

Rubrics for Beginning School Counselor Quality Indicators, MoSTEP 1.4

(As Revised by MO Counselor Educators, October 2008)

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1.4.1 Professional school counselor (PSC) candidates know and understand student development and behavior and have the knowledge and skills to facilitate student academic, personal/social and career development.

1.4.1.1 Human Growth and Development: Professional school counselor candidates know and understand theories of human development, learning and personality and they apply these theories in their work with all students.

Performance Indicators: Professional School Counselor Candidates

- apply theories of individual and family development to transitions across the life span and the range of human developmental variation
- apply knowledge of developmental stages of individual growth
- apply theories of learning, of development in working with all students in a variety of school counseling activities
- apply theories of individual, family, cultural, and community resilience
- apply knowledge about factors that affect behavior, including but not limited to, crises, trauma, disaster, disability, addiction, psychopathology, and environmental factors, in assisting all students to develop healthy life and learning styles
- apply a framework for understanding exceptional abilities and strategies for differentiated interventions
- apply strategies for facilitating optimal development and wellness over the life span

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
<p>The professional school counselor candidate demonstrates <i>an adequate depth of knowledge and understanding</i> of theories of individual and family development, transitions across the life-span, and the range of human developmental variation; of developmental stages of individual growth; and of learning and personality development.</p> <p>The professional school counselor candidate <i>consistently applies</i> factors that affect behavior, including but not limited to, developmental crises, disability, addiction, psychopathology, and environmental factors, in assisting learners to develop healthy life and learning styles.</p> <p>The professional school counselor candidate <i>consistently applies</i> developmental principles in working with learners in a variety of school counseling activities.</p>	<p>The professional school counselor candidate demonstrates <i>inadequate depth of knowledge and understanding</i> of theories of individual and family development, transitions across the life-span, and the range of human developmental variation; of developmental stages of individual growth; and of learning and personality development.</p> <p>The professional school counselor candidate <i>inconsistently applies knowledge of</i> factors that affect behavior, including but not limited to, developmental crises, disability, addiction, psychopathology, and environmental factors, in assisting learners to develop healthy life and learning styles.</p> <p>The professional school counselor candidate <i>inconsistently applies</i> developmental principles in working with learners in a variety of school counseling activities.</p>	<p>There is <i>insufficient evidence</i> upon which to make a determination for this quality indicator.</p>

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1.4.1.2 Social and Culture Diversity: The professional school counselor candidate knows and understands how human diversity affects learning and development within the context of a global society and a diverse community of families. The professional school counselor candidate uses this understanding to assist learners, parents and colleagues in developing opportunities for learning and personal growth.

Performance Indicators: Professional School Counselor Candidates

- apply knowledge of attitudes and behaviors related to diversity and how the diversity in families impacts all students
- educate students, colleagues and others about diversity and its impact on learning, growth and family and community relationships
- strategies for facilitating the development of all students’ respect for and valuing of human diversity, social justice, advocacy, conflict resolution and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind and body
- work to eliminate biases, prejudices and processes of intentional and unintentional oppression and discrimination
- apply knowledge of how culture affects human relationships and demonstrate cultural awareness and sensitivity in counseling
- demonstrate cultural awareness and sensitivity in the implementation of comprehensive guidance programs
- apply individual, family, group and community strategies for working with and advocating for diverse populations

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
<p>The professional school counselor candidate demonstrates an <i>adequate depth of knowledge and understanding</i> of multicultural and pluralistic trends, attitudes and behaviors related to diversity, how the diversity in families impacts learners and how culture affects the counseling relationship.</p> <p>The professional school counselor candidate <i>routinely and effectively educates</i> students, colleagues and others about diversity and its impact on learning, growth, and relationships.</p> <p>The professional school counselor candidate <i>proactively facilitates</i> the development of learners’ acceptance of, respect for, and valuing of human diversity.</p> <p>The professional school counselor candidate <i>consistently and competently demonstrates</i> cultural awareness and sensitivity in counseling.</p>	<p>The professional school counselor candidate demonstrates only a <i>basic level of knowledge</i> and understanding of multicultural and pluralistic trends, attitudes and behaviors related to diversity, how the diversity in families impacts learners and how culture affects the counseling relationship.</p> <p>The professional school counselor candidate <i>occasionally educates students</i>, colleagues and others about diversity and its impact on learning, growth, and relationships.</p> <p>The professional school counselor candidate <i>only reactively facilitates</i> the development of learners’ acceptance of, respect for, and valuing of human diversity.</p> <p>The professional school counselor candidate <i>occasionally demonstrates</i> cultural awareness and sensitivity in counseling.</p>	<p>There is <i>insufficient evidence</i> upon which to make a determination for this quality indicator.</p>

Comments:

1.4.1.3 Assessment: Professional school counselor candidates know and understand the principles of measurement and assessment, for both individuals and groups, and can apply these principles in their work with all students within a diverse and multicultural society.

Performance Indicators: Professional School Counselor Candidates

- know and understand theoretical and historical bases for assessment techniques, including basic concepts of standardized and non-standardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing and behavioral observations
- know and understand the concepts of reliability (i.e., theory of measurement error, models of reliability and the use of reliability information), validity (i.e., evidence of validity, types of validity) and the relationship between reliability and validity
- select, administer and interpret qualitative and quantitative assessments typically used in comprehensive guidance programs to assess the academic, career and personal/social development of all students
- apply statistical concepts including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions and correlations
- apply social and cultural factors related to the assessment and evaluation of individuals, groups and specific populations
- apply ethical principles in assessment

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
<p>The professional school counselor candidate demonstrates an <i>adequate depth of knowledge and understanding</i> of theoretical and historical bases for assessment techniques, including standardized and non-standardized testing and other assessment techniques including norm referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, behavioral observations, and concepts of reliability and validity.</p> <p>The professional school counselor candidate effectively <i>and consistently selects, administers, and interprets</i> qualitative and quantitative assessments used in comprehensive guidance programs and has depth of knowledge of various statistical concepts. The professional school counselor candidate consistently uses ethical principles in assessment.</p>	<p>The professional school counselor candidate demonstrates an <i>inadequate depth of knowledge and understanding</i> of theoretical and historical bases for assessment techniques, including standardized and non-standardized testing and other assessment techniques including norm referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, behavioral observations, and concepts of reliability and validity.</p> <p>The professional school counselor candidate <i>does not yet effectively and consistently select administer, and interpret</i> qualitative and quantitative assessments used in comprehensive guidance programs and lacks depth of knowledge of various statistical concepts. The professional school counselor candidate applies ethical principles in assessment <i>unevenly</i>.</p>	<p>There is <i>insufficient evidence</i> upon which to make a determination for this quality indicator.</p>

1.4.1.4 Career Development and Planning: The professional school counselor candidate understands career development and planning processes across the lifespan and assists all students in their career exploration, decision-making and planning.

Performance Indicators: Professional School Counselor Candidates

- apply theories of career development, decision-making and planning with all students
- apply strategies for promoting and supporting the career decision-making and planning of all students through comprehensive guidance program planning, organization, implementation, administration and evaluation
- use various career assessment techniques to assist all students in understanding their abilities and career interests
- know and understand the interrelationships among work, family and other life roles and factors, including the role of multicultural issues in career development
- apply knowledge of the impact of diversity on career development
- use current educational, career and labor market information as well as career information delivery systems to assist all students in understanding the worlds of education and work in making career plans and choices

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
<p>The professional school counselor candidate demonstrates an <i>adequate depth of knowledge and understanding</i> of theories of career development, career decision-making and planning with all students.</p> <p>The professional school counselor candidate <i>effectively uses strategies</i> for promoting and supporting the career decision making and planning for all students through comprehensive guidance program planning, organization, implementation, administration and evaluation.</p> <p>The professional school counselor candidate <i>consistently uses</i> various career assessment techniques to assist all students in understanding their abilities and career interests, and <i>effectively uses</i> current career information to assist all students in understanding the world of work and make career plans and choices.</p> <p>The professional school counselor candidate understands interrelationships among work, family, and other life roles and factors, and the impact of diversity on career development.</p>	<p>The professional school counselor candidate demonstrates an <i>inadequate depth of knowledge and understanding</i> of theories of career development, career decision-making and planning with all students.</p> <p>The professional school counselor candidate <i>occasionally uses strategies</i> for promoting and supporting the career decision making and planning for all students through comprehensive guidance program planning, organization, implementation, administration and evaluation.</p> <p>The professional school counselor candidate <i>uses a limited variety of</i> career assessment techniques to assist all students in understanding their abilities and career interests, and <i>occasionally uses</i> current career information to assist all students in understanding the world of work and make career plans and choices.</p> <p>The professional school counselor candidate <i>has only some understanding</i> of the interrelationships among work, family, and other life roles and factors, and the impact of diversity on career development.</p>	<p>There is <i>insufficient</i> evidence upon which to make a determination for this quality indicator.</p>

1.4.1.5 Helping Relationships: Professional school counselor candidates know and understand the counseling and consulting processes in a diverse society.

Performance Indicators: Professional School Counselor candidates

- demonstrate essential interviewing and counseling skills
- apply counseling theories to conceptualize student issues and concerns and select appropriate counseling interventions to respond to these issues and concerns
- apply a school, family and community systems perspective to the counseling process
- apply a framework for understanding and practicing professional consultation, including counselor characteristics and behaviors that influence helping processes

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
<p>The professional school counselor candidate <i>demonstrates an appropriate level</i> of essential interviewing skills and demonstrates an <i>adequate depth of knowledge</i> regarding the application of counseling theories to student issues and concerns.</p> <p>The professional school counselor candidate <i>knows strategies</i> for applying a school, family, and systems perspective to the counseling process.</p> <p>The professional school counselor candidate <i>understands</i> the framework for consultation.</p>	<p>The professional school counselor candidate <i>does not demonstrate an adequate level</i> of essential interviewing skills and <i>does not demonstrate an adequate depth of knowledge</i> regarding the application of counseling theories to student issues and concerns.</p> <p>The professional school counselor candidate <i>lacks strategies</i> for applying a school, family, and systems perspective to the counseling process.</p> <p>The professional school counselor candidate <i>lacks an understanding</i> of the framework for consultation.</p>	<p>There is <i>insufficient evidence</i> upon which to make a determination about this quality indicator.</p>

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1.4.1.6 Group Work: Professional school counselor candidates know and understand both the theoretical and experiential aspects of group work.

Performance Indicators: Professional school counselor candidates

- apply knowledge of the principles of group dynamics including group process components, developmental stage theory, group member roles and behaviors and therapeutic factors of group work
- apply knowledge of group leadership or facilitation styles and approaches, including characteristics, of various types of group leaders and leadership roles
- apply theories of group counseling, including commonalities, distinguishing characteristics and pertinent research and literature
- apply knowledge of how to plan manage and evaluate groups including group counselor orientations and behaviors and appropriate selection criteria and methods

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
<p>The professional school counselor candidate <i>demonstrates adequate depth of knowledge and understanding</i> concerning principles of group dynamics, group leadership or facilitation styles, and approaches, and theories of group work.</p> <p>The professional school counselor candidate <i>knows how to</i> plan, manage, and evaluate groups.</p>	<p>The professional school counselor candidate <i>demonstrates inadequate depth of knowledge and understanding</i> concerning principles of group dynamics, group leadership or facilitation styles, and approaches, and theories of group work.</p> <p>The professional school counselor candidate <i>has limited skill</i> in planning, managing, and evaluating groups.</p>	<p>There is <i>insufficient evidence</i> upon which to make a determination about this quality indicator.</p>

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1.4.2 Professional school counselor candidates know and understand how to plan, design, implement, evaluate and enhance a district wide comprehensive guidance program that promotes the academic, career and personal/social development of all students.

1.4.2.1 Structural Components of a Comprehensive Guidance Program: Professional school counselor candidates know and understand the structural components of a fully implemented comprehensive guidance program including a philosophy and definition, facilities, advisory council, resources, budget and staffing patterns.

Performance Indicators: Professional School Counselor Candidates

- develop the beliefs and philosophy for comprehensive guidance programs that align with current school improvement plans and student success initiatives at the school, district and state levels
- advocate for appropriate facilities, necessary resources, budget, and staffing patterns to ensure the full implementation of comprehensive guidance programs
- establish, facilitate, and use advisory councils to support the full implementation of comprehensive guidance programs

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
The professional school counselor candidate has an <i>adequate depth of knowledge and understanding</i> concerning the beliefs and philosophy for comprehensive guidance programs as well as the need for facilities, services, budget, and staffing patterns to ensure full program implementation. The professional school counselor candidate <i>knows how</i> to establish, facilitate, and use advisory councils to support the program.	The professional school counselor candidate <i>has an inadequate depth of knowledge and understanding</i> concerning the beliefs and philosophy for comprehensive guidance programs as well as the need for facilities, services, budget, and staffing patterns to ensure full program implementation. The professional school counselor candidate <i>does not know how</i> to establish, facilitate, and use advisory councils to support the program.	There is <i>insufficient evidence</i> upon which to make a determination about this quality indicator.

Comments:

1.4.2.2. Program Components: Professional school candidates know and understand the program components of a fully implemented comprehensive guidance program that provide all students with essential knowledge and skills (grade-level expectations) through the guidance curriculum, individual planning, responsive services and system support.

1.4.2.2.1 Comprehensive Guidance Program Components: *Guidance Curriculum*; Professional school counselor candidates know and understand classroom and school-wide, results-based guidance activities that facilitate all students’ academic, career and personal/social development.

Performance Indicators: Professional School Counselor Candidates

- conduct guidance curriculum planning surveys to inform the planning and implementation of the guidance curriculum
- design and implement culturally sensitive and developmentally appropriate guidance activities demonstrated to meet student needs and school goals, including closing-the-gap activities
- collaborate with teachers and other school personnel in the delivery and full implementation of the guidance curriculum by aligning guidance grade-level expectations with the grade-level expectations of other programs
- demonstrate effective curriculum design, classroom management and instructional skills

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
<p>The professional school counselor candidate <i>demonstrates an adequate depth of knowledge and understanding</i> about the role of guidance curriculum planning surveys, the design and implementation of culturally sensitive and developmentally appropriate guidance activities, and collaboration with teachers and other personnel in the delivery and full implementation of the guidance curriculum.</p> <p>The professional school counselor candidate <i>has adequate knowledge of</i> effective curriculum design, <i>has excellent</i> classroom management skills, and <i>effectively implements</i> instructional strategies.</p>	<p>The professional school counselor candidate <i>has inadequate knowledge and understanding</i> about the role of guidance curriculum planning surveys, the design and implementation of culturally sensitive and developmentally appropriate guidance activities, and collaboration with teachers and other personnel in the delivery and full implementation of the guidance curriculum.</p> <p>The professional school counselor candidate <i>has inadequate knowledge of</i> effective curriculum design, <i>has excellent</i> classroom management skills, and <i>effectively implements</i> instructional strategies.</p>	<p>There is <i>insufficient evidence</i> upon which to make a determination for this quality indicator.</p>

Comments:

1.4.2.2.2 Comprehensive Guidance Program Components: *Individual Planning*; Professional school counselor candidates know and understand the planning, goal setting and decision making processes that all students need to enhance their academic, personal/social and career development.

Performance Indicators: Professional School Counselor Candidates

- use planning, goal setting and decision making processes to help all students develop rigorous and relevant personal plans of study (e.g., appraisal, advisement, goal-setting, decision-making, social-skills, transition, and post-secondary-planning)
- use various tools, including technology to assist all students in developing personal plans of study in collaboration with parents or guardians, teachers and other school personnel
- assist students in monitoring and managing their own academic, career and personal/social development
- assists students in understanding the relationship of academic performance to the world of work, family, life and community service

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
<p>The professional school counselor candidate <i>demonstrates an adequate depth of knowledge and understanding</i> of planning and goal setting processes to help all students develop rigorous and relevant personal plans of study.</p> <p>The professional school counselor candidate <i>consistently and effectively uses</i> various tools, including technology, to assist students in personal, educational, and career goal setting and planning.</p> <p>The professional school counselor candidate <i>clearly understands</i> the relationship of academic performance to the world of work, family, life and community service.</p> <p>The professional school counselor candidate <i>consistently and effectively</i> uses strategies to assist students in monitoring and managing their own academic, career, and personal/social development.</p>	<p>The professional school counselor candidate <i>demonstrates an inadequate depth of knowledge and understanding</i> of planning and goal setting processes.</p> <p>The professional school counselor candidate <i>does not consistently and effectively use</i> various tools, including technology, to assist learners in personal, educational, and career goal setting and planning.</p> <p>The professional school counselor candidate <i>does not understand</i> the relationship of academic performance to the world of work family, life and community service.</p> <p>The professional school counselor candidate <i>does not consistently and effectively</i> use strategies to assist students in monitoring and managing their own academic, career and personal/social development.</p>	<p>There is <i>insufficient evidence</i> upon which to make a determination for this quality indicator.</p>

1.4.2.2.3 Comprehensive Guidance Program Components: *Responsive Services*; Professional school counselor candidates know and understand various methods for delivering individual counseling, small group counseling, consultation and referral for students who need these services.

Performance Indicators: Professional School Counselor Candidates

- understand and use individual and small group counseling theories and techniques for students during times of transition, separation, heightened stress and critical change
- understand and use systems theories, models and processes of consultation within the school system settings including family and community
- apply knowledge of the role of school counselors and comprehensive guidance programs in school crisis/emergency management plans, including team leadership and collaboration models for schools, communities and families before, during and after crisis.
- develop and use a database of community resources and service providers for student referrals in collaboration with parents or guardians and appropriate school personnel

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
<p>The professional school counselor candidate <i>demonstrates adequate depth of knowledge and understanding</i> of a variety of individual and small group counseling theories and techniques for students during times of transition, separation, stress, and critical change.</p> <p>The professional school counselor candidate <i>selects and effectively uses</i> systems theories, models and processes of consultation within the school system settings including family and community.</p> <p>The <i>professional school counselor</i> candidate <i>demonstrates full understanding</i> of the role of school counselors and comprehensive guidance programs in school crisis/emergency management plans.</p> <p>The professional school counselor candidate can <i>effectively develop and use</i> a database of community resources and service providers for student referrals in collaboration with parents or guardians and appropriate school personnel.</p>	<p>The professional school counselor candidate <i>does not yet demonstrate an adequate depth of knowledge and understanding</i> of a variety of individual and small group counseling theories and techniques for students during times of transition, separation, stress, and critical change.</p> <p>The professional school counselor candidate occasionally <i>selects and uses</i> systems theories, models and processes of consultation within the school system settings including family and community.</p> <p>The professional school counselor candidate <i>does demonstrate full understanding</i> of the role of school counselors and comprehensive guidance programs in school crisis/emergency management plans.</p> <p>The professional school counselor candidate <i>cannot effectively develop and use</i> a database of community resources and service providers for student referrals in collaboration with parents or guardians and appropriate school personnel.</p>	<p>There is <i>insufficient evidence</i> upon which to make a determination for this quality indicator.</p>

1.4.2.2 4 Comprehensive Guidance Program Components: *System Support*; Professional school counselor candidates know how to implement district-wide comprehensive guidance programs, aligned with district missions and goals, and how to support other district educational programs.

Performance Indicators: Professional School Counselor Candidates

- advocate for the full implementation of comprehensive guidance programs at the local level, state, and national level
- design and manage a fully implemented, district-wide comprehensive guidance program in their schools
- advocate, lead, collaborate and acts as system change agents for the success of all students through the full implementation of comprehensive guidance programs
- evaluate, monitor and improve comprehensive guidance programs, informed by data, using the formula “Program + Personnel = Results
- design and implement a professional development plan that includes participation in local, state and national professional organizations and other professional growth opportunities
- distinguish between non-guidance and fair-share responsibilities and participate in those identified as fair share
- establish and use calendars to ensure the effective implementation of comprehensive guidance programs
- conduct and interpret time and task analyses to determine utilization of professional school counselor time

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
<p>The professional school counselor candidate <i>demonstrates an adequate depth of knowledge and understanding</i> of how to design and manage a fully implemented, district-wide comprehensive guidance program; advocate for full implementation at all levels; evaluate, monitor and improve programs using the formula “Program + Personnel = Results”; and design and implement a professional development plan.</p> <p>The professional school counselor candidate has the <i>adequate knowledge and skill</i> to distinguish between non-guidance and fair-share responsibilities and to participate in those identified as fair share; establish and use calendars to ensure the effective implementation of comprehensive guidance programs; and, to conduct and interpret time and task analyses to determine utilization of professional school counselor time.</p>	<p>The PROFESSIONAL SCHOOL COUNSELOR candidate <i>demonstrates inadequate depth of knowledge and understanding</i> of how to design and manage a fully implemented, district-wide comprehensive guidance program; advocate for full implementation at all levels; evaluate, monitor and improve programs using the formula “Program + Personnel = Results”; and design and implement a professional development plan.</p> <p>The professional school counselor candidate has the <i>inadequate knowledge and skill</i> to distinguish between non-guidance and fair-share responsibilities and to participate in those identified as fair share; establish and use calendars to ensure the effective implementation of comprehensive guidance programs; and, to conduct and interpret time and task analyses to determine utilization of professional school counselor time.</p>	<p>There is <i>insufficient evidence</i> upon which to make a determination for this quality indicator.</p>

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1.4.2.2.5 Comprehensive Guidance Program Components: *Technology*; Professional school counselor candidates know and understand technology as a management and counseling tool in promoting the academic, career and personal/social development of all students.

Performance Indicators: Professional School Counselor Candidates

- use technology in the delivery of guidance and counseling activities
- use technology to manage and evaluate a comprehensive guidance program

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
<p>The professional school counselor candidate <i>demonstrates an adequate depth of knowledge and understanding</i> of a variety of technology.</p> <p>The professional school counselor candidate <i>effectively uses</i> a variety of technology in the delivery of guidance and counseling activities.</p> <p>The professional school counselor candidate <i>widely and routinely uses technology</i> to manage a comprehensive guidance program.</p>	<p>The professional school counselor candidate <i>does not yet demonstrate an adequate depth of knowledge and understanding</i> of a variety of technology.</p> <p>The professional school counselor candidate <i>does not yet effectively use</i> a variety of technology in the delivery of guidance and counseling activities.</p> <p>The professional school counselor candidate <i>only occasionally uses technology</i> to manage a comprehensive guidance program.</p>	<p>There is <i>insufficient evidence</i> upon which to make a determination for this quality indicator.</p>

Comments:

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1.4.3 The professional school counselor candidate develops and promotes professional relationships in the school, family and community.

1.4.3.1 Professional Relationships in the School, Family and Community: Professional school counselor candidates know and understand the importance of professional relationships with the school, family and community to promote the academic, career and personal/social development of all students.

Performance Indicators: Professional School Counselor Candidates

- use systems theories, models and processes of consultation within school system to enhance student development, well being and learning through family-school collaboration
- use consultation strategies to improve communication and promote teamwork
- use consultation strategies to coordinate resources and the efforts of staff (teachers, administrators and other school personnel) promote school-home relationships through the involvement of parents and other family members and to involve private and public community agencies that may be involved in students’ academic, career and personal/social development

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
<p>The professional school counselor candidate demonstrates an <i>adequate depth of knowledge and understanding</i> of systems theories, models and processes of consultation.</p> <p>The professional school counselor candidate <i>effectively uses</i> consultation strategies to improve communication and promote teamwork; to coordinate resources and efforts of teachers, administrators, and support staff; and to promote school-home relationships through involvement of parents and other family members.</p> <p>The professional school counselor candidate <i>effectively uses</i> consultation methods with private and public agencies in the community that may be involved in the learner’s development.</p>	<p>The professional school counselor candidate demonstrates an <i>inadequate depth of knowledge and understanding</i> of systems theories, models and processes of consultation.</p> <p>The professional school counselor candidate <i>does not yet effectively use</i> consultation strategies to improve communication and promote teamwork; to coordinate resources and efforts of teachers, administrators, and support staff; and to promote school-home relationships through involvement of parents and other family members.</p> <p>The professional school counselor candidate <i>does not yet effectively use</i> consultation methods with private and public agencies in the community that may be involved in the learner’s development.</p>	<p>There is <i>insufficient evidence</i> upon which to make a determination for this quality indicator.</p>

Comments:

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1.4.4 Professional school counselor candidates know and understand ethical standards and legal requirements.

1.4.4.1 Ethical Standards: Professional school counselor candidates know and understand the ethical standards of the school counseling profession.

Performance Indicators: Professional School Counselor Candidates

- practice in accordance with the ethical standards of the counseling profession (e.g., ASCA Ethical Standards for School Counselors), with those of credentialing bodies, and within local school district policies and procedures
- employ ethical decision-making models to recognize and resolve ethical dilemmas
- model ethical behavior in their work
- adhere to the ethical standard of confidentiality in relationships with students, parents, administrators and teachers

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
<p>The professional school counselor candidate demonstrates an <i>adequate depth of knowledge and understanding</i> to be able to practice in accordance with the ethical standards of the counseling profession, with those of credentialing bodies and within local school policy and procedures.</p> <p>The professional school counselor candidate <i>consistently employs</i> ethical decision-making models to recognize and resolve ethical dilemmas, <i>consistently models</i> ethical behavior in his or her work, and <i>consistently adheres</i> to the ethical standard of confidentiality</p>	<p>The professional school counselor candidate <i>does not yet demonstrate an adequate depth of knowledge and understanding</i> to be able to practice in accordance with the ethical standards of the counseling profession, with those of credentialing bodies and within local school policy and procedures,</p> <p>The professional school counselor candidate <i>inconsistently employs</i> ethical decision-making models to recognize and resolve ethical dilemmas, <i>inconsistently models</i> ethical behavior in his or her work, and <i>occasionally adheres</i> to the ethical standard of confidentiality</p>	<p>There is <i>insufficient evidence</i> upon which to make a determination for this quality indicator.</p>

Comments:

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1.4.4.2 Legal Standards: Professional school counselor candidates know and understand the legal requirements that govern the work of school counselors.

Performance Indicators: Professional School Counselor Candidates

- adhere to school district policies; and local, state and federal statutory requirements pertaining to the practice of school counseling, including limits of confidentiality
- use legal resources and professional development available to inform and guide professional practice

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
<p>The professional school counselor candidate demonstrates an <i>adequate depth of knowledge and understanding</i> of the local, state, and federal statutory requirements pertaining to her or his work.</p> <p>The professional school counselor candidate <i>consistently uses</i> legal resources to inform and guide his or her practice; <i>consistently practices</i> in accordance with the legal restraints of local jurisdictions; and <i>consistently practices</i> within the statutory limits of confidentiality.</p>	<p>The professional school counselor candidate demonstrates an <i>inadequate depth of knowledge and understanding</i> of the local, state, and federal statutory requirements pertaining to her or his work.</p> <p>The professional school counselor candidate <i>inconsistently</i> uses legal resources to inform and guide his or her practice; <i>does not yet consistently practice</i> in accordance with the legal restraints of local jurisdictions and within the statutory limits of confidentiality.</p>	<p>There is <i>insufficient evidence</i> upon which to make a determination for this quality indicator.</p>

Comments:

1.4.5 Professional Orientation, Identity and Well-being: Professional school counselor candidates know and understand how to develop and maintain their professional identity and promote their well-being.

Performance Indicators: Professional School Counselor Candidates

- know the history and philosophy of the counseling profession
- know about and appreciate professional organizations, competencies, preparation standards, credentials and accreditation policies appropriate to professional school counselors
- use personal reflection, consultation, supervision and feedback from others to create and implement professional development plans for continued professional growth
- use advocacy processes needed to address institutional and social barriers that impede access, equity and success for students and to advance the profession
- participate in self-care activities

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
<p>The professional school counselor candidate <i>demonstrates adequate knowledge about</i> the history and philosophy of the counseling profession as well as professional organizations, competencies, preparation standards, credentials and accreditation policies.</p> <p>The professional school counselor candidate <i>routinely uses</i> personal reflection, consultation, and supervision to promote professional growth and development.</p> <p>The professional school counselor <i>regularly</i> uses advocacy processes to address institutional and social barriers.</p> <p>The professional school counselor candidate <i>knows, understands and regularly uses and models</i> techniques of self-care, and <i>systematically evaluates</i> her or his practice, seeks feedback from others, and uses this information to improve performance.</p>	<p>The professional school counselor <i>demonstrates inadequate knowledge about</i> the history and philosophy of the counseling profession as well as professional organizations, competencies, preparation standards, credentials and accreditation policies.</p> <p>The professional school counselor candidate <i>occasionally uses</i> personal reflection, consultation, and supervision to promote professional growth and development.</p> <p>The professional school counselor <i>occasionally uses</i> advocacy processes to address institutional and social barriers.</p> <p>The professional school counselor candidate <i>inconsistently uses and models</i> techniques of self-care, and does <i>not systematically evaluate</i> her or his practice, seeks feedback from others, and uses this information to improve performance.</p>	<p>There is <i>insufficient evidence</i> upon which to make a determination for this quality indicator.</p>

