
4.5	School climate and culture
Standard 4 Comments:	
5) Ethical and Professional Conduct	
5.1	Ethical standards
5.2	Professional standards
5.3	District and school policies
5.4	Legal Requirements
Standard 5 Comments:	

**Probationary Counselor Evaluations due by March 7.*

**Tenured Counselor Evaluations due by May 1.*

*If indicator is not met or showing appropriate growth, administrator will institute a Professional Improvement Plan. Professional Improvement Plan can be implemented at any time during the school year.

Counselor's Signature: _____

Date: _____

Comments:

Administrator's Signature: _____

Date: _____

Comments:

**St. Charles School District
Counselor Professional Growth Plan
Summative**

Indicator	Goal/Results (Focus and strategies for indicator)	Baseline Score	End Score	Growth Score

***St. Charles School District*
Counselor Yearly Growth Rating Summative**

Minimally Effective 1	Somewhat Effective 2	Proficient 3	Distinguished 4
Working on a PIP	Performance Concerns Noted	No Performance Concerns Noted	Noted as Distinguished in 1/3 of observed areas and all other areas Proficient

Rating for _____ School Year is

Overall Comments:

Recommend for Re-Employment

- Develop a new or revised growth plan based on new indicators or a continuation of the same ones
- Develop an improvement plan linked to indicators, must include specific target dates and timelines that must be met in order for re-employment to continue

Do Not Recommend for Re-Employment

Counselor's Signature

Date

Evaluator's Signature

Date

Administrator Comments:

Counselor Comments:

Standard #1 – Student Development

The professional school counselor utilizes his/her skills and knowledge of student development and behavior to promote the mental health and well-being of all students by facilitating their academic, career, and personal/social development.

Standard 1 – Quality Indicator 1: Human Growth and Development: The professional school counselor demonstrates knowledge of human development and personality and how these domains affect learners, and applies this knowledge in his or her work with learners.							
New Counselor		Developing Counselor		Proficient Counselor		Distinguished Counselor	
The new counselor begins to apply knowledge of theories of individual and family development, stages of individual growth, theories of learning and personality, resilience, factors that affect behavior, exceptional abilities, and principles of diverse learners to guidance and counseling program activities.		The developing counselor consistently applies knowledge of theories of individual and family development, stages of individual growth, theories of learning and personality, resilience, factors that affect behavior, exceptional abilities, and principles of diverse learners to guidance and counseling program activities.		The proficient counselor continues to provide developmentally and culturally appropriate program activities and interventions that are based on knowledge of current and emerging theories and periodically evaluates the impact of those interventions on identified student outcomes.		The distinguished counselor provides leadership and training, both to ensure that program activities and interventions are based on current and emerging theories that are developmentally and culturally appropriate and to encourage and support counselors to evaluate the impact of those interventions on identified student outcomes.	
1	2	3	4	5	6	7	8

Standard 1 – Quality Indicator 2: Counseling Theories and Interventions: The professional school counselor knows and understands established and emerging counseling theories and applies knowledge of techniques and strategies for innovative and differentiated interventions.

New Counselor	Developing Counselor	Proficient Counselor	Distinguished Counselor
<p>The new counselor begins to apply knowledge of counseling theories, techniques and strategies as they provide theory- based individual and small group counseling using developmentally and culturally appropriate interventions.</p>	<p>The developing counselor consistently applies knowledge of counseling theories, techniques and strategies as they provide theory-based individual and small group counseling using developmentally and culturally appropriate interventions.</p>	<p>The proficient counselor continues to provide theory-based, developmentally and culturally appropriate individual and small group counseling and periodically evaluates the impact of those interventions on identified student outcomes.</p>	<p>The distinguished counselor consistently provides high quality individual and small group counseling interventions that result in positive student outcomes and provides leadership at the school, district, and/or state level which enables other counselors to develop high quality individual and small group counseling interventions and to evaluate the results of those interventions on identified student outcomes.</p>
<p>1 2</p>	<p>3 4</p>	<p>5 6</p>	<p>7 8</p>

Standard 1 – Quality Indicator 3: Helping Relationships: The professional school counselor establishes helping relationships with students through individual counseling, group work, classroom guidance, and mental health and well-being activities within the comprehensive guidance and counseling program.

New Counselor	Developing Counselor	Proficient Counselor	Distinguished Counselor
<p>The new counselor begins to use helping skills to develop healthy relationships with students that improve self concept and performance through the delivery of the district’s comprehensive guidance and counseling program.</p>	<p>The developing counselor consistently uses helping skills to develop healthy relationships with students that improve self concept and performance through the delivery of the district’s comprehensive guidance and counseling program.</p>	<p>The proficient counselor continually uses helping skills to deliver the district’s guidance and counseling program; evaluates the quality of their use and impact on student outcomes; and begins to develop supervision skills.</p>	<p>The distinguished counselor continually uses helping skills to develop healthy relationships and deliver the school district’s comprehensive guidance and counseling program; evaluates the impact of their use on relationships and outcomes; and provides leadership and supervision to assist other school counselors to improve their helping and communication skills.</p>
<p>1 2</p>	<p>3 4</p>	<p>5 6</p>	<p>7 8</p>

Standard 1 – Quality Indicator 4: Social and Cultural Diversity: The professional school counselor demonstrates knowledge and understanding of how social and cultural diversity affects learning and development within the context of a global society and a diverse community of families through lesson plans, guidance activities, and interactions with students.

New Counselor	Developing Counselor	Proficient Counselor	Distinguished Counselor
<p>The new counselor begins to apply knowledge of social and cultural diversity issues, trends, and attitudes by incorporating social and cultural diversity content into guidance curriculum lessons and by demonstrating sensitivity to multicultural diversity when engaged in individual and small group counseling as well as in consultation activities.</p>	<p>The developing counselor consistently applies knowledge of social and cultural diversity issues, trends, and attitudes by incorporating social and cultural diversity content into guidance curriculum lessons and by demonstrating sensitivity to multicultural diversity when engaged in individual and small group counseling as well as in consultation activities.</p>	<p>The proficient counselor ensures that the knowledge of social and cultural diversity issues, trends, and attitudes are clearly reflected in the guidance curriculum, individual student planning, and responsive services components of the district’s comprehensive guidance and counseling program and evaluates how knowledge of these issues, trends, and attitudes is incorporated in their own work as a culturally sensitive school counselor.</p>	<p>The distinguished counselor consistently models high levels of sensitivity to multicultural diversity in personal interactions; provides leadership to ensure that social and cultural diversity issues, trends, and attitudes are not only incorporated into the district’s comprehensive guidance and counseling program but are also clearly reflected in the district’s mission statement, comprehensive school improvement plan, school and/or district policies and practices, and the curricula of the academic and career and technical education programs of the district; and leads and supports these efforts at the local, regional and/or state levels.</p>
<p>1 2</p>	<p>3 4</p>	<p>5 6</p>	<p>7 8</p>

Standard 1 – Quality Indicator 5: Appraisal of Student Growth and Achievement: The professional school counselor knows and understands the principles of measurement and assessment, for both individual and group approaches, as they apply to the academic, career, and personal/social development of all students through full implementation of a comprehensive guidance and counseling program and defines the counselor’s role in assessment consistent with level of training, expertise, and a fully implemented comprehensive guidance and counseling program.

New Counselor	Developing Counselor	Proficient Counselor	Distinguished Counselor
<p>The new counselor, guided by professional ethical assessment standards, begins to apply knowledge of measurement and assessment appropriate for level of training and consistent with a fully implemented comprehensive guidance and counseling program and consults with a mentor to review existing assessment instruments to ensure each is developmentally and culturally appropriate, valid, and reliable.</p>	<p>The developing counselor, guided by professional ethical assessment standards, consistently applies knowledge of measurement and assessment in the use of instruments that are appropriate for level of training and specific role within the district’s comprehensive guidance and counseling program by reviewing and using developmentally and culturally appropriate, valid, and reliable assessment instruments.</p>	<p>The proficient counselor, guided by professional ethical assessment standards, continues to use developmentally and culturally appropriate, valid, and reliable assessment instruments appropriate for level of training and specific role within the district’s comprehensive guidance and counseling program, and, in addition, evaluates the use and effectiveness of the quantitative and qualitative assessments used with students.</p>	<p>The distinguished counselor consistently demonstrates expertise in the selection, use, and interpretation of assessments; provides leadership through targeted professional development for administrators, staff, and parents regarding use of assessments, the appropriate assessment role for school counselors based on level of training and the ethical assessment standards of the profession and for school counselors helping them expand and extend their assessment expertise.</p>

1	2	3	4	5	6	7	8
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Standard #1 – Quality Indicator 6: Career Development and Planning: The professional school counselor demonstrates knowledge and understanding of career development and planning processes across the life span and assists all students in their career awareness, exploration, decision-making, and planning.

New Counselor	Developing Counselor	Proficient Counselor	Distinguished Counselor
<p>The new counselor begins to apply knowledge of career development and planning (theories, models, instruments, information, and cultural and diversity influences) in work with all students by using developmentally and culturally appropriate guidance curriculum lessons, individual student planning formats and procedures (personal plan of study), and individual and small group counseling as defined by the Guidance Grade Level Expectations and the Individual Student Planning process of the district’s comprehensive guidance and counseling program.</p>	<p>The developing counselor consistently applies knowledge of career development and planning in work with all students by using developmentally and culturally appropriate guidance curriculum lessons, individual student planning formats and procedures (personal plan of study), and individual and small group counseling as defined by the Guidance Grade Level Expectations and the Individual Student Planning process of the district’s comprehensive guidance and counseling program.</p>	<p>The proficient counselor uses knowledge of career development and planning to evaluate the various career interventions used with students and, based on the data obtained, enhances them making sure that they are developmentally and culturally appropriate, are based on established career theories, and are evidence based.</p>	<p>The distinguished counselor consistently demonstrates expertise in the development and acquisition of appropriate career education resources; provides leadership in collaboratively developing the school and/or district wide K-12 career development component of the district’s comprehensive guidance and counseling program; and provides targeted professional development for administrators, staff, parents and counselors regarding the value of the career development process that culminates in successful student transitions.</p>
<p>1 2</p>	<p>3 4</p>	<p>5 6</p>	<p>7 8</p>

Standard #2 – Program Implementation

The professional school counselor collaborates with school and community members to plan, design, implement, evaluate and enhance the school and district-wide comprehensive guidance and counseling program to advance the academic, career, and personal/social development of all students.

Standard 2 – Quality Indicator 1: Structural Components: The professional school counselor knows and understands the structural components of a fully implemented comprehensive guidance and counseling program including a philosophy and definition, facilities, advisory council, resources, budget and staffing patterns.							
New Counselor		Developing Counselor		Proficient Counselor		Distinguished Counselor	
The new counselor can describe how the structural components are incorporated into the district’s comprehensive guidance and counseling program.		The developing counselor consistently uses knowledge to assess and improve the structural components of the district’s comprehensive guidance and counseling program.		The proficient counselor provides leadership for the periodic review and revision of the structural components of the district’s comprehensive guidance and counseling program.		The distinguished counselor leads the effort to fully implement the districts comprehensive guidance and counseling program by collaborating with administrators and other district counselors (when appropriate) to periodically review and revise the structural components of the program which leads to full implementation of quality components.	
1	2	3	4	5	6	7	8

Standard 2 – Quality Indicator 2 : Program Components: The professional school counselor knows, understands and implements the four program components of the district’s comprehensive guidance and counseling program, providing all students with essential knowledge and skills defined by the Grade Level Expectations through the guidance curriculum, individual student planning, responsive services and system support.

New Counselor	Developing Counselor	Proficient Counselor	Distinguished Counselor
<p>The new counselor uses knowledge of the four program components to begin to provide students with developmentally appropriate guidance and counseling activities and participates in the management and evaluation of the school district’s comprehensive guidance and counseling program.</p>	<p>The developing counselor uses knowledge of the four program components to consistently provide students with developmentally appropriate guidance and counseling activities and participates in the management and evaluation of the school district’s comprehensive guidance and counseling program.</p>	<p>The proficient counselor provides leadership in the management and evaluation of the school district’s comprehensive guidance and counseling program that supports the integration of the program components into the district’s educational program and continues to provide students with developmentally appropriate guidance and counseling activities.</p>	<p>The distinguished counselor demonstrates leadership and initiative to advocate for the full implementation of the district’s comprehensive guidance and counseling program components, which are integrated into the district’s overall educational program and evaluated on a regular basis.</p>
<p>1 2</p>	<p>3 4</p>	<p>5 6</p>	<p>7 8</p>

Standard 2 – Quality Indicator 3: Technology: The professional school counselor integrates and utilizes technology for program delivery and management to promote the academic, career, and personal/social development of all students.							
New Counselor		Developing Counselor		Proficient Counselor		Distinguished Counselor	
The new counselor demonstrates initial competence in using required software programs and data systems and adapts to district technology is/can be used in the delivery and management of the district’s comprehensive guidance and counseling program consistent with district policy.		The developing counselor demonstrates competence in using current technologies and programs and assesses how available technology may be effectively used in the delivery and management of the district’s comprehensive guidance and counseling program.		The proficient counselor provides leadership to evaluate and enhance the effectiveness of technology in the delivery and management of the district’s comprehensive guidance and counseling program.		The distinguished counselor acts as a leader and change agent to advocate for the acquisition of emerging technological resources that enhance the delivery and management of the district’s comprehensive guidance and counseling program and facilitate its integration into the district’s overall educational program.	
1	2	3	4	5	6	7	8

Standard 2 – Quality Indicator 4: Program, Personnel, and Results Evaluation: The professional school counselor knows, understands, and uses program, personnel, and results based evaluation procedures to plan, design, implement, evaluate and enhance a comprehensive guidance and counseling program.							
New Counselor		Developing Counselor		Proficient Counselor		Distinguished Counselor	
The new counselor begins to use and promote program, personnel, and results-based evaluation procedures.		The developing counselor consistently uses and promotes program and results based evaluation procedures, while promoting personnel evaluation appropriate for school counselors.		The proficient counselor collaborates with administrators to utilize program, personnel, and results based evaluation procedures and analyze the results to facilitate guidance and counseling program and school improvement.		The distinguished counselor serves as a leader and change agent, working with school and community leaders, to ensure that program, personnel, and results based evaluation are conducted annually, that the data are used to enhance the district’s comprehensive guidance and counseling program and that periodic reports are provided to the administration, school board, and other stakeholders.	
1	2	3	4	5	6	7	8

Missouri School Counselor Standards and Quality Indicators- Professional Continuum
Standard # 3 – Professional Relationships

The professional school counselor develops collaborative professional relationships throughout the school and community which support the comprehensive guidance and counseling program as well as the overall mission and improvement plans of the school and district.

Standard 3 – Quality Indicator 1: Interpersonal Skills: The professional school counselor promotes, models, and teaches interpersonal skills to enhance relationships with and among administrators, staff, students, families, community members, agency representatives, and other professional school counselors to facilitate planning, implementing, maintaining, evaluating, and enhancing a comprehensive guidance and counseling program supportive of the academic, career, and personal/social success							
New Counselor		Developing Counselor		Proficient Counselor		Distinguished Counselor	
The new counselor begins to apply knowledge of, appreciation for, and uses interpersonal skills that facilitate professional relationships, communication, and positive school climate.		The developing counselor consistently demonstrates effective interpersonal skills to facilitate professional relationships, communication, positive school climate, and full implementation of the district’s guidance and counseling program.		The proficient counselor collaborates with administrators to provide ongoing professional learning among staff and stakeholders to promote positive professional relationships, effective communication, and positive school climate.		The distinguished counselor serves as a leader and change agent by modeling effective interpersonal skills and empowering school and community members to create a school culture that is committed to enhancing the academic, career, and personal/social success of all students.	
1	2	3	4	5	6	7	8

Standard 3 – Quality Indicator 2 : Collaboration: The professional school counselor develops collaborative professional relationships with administrators, staff, students, families, community members, agency representatives, and other professional school counselors in order to promote the academic, career, and personal/social development success of all students.							
New Counselor		Developing Counselor		Proficient Counselor		Distinguished Counselor	
The new counselor begins to use collaboration skills.		The developing counselor consistently uses collaboration skills.		The proficient counselor continually uses, models, and promotes collaboration skills.		The distinguished counselor continually uses and models collaboration skills and mentors others in the use of collaboration skills.	
1	2	3	4	5	6	7	8

Standard 3 – Quality Indicator 3: Consultation Theories and Strategies: The professional school counselor uses theories, models, and processes of consultation strategies to improve communication, develop and promote professional, family, and school relationships and coordinate school and community resources to promote the academic, career, and personal/social development of all students.							
New Counselor		Developing Counselor		Proficient Counselor		Distinguished Counselor	
The new counselor begins to use consultation skills.		The developing counselor consistently uses consultation skills.		The proficient counselor continually uses, models, and promotes positive, effective consultation skills.		The distinguished counselor continually uses and models consultation skills and mentors others in the use of consultation skills.	
1	2	3	4	5	6	7	8

Standard 3 – Quality Indicator 4: School and Community Involvement: The professional school counselor is actively involved in school and community initiatives that promote the academic, career, and personal/social development of all students.							
New Counselor		Developing Counselor		Proficient Counselor		Distinguished Counselor	
The new counselor begins to participate in school and community initiatives and to access and use school and community resources.		The developing counselor consistently participates in school and community initiatives and accesses and uses school and community resources.		The proficient counselor continuously participates in school and community initiatives and accesses and uses school and community resources.		The distinguished counselor serves as a leader within school and community to create and promote school and community initiatives.	
1	2	3	4	5	6	7	8

Standard #4 – Leadership and Advocacy

The professional school counselor serves as a change agent, demonstrating leadership, vision, collaboration and advocacy for the on-going development of self, students, the comprehensive guidance and counseling program and the school district.

Standard 4 – Quality Indicator 1: Personal Well-Being: The professional school counselor knows, understands, uses and models techniques of self-care.							
New Counselor		Developing Counselor		Proficient Counselor		Distinguished Counselor	
The new counselor applies techniques of self-care and uses supervision and consultation with a school counselor mentor and others to support well-being.		The developing counselor consistently applies techniques of self-care and uses supervision and consultation with others to support well-being.		The proficient counselor continues to apply techniques of self-care and monitors the impact of self-care on students and program implementation.		The distinguished counselor provides leadership in promoting techniques of self-care and well-being, monitors the impact of self-care on students and program implementation, and mentors and supervises others in the value and technique of self-care.	
1	2	3	4	5	6	7	8

Standard 4 – Quality Indicator 2 : Leadership and Professionalism: The professional school counselor knows, understands, models and promotes personal leadership and professionalism.							
New Counselor		Developing Counselor		Proficient Counselor		Distinguished Counselor	
The new counselor holds appropriate credentials for practice and uses reflection and feedback to develop a professional development plan to support personal, professional, and program improvement.		The developing counselor maintains appropriate credentials for practice and uses reflection and feedback to update the professional development plan to support personal, professional, and program improvement.		The proficient counselor maintains appropriate credentials for practice; uses reflection and feedback to update the professional development plan to support personal, professional, and program improvement; shares in the leadership responsibilities of professional organizations and/or local educator committees; and recruits and mentors new professionals.		The distinguished counselor advocates for and maintains appropriate credentials; uses reflection and feedback to refine the professional development plan; serves as a mentor, supporting/providing professional development for others; maintains leadership roles in local, regional, state and or national professional organizations; and recruits new professionals.	
1	2	3	4	5	6	7	8

Missouri School Counselor Standards and Quality Indicators – Professional Continuum

Standard 4 – Quality Indicator 3: Student Advocacy: The professional school counselor knows and understands the advocacy processes needed to address individual, institutional and social factors that influence access, equity, and success for all students.							
New Counselor		Developing Counselor		Proficient Counselor		Distinguished Counselor	
The new counselor identifies student advocacy issues, as well as individual, institutional and social factors that impact students, and begins to collaborate with stakeholders to make plans to apply advocacy processes.		The developing counselor addresses student advocacy issues, as well as individual, institutional, and social factors that impact students, by collaborating with stakeholders to apply advocacy processes and plans.		The proficient counselor continuously seeks to identify and address student advocacy issues, as well as individual, institutional, and social factors that impact students, by collaborating with stakeholders to implement, evaluate, and refine advocacy processes and plans.		The distinguished counselor serves as a leader and change agent by educating stakeholders about student advocacy issues, as well as individual, institutional, and social factors that impact students, and by empowering students and others to become student advocates.	
1	2	3	4	5	6	7	8

Missouri School Counselor Standards and Quality Indicators – Professional Continuum

Standard 4 – Quality Indicator 4: Program Leadership: The professional school counselor uses knowledge of comprehensive guidance and counseling program concepts to promote and enhance the success of students and the comprehensive guidance and counseling program while contributing to school improvement.							
New Counselor		Developing Counselor		Proficient Counselor		Distinguished Counselor	
The new counselor begins to use leadership and advocacy strategies for program planning, design, implementation, evaluation and enhancement.		The developing counselor consistently uses leadership, advocacy, and networking strategies for program planning, design, implementation, evaluation and enhancement.		The proficient counselor continually leads, advocates, and networks for ongoing program planning, design, implementation, evaluation and enhancement to positively impact school improvement and student success.		The distinguished counselor provides leadership in advocating for the integration of a fully implemented comprehensive guidance and counseling program into the overall educational program to positively impact school improvement and student success.	
1	2	3	4	5	6	7	8

Missouri School Counselor Standards and Quality Indicators – Professional Continuum

Standard 4 – Quality Indicator 5: School Climate and Culture: The professional school counselor uses the comprehensive guidance and counseling program to contribute to the development of a positive and safe school climate and culture.

New Counselor	Developing Counselor	Proficient Counselor	Distinguished Counselor
<p>The new counselor begins to identify characteristics of the school’s climate and culture to facilitate guidance and counseling program activities that encourage a positive and safe climate and culture.</p>	<p>The developing counselor identifies and evaluates characteristics of the school’s climate and culture to facilitate guidance and counseling program activities that maintain and strengthen a positive and safe climate and culture.</p>	<p>The proficient counselor continually collects and uses data to evaluate and improve the impact of guidance and counseling program activities on the school climate and culture.</p>	<p>The distinguished counselor provides leadership, working with others, to integrate guidance and counseling program activities with other district initiatives that maintain and strengthen a positive and safe climate and culture in order to better understand and respond to changing student needs.</p>
<p>1 2</p>	<p>3 4</p>	<p>5 6</p>	<p>7 8</p>

END STANDARD 4

Missouri School Counselor Standards and Quality Indicators – Professional Continuum

Standard #5 – Ethical and Professional Conduct

The professional school counselor knows, understands and adheres to current ethical and professional standards and legal requirements.

Standard 5 – Quality Indicator 1: Ethical Standards: The professional school counselor knows, understands and practices in accordance with ethical standards appropriate to the school counseling profession.							
New Counselor		Developing Counselor		Proficient Counselor		Distinguished Counselor	
The new counselor practices in accordance with professional ethical standards, seeks consultation for assistance in ethical decision-making, and communicates with administrators about the ethical standards of the school counseling profession.		The developing counselor practices in accordance with professional ethical standards, seeks consultation for assistance in ethical decision-making, and educates school staff about the ethical standards of the school counseling profession.		The proficient counselor practices in accordance with professional ethical standards, seeks consultation for assistance in ethical decision-making, and is a consultant for the school community regarding ethical decision-making.		The distinguished counselor practices in accordance with professional ethical standards, seeks consultation for assistance in ethical decision-making and provides consultation, leadership and education for the school community regarding ethical decision-making.	
1	2	3	4	5	6	7	8

Missouri School Counselor Standards and Quality Indicators – Professional Continuum

Standard 5 – Quality Indicator 2: Professional Standards: The professional school counselor knows, understands and practices in accordance with standards associated with the counseling profession.							
New Counselor		Developing Counselor		Proficient Counselor		Distinguished Counselor	
The new counselor practices in accordance with MoSPE standards for school counselors, participates in a school counselor mentoring program, and seeks consultation to guide practice.		The developing counselor practices in accordance with the MoSPE standards for school counselors and seeks consultation to guide practice.		The proficient counselor practices in accordance with the MoSPE standards for school counselors, seeks consultation to guide practice, and supports other counselors in their personal and professional development.		The distinguished counselor practices in accordance with the MoSPE standards for school counselors and provides consultation, leadership and professional development for the professional school counseling community regarding the MoSPE standards.	
1	2	3	4	5	6	7	8

Missouri School Counselor Standards and Quality Indicators – Professional Continuum

Standard 5 – Quality Indicator 3: District and School Policies: The professional school counselor knows, understands and practices in accordance with local school policy and procedures.							
New Counselor		Developing Counselor		Proficient Counselor		Distinguished Counselor	
The new counselor begins to practice in accordance with local district and school policies and procedures and consults with administrators about and practices in accordance with the local district and school policies and procedures.		The developing counselor practices in accordance with local district and school policies and procedures and reviews policies and procedures that impact the implementation of the district’s comprehensive guidance and counseling program.		The proficient counselor practices in accordance with local district and school policies and procedures and, using data, works with administrators to identify policies and procedures that need to be revised or added to positively impact student success through a fully implemented comprehensive guidance and counseling program.		The distinguished counselor practices in accordance with local district and school policies and procedures; and uses data to advocate for policy changes that address contemporary issues which impact student success.	
1	2	3	4	5	6	7	8

Missouri School Counselor Standards and Quality Indicators – Professional Continuum

Standard 5 – Quality Indicator 4: Legal Requirements: The professional school counselor practices in accordance with local, state, and federal statutory requirements and is familiar with legal resources.							
New Counselor		Developing Counselor		Proficient Counselor		Distinguished Counselor	
The new counselor practices in accordance with local, state, and federal statutory requirements that pertain to education and the practice of school counseling and accesses and uses legal resources.		The developing counselor practices in accordance with local, state, and federal statutory requirements that pertain to education and the practice of school counseling, accesses and uses legal resources, and can describe how local, state, and federal statutory requirements impact schools, students and families.		The proficient counselor practices in accordance with local, state, and federal statutory requirements that pertain to education and the practice of school counseling, accesses and uses legal resources, identifies local, state, and federal statutory requirements that need to be revised or added, and collaborates with stakeholders to advocate for change.		The distinguished counselor practices in accordance with local, state, and federal statutory requirements that pertain to education and the practice of school counseling, accesses and uses legal resources, identifies local, state, and federal statutory requirements that need to be revised or added, and takes a leadership role in collaboration with stakeholders to advocate for change.	
1	2	3	4	5	6	7	8

Missouri School Counselor Standards and Quality Indicators – Professional Continuum

Standard 6 – Quality Indicator 1: Professional Responsibilities - Maintains accurate records in a timely manner, exemplifies good attendance, adheres to policy, and maintains confidentiality/privacy.							
Beginning Counselor		Developing Counselor		Proficient Counselor:		Distinguished Counselor	
<p>The counselor’s records are kept in a manner that provides foundational communication, and/or compliance.</p> <p>The counselor is rarely absent, arrives on time ready to begin work, and does not leave before the designated time. The counselor schedules time off in accordance with Board policy.</p> <p>The counselor’s practice requires support in understanding school/district policies and procedures.</p> <p>The counselor honors the confidential nature of student information.</p>				<p>Records such as grade book, attendance, IEPs, 504s, etc. are maintained and updated in a timely manner.</p> <p>The counselor is rarely absent, arrives on time ready to begin work, and does not leave before the designated time. The counselor schedules time off in accordance with Board policy.</p> <p>The counselor consistently adheres to building/district policies and procedures and consistently supports and enforces program regulations.</p> <p>The Counselor honors the confidential nature of student information.</p>			
1	2	3	4	5	6	7	8