

# KENTUCKY FRAMEWORK FOR TEACHING

With Specialist Frameworks for Other Professionals

School Counselors/ Social Workers

*The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into multiple standards clustered into four domains of teaching responsibility:*

- 1. Planning and Preparation*
- 2. Classroom Environment/ Environment*
- 3. Instruction/ Delivery of Service*
- 4. Professional Responsibilities*

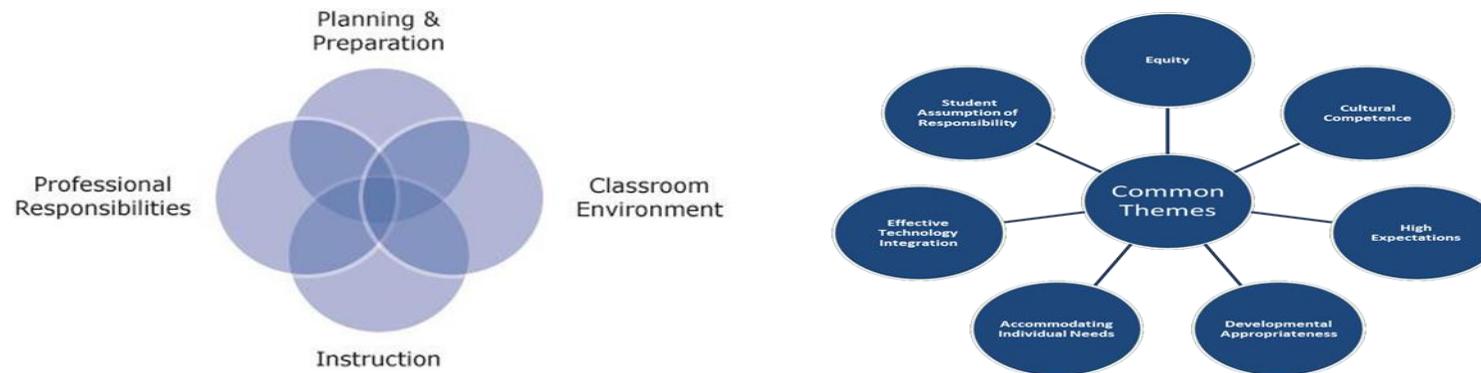
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*(Adapted for Kentucky Department of  
Education)*

Including crosswalk documents connecting  
to national professional organizations for  
each category of Other Professionals.

**June 2015**

## FRAMEWORK FOR TEACHING DOMAINS & COMMON THEMES:



### INTRODUCTION:

The *Framework for Teaching* organizes the multiple measures that comprise Kentucky's Professional Growth and Effectiveness System (PGES). This framework is designed to support student achievement and professional best-practice through the domains of Planning and Preparation, Classroom Environment, Instruction, Professional Responsibilities. The *Framework* also includes many themes that run throughout the document. These themes include ideas such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. The Kentucky Teaching Standards, Kentucky Department of Education's Characteristics of Highly Effecting Teaching and Learning, along with research from many of the top educator appraisal specialists and researchers are the foundation for this system. The *Framework for Teaching* provides structure and feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Teacher performance will be rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is important to know that the expected performance level is "Accomplished" which is bolded in the framework, but a good rule of thumb is that it is expected for a teacher to "live in Accomplished but occasionally visit Exemplary". The summative rating will be a holistic representation of performance, combining data from multiple measures across each domain.

### Possible Samples of evidence:

Following the specialists' framework are samples of roles and responsibilities completed by Other Professionals in districts across Kentucky. Through statewide collaboration with teams of Other Professionals, administrators, and teacher leaders this sample list has been created.

These samples may or may not fit the expectations in every district. With discussion between the Other Professional and the supervisor, these possible Samples of evidence may be observed during a workplace visit or discussed at a pre or post observation conference. The possible Samples of evidence may serve as evidence in the self-reflection and professional growth plan to inform the educators overall Professional Practice rating.

A yearly review of the examples by the OPGES steering committee will be conducted. To submit possible additions of samples that model best practice of accomplished or exemplary indicators, [click here](#).

**Kentucky Framework for Teaching and Other Professionals Framework Crosswalk:**

Teacher Domains	Teacher Components	Other Professional Domains	<u>Instructional Specialists</u> Components
Planning and Preparation	<ul style="list-style-type: none"> <li>• Knowledge of content and pedagogy</li> <li>• Demonstrating knowledge of students</li> <li>• Setting instructional outcomes</li> <li>• Demonstrating knowledge of resources</li> <li>• Designing coherent instruction</li> <li>• Designing student assessments</li> </ul>	Planning and Preparation	<ul style="list-style-type: none"> <li>• Demonstrating knowledge of current trends in specialty area and professional development</li> <li>• Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program</li> <li>• Establishing goals for the instructional support program appropriate to the setting and the teachers served</li> <li>• Demonstrating knowledge of resources both within and beyond the school and district</li> <li>• Planning the instructional program integrated with the overall school program</li> <li>• Developing a plan to evaluate the instructional support program</li> </ul>
Classroom Environment	<ul style="list-style-type: none"> <li>• Creating an environment of respect and rapport</li> <li>• Establishing a culture of learning</li> <li>• Managing classroom procedures</li> <li>• Managing student behavior</li> <li>• Organizing physical space</li> </ul>	Environment	<ul style="list-style-type: none"> <li>• Creating an environment of trust and respect</li> <li>• Establishing a culture for ongoing instructional improvement</li> <li>• Establishing clear procedures for teachers to gain access to the instructional support</li> <li>• Establishing and maintaining norms of behavior for professional interactions</li> <li>• Organizing physical space for workshops or training</li> </ul>
Instruction	<ul style="list-style-type: none"> <li>• Communicating with students</li> <li>• Questioning and discussion techniques</li> </ul>	Delivery of Service	<ul style="list-style-type: none"> <li>• Collaborating with teachers in the design of instructional units and lessons</li> </ul>

	<ul style="list-style-type: none"> <li>• Engaging students in learning</li> <li>• Using Assessment in instruction</li> <li>• Demonstrating Flexibility and Responsiveness</li> </ul>		<ul style="list-style-type: none"> <li>• Engaging teachers in learning new instructional skills</li> <li>• Sharing expertise with staff</li> <li>• Locating resources for teachers to support instructional improvement</li> <li>• Demonstrating flexibility and responsiveness</li> </ul>
Professional Responsibilities	<ul style="list-style-type: none"> <li>• Reflecting on teaching</li> <li>• Maintaining accurate records</li> <li>• Communicating with families</li> <li>• Participating in a professional community</li> <li>• Growing and developing professionally</li> <li>• Showing professionalism</li> </ul>	Professional Responsibilities	<ul style="list-style-type: none"> <li>• Reflecting on practice</li> <li>• Preparing and submitting budgets and reports</li> <li>• Coordinating work with other instructional specialists</li> <li>• Participating in a professional community</li> <li>• Engaging in professional development</li> <li>• Showing professionalism including integrity and confidentiality</li> </ul>

Teacher Domains	Teacher Components	Other Professional Domains	<u>Therapeutic Specialists</u> Components
<b>Planning and Preparation</b>	<ul style="list-style-type: none"> <li>• <b>Knowledge of content and pedagogy</b></li> <li>• <b>Demonstrating knowledge of students</b></li> <li>• <b>Setting instructional outcomes</b></li> <li>• <b>Demonstrating knowledge of resources</b></li> <li>• <b>Designing coherent instruction</b></li> <li>• <b>Designing student assessments</b></li> </ul>	<b>Planning and Preparation</b>	<ul style="list-style-type: none"> <li>• Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license</li> <li>• Establishing goals for the therapy program appropriate to the setting and the students served</li> <li>• Demonstrating knowledge of District state and federal regulations and guidelines</li> <li>• Demonstrating knowledge of resources both within and beyond the school and district</li> <li>• <i>Planning the therapy program integrated with the regular school program to meet the needs of individual students</i></li> <li>• Developing a plan to evaluate the therapy program</li> </ul>

Classroom Environment	<ul style="list-style-type: none"> <li>• Creating an environment of respect and rapport</li> <li>• Establishing a culture of learning</li> <li>• Managing classroom procedures</li> <li>• Managing student behavior</li> <li>• Organizing physical space</li> </ul>	Environment	<ul style="list-style-type: none"> <li>• Establishing rapport with students</li> <li>• Organizing time effectively</li> <li>• Establishing and maintaining clear procedures for referrals</li> <li>• Establishing standards of conduct in the treatment center</li> <li>• Organizing physical space for testing of students and providing therapy</li> </ul>
Instruction	<ul style="list-style-type: none"> <li>• Communicating with students</li> <li>• Questioning and discussion techniques</li> <li>• Engaging students in learning</li> <li>• Using Assessment in instruction</li> <li>• Demonstrating Flexibility and Responsiveness</li> </ul>	Delivery of Service	<ul style="list-style-type: none"> <li>• Responding to referrals and evaluating student needs</li> <li>• Developing and implementing treatment plans to maximize student s success</li> <li>• Communicating with families</li> <li>• Collecting information; writing reports</li> <li>• Demonstrating flexibility and responsiveness</li> </ul>
Professional Responsibilities	<ul style="list-style-type: none"> <li>• Reflecting on teaching</li> <li>• Maintaining accurate records</li> <li>• Communicating with families</li> <li>• Participating in a professional community</li> <li>• Growing and developing</li> </ul>	Professional Responsibilities	<ul style="list-style-type: none"> <li>• Reflecting on practice</li> <li>• Collaborating with teachers and administrators</li> <li>• Maintaining an effective data management system</li> <li>• Participating in a professional community</li> <li>• Engaging and professional development</li> <li>• Showing professionalism including integrity advocacy and maintaining confidentiality</li> </ul>

Teacher Domains	Teacher Components	Other Professional Domains	School Psychologists Components
Planning and Preparation	<ul style="list-style-type: none"> <li>• Knowledge of content and pedagogy</li> <li>• Demonstrating knowledge of students</li> <li>• Setting instructional outcomes</li> <li>• Demonstrating knowledge of resources</li> <li>• Designing coherent instruction</li> <li>• Designing student assessments</li> </ul>	Planning and Preparation	<ul style="list-style-type: none"> <li>• Demonstrating knowledge and skill in using psychological instruments to evaluate students</li> <li>• Demonstrating knowledge of child and adolescent development and psychopathology</li> <li>• Establishing goals for the psychology program appropriate to the setting and the students served</li> <li>• Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district</li> <li>• Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention</li> <li>• Developing a plan to evaluate the psychology program</li> </ul>
Classroom Environment	<ul style="list-style-type: none"> <li>• Creating an environment of respect and rapport</li> <li>• Establishing a culture of learning</li> <li>• Managing classroom procedures</li> <li>• Managing student behavior</li> <li>• Organizing physical space</li> </ul>	Environment	<ul style="list-style-type: none"> <li>• Establishing rapport with students</li> <li>• Establishing a culture for positive mental health throughout the school</li> <li>• Establishing and maintaining clear procedures for referrals</li> <li>• Establishing standards of conduct in the testing center</li> <li>• Organizing physical space for testing the students and storage of materials</li> </ul>
Instruction	<ul style="list-style-type: none"> <li>• Communicating with students</li> <li>• Questioning and discussion techniques</li> <li>• Engaging students in learning</li> </ul>	Delivery of Service	<ul style="list-style-type: none"> <li>• Responding to referrals consulting with teachers and administrators</li> </ul>

	<ul style="list-style-type: none"> <li>Using Assessment in instruction</li> <li>Demonstrating Flexibility and Responsiveness</li> </ul>		<ul style="list-style-type: none"> <li>Evaluating student needs and compliance with national Association of school psychologists NASP guidelines</li> <li>Chairing evaluation team</li> <li>Planning interventions to maximize student's likelihood of success</li> <li>Maintaining contact with physicians and community mental health service providers</li> <li>Demonstrating flexibility and responsiveness</li> </ul>
Professional Responsibilities	<ul style="list-style-type: none"> <li>Reflecting on teaching</li> <li>Maintaining accurate records</li> <li>Communicating with families</li> <li>Participating in a professional community</li> <li>Growing and developing</li> </ul>	Professional Responsibilities	<ul style="list-style-type: none"> <li>Reflecting on practice</li> <li>Communicating with families</li> <li>Maintaining accurate records</li> <li>Participating in a professional community</li> <li>Engaging in professional development</li> <li>Showing professionalism</li> </ul>

Teacher Domains	Teacher Components	Other Professional Domains	<u>School Counselors/Social Workers Components</u>
Planning and Preparation	<ul style="list-style-type: none"> <li>Knowledge of content and pedagogy</li> <li>Demonstrating knowledge of students</li> <li>Setting instructional outcomes</li> <li>Demonstrating knowledge of resources</li> <li>Designing coherent instruction</li> <li>Designing student assessments</li> </ul>	Planning and Preparation	<ul style="list-style-type: none"> <li>Demonstrating knowledge of counseling theory and techniques</li> <li>Demonstrating knowledge of child and adolescent development</li> <li>Establishing goals for the counseling program appropriate to the setting and the students served</li> <li>Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district</li> </ul>

			<ul style="list-style-type: none"> <li>• Plan in the counseling program integrated with the regular school program</li> <li>• Developing a plan to evaluate the counseling program</li> </ul>
Classroom Environment	<ul style="list-style-type: none"> <li>• Creating an environment of respect and rapport</li> <li>• Establishing a culture of learning</li> <li>• Managing classroom procedures</li> <li>• Managing student behavior</li> <li>• Organizing physical space</li> </ul>	Environment	<ul style="list-style-type: none"> <li>• creating an environment of respect and rapport</li> <li>• Establishing a culture for productive communication</li> <li>• Managing routines and procedures</li> <li>• Establishing standards of conduct and contributing to the culture for student behavior throughout the school</li> <li>• Organizing physical space</li> </ul>
Instruction	<ul style="list-style-type: none"> <li>• Communicating with students</li> <li>• Questioning and discussion techniques</li> <li>• Engaging students in learning</li> <li>• Using Assessment in instruction</li> <li>• Demonstrating Flexibility and Responsiveness</li> </ul>	Delivery of Service	<ul style="list-style-type: none"> <li>• Assessing student needs</li> <li>• Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs</li> <li>• Using counseling techniques in individual and classroom programs</li> <li>• Brokering resources to meet needs</li> <li>• Demonstrating flexibility and responsiveness</li> </ul>
Professional Responsibilities	<ul style="list-style-type: none"> <li>• Reflecting on teaching</li> <li>• Maintaining accurate records</li> <li>• Communicating with families</li> <li>• Participating in a professional community</li> <li>• Growing and developing</li> </ul>	Professional Responsibilities	<ul style="list-style-type: none"> <li>• Reflecting on practice</li> <li>• Maintaining records and submitting them in a timely fashion</li> <li>• Communicating with families</li> <li>• Participating in a professional community</li> <li>• Engaging in professional development</li> <li>• Showing professionalism</li> </ul>

Teacher Domains	Teacher Components	Other Professional Domains	<u>Library Media Specialists Components</u>
Planning and Preparation	<ul style="list-style-type: none"> <li>• Knowledge of content and pedagogy</li> <li>• Demonstrating knowledge of students</li> <li>• Setting instructional outcomes</li> <li>• Demonstrating knowledge of resources</li> <li>• Designing coherent instruction</li> <li>• Designing student assessments</li> </ul>	Planning and Preparation	<ul style="list-style-type: none"> <li>• Demonstrating Knowledge of Content Curriculum and Process</li> <li>• Knowledge of curriculum</li> <li>• Knowledge of information, media, and digital literacy</li> <li>• Knowledge of the research process</li> <li>• Demonstrating Knowledge of Students</li> <li>• Knowledge of child and adolescent development</li> <li>• Knowledge of the learning process</li> <li>• Knowledge of students' skills and knowledge and language proficiency</li> <li>• Knowledge of students' interests and cultural heritage</li> <li>• Knowledge of students' special needs</li> <li>• Supporting Instructional Goals</li> <li>• Instructional resources and technology</li> <li>• Instructional services</li> <li>• Demonstrating Knowledge and Use of Resources</li> <li>• Instructional materials and resources</li> <li>• Search strategies</li> <li>• Demonstrating a Knowledge of Literature and Lifelong Learning</li> <li>• Children's and young adult literature</li> <li>• Reading promotion</li> <li>• Collaborating in the Design of Instructional Experiences</li> </ul>

			<ul style="list-style-type: none"> <li>• Collaborative skills</li> <li>• Instructional materials and resources</li> <li>• Research process</li> <li>• Information, media, digital and technology literacy</li> </ul>
Classroom Environment	<ul style="list-style-type: none"> <li>• Creating an environment of respect and rapport</li> <li>• Establishing a culture of learning</li> <li>• Managing classroom procedures</li> <li>• Managing student behavior</li> <li>• Organizing physical space</li> </ul>	Environment	<ul style="list-style-type: none"> <li>• Creating an environment of respect and rapport</li> <li>• Interpersonal relations</li> <li>• Student interactions</li> <li>• Staff interactions</li> <li>• Establishing a Culture for Learning</li> <li>• Ethos</li> <li>• Expectations for learning</li> <li>• Managing Library Procedures</li> <li>• Circulation procedures</li> <li>• Scheduling procedures</li> <li>• Managing student behavior</li> <li>• Expectations</li> <li>• Monitoring of student behavior</li> <li>• Response to misbehavior</li> <li>• Organizing physical space</li> <li>• Safety</li> <li>• Traffic flow</li> <li>• Self-directed use</li> <li>• Consideration of functions</li> <li>• Flexibility</li> </ul>
Instruction	<ul style="list-style-type: none"> <li>• Communicating with students</li> <li>• Questioning and discussion techniques</li> <li>• Engaging students in learning</li> <li>• Using Assessment in instruction</li> </ul>	Delivery of Service	<ul style="list-style-type: none"> <li>• Communicating Clearly and Accurately</li> <li>• Directions and procedures</li> <li>• Use of different methods</li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrating Flexibility and Responsiveness</li> </ul>		<ul style="list-style-type: none"> <li>• Using Questioning and Research Techniques</li> <li>• Quality of questions</li> <li>• Research techniques</li> <li>• Student inquiry</li> <li>• Engaging Students in Learning</li> <li>• Instructional materials and resources</li> <li>• Expectations for students</li> <li>• Assessment in Instruction (whole class, one-on-one and small group)</li> <li>• Assessment criteria</li> <li>• Monitoring of student learning</li> <li>• Quality feedback</li> <li>• Student self-assessment and monitoring of progress</li> <li>• Demonstrating Flexibility and Responsiveness</li> <li>• Teaching strategies</li> <li>• Lesson adjustments</li> <li>• Response to students</li> <li>• Persistence</li> </ul>
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<p>Professional Responsibilities</p>	<ul style="list-style-type: none"> <li>● Reflecting on teaching</li> <li>● Maintaining accurate records</li> <li>● Communicating with families</li> <li>● Participating in a professional community</li> <li>● Growing and developing</li> </ul>	<p>Professional Responsibilities</p>	<ul style="list-style-type: none"> <li>● Reflecting on Practice</li> <li>● Reflection</li> <li>● Vision</li> <li>● Change</li> <li>● Maintaining Accurate Records</li> <li>● Catalog</li> <li>● Circulation</li> <li>● Statistics</li> <li>● Inventory</li> <li>● Using Data</li> <li>● Communicating with School Staff and Community</li> <li>● Information about the library program</li> <li>● Advocacy</li> <li>● Participating in a Professional Community</li> <li>● Service to the School</li> <li>● Participation in school and district projects</li> <li>● Involvement in a culture of professional inquiry</li> <li>● Relationship with colleagues</li> <li>● Growing and Developing Professionally</li> <li>● Enhancement of professional knowledge</li> <li>● Receptivity to feedback from colleagues</li> <li>● Service to the profession</li> <li>● Collection Development and Maintenance</li> <li>● Assessment</li> <li>● Selection/ Weeding</li> <li>● Managing the Library Budget</li> <li>● Data driven decisions</li> <li>● Budget development</li> <li>● Record keeping</li> </ul>
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			<ul style="list-style-type: none"><li>• Managing Personnel</li><li>• Motivating leadership</li><li>• Delegating responsibility</li><li>• Training</li><li>• Supervision</li><li>• Evaluation</li><li>• Professional ethics</li><li>• Library Bill of Rights</li><li>• Copyright law</li><li>• Ethical use of information</li><li>• Intellectual freedom</li><li>• Privacy</li><li>• Confidentiality</li></ul>
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# Common Language

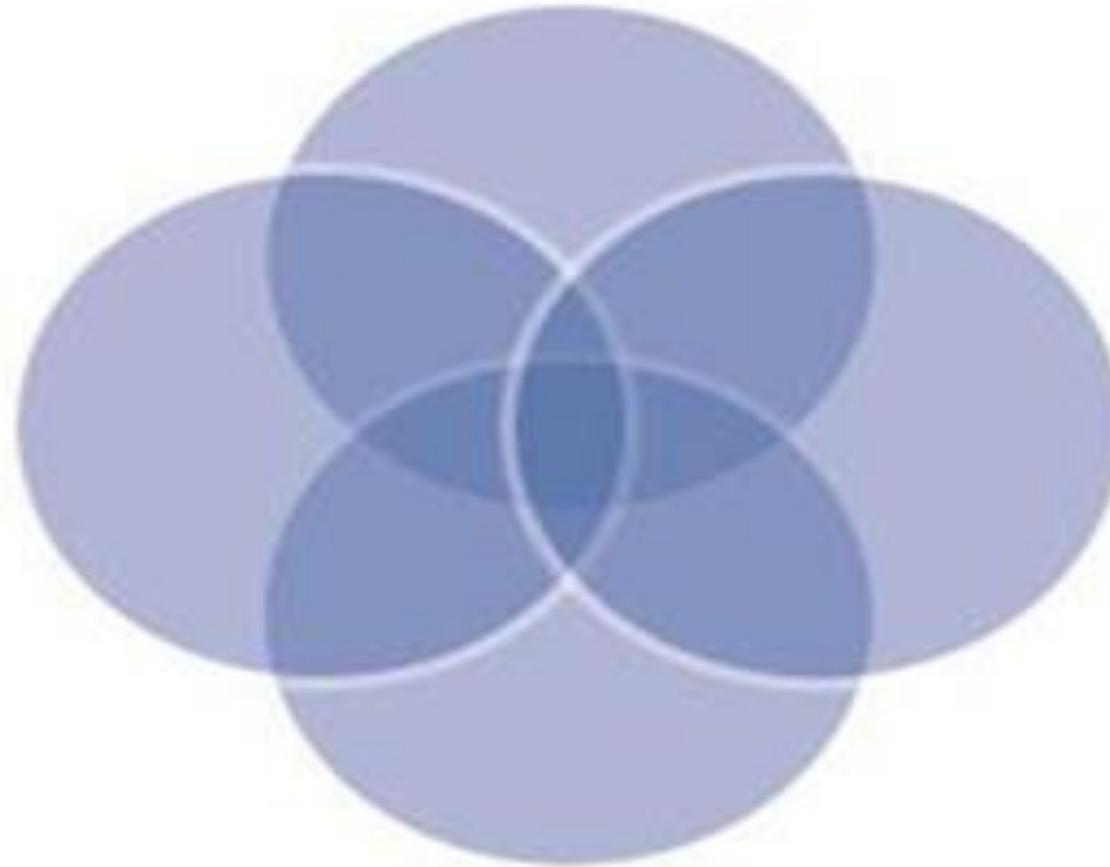
Domain 1: Planning & Preparation

<p><b>1A - Knowledge of Content and Pedagogy</b></p> <ul style="list-style-type: none"> <li>• Knowledge of Content and the Structure of the Discipline</li> <li>• Knowledge of Prerequisite Relationships</li> <li>• Knowledge of Content-Related Pedagogy</li> </ul>	<p><b>Component</b></p> <p>In planning, accomplished teachers have command of the subject they teach. They must have a command of the content that has evolved into the 21<sup>st</sup> century, incorporating such issues as cultural diversity, as appropriate. Accomplished teachers understand the internal relationships among concepts and skills in the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particularly pedagogical approaches best suited to each discipline.</p>	<p><b>Domain</b></p>			
	<p><i>Ineffective</i></p> <ul style="list-style-type: none"> <li>• In planning and practice, teacher makes content errors or does not correct errors made by students.</li> <li>• Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content.</li> </ul>	<p><i>Developing</i></p> <ul style="list-style-type: none"> <li>• Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.</li> <li>• Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</li> <li>• Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students</li> </ul>	<p><i>Accomplished</i></p> <ul style="list-style-type: none"> <li>• Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.</li> <li>• Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</li> <li>• Teacher's plans and practice reflect familiarity with a wide</li> </ul>	<p><i>Exemplary</i></p> <ul style="list-style-type: none"> <li>• Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate to one another.</li> <li>• Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding.</li> </ul>	<p><b>Performance Level</b></p>
		<p><b>Essential guidance for observers.</b></p> <p>range of effective pedagogical approaches to the discipline</p>			

**Planning &  
Preparation**

**Professional  
Responsibilities**

**Classroom  
Environment**



**Instruction  
Delivery of Service**

# OPGES frameworks

## Domain 1: Planning & Preparation – School Counselors/ Social Workers

<b>IA -</b> Demonstrating knowledge of counseling theory and techniques				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Counselor demonstrates little understanding of counseling theory and techniques.	Counselor demonstrates basic understanding of counseling theory and techniques.	Counselor demonstrates understanding of counseling theory and techniques.	Counselor demonstrates deep and thorough understanding of counseling theory and techniques.

<b>IB -</b> Demonstrating knowledge of child and adolescent development				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Counselor displays little or no knowledge of child and adolescent development.	Counselor displays partial knowledge of child and adolescent development.	Counselor displays accurate understanding of the typical development characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.

Domain 1: Planning & Preparation – School Counselors/ Social Workers

<b>IC</b> - Establishing goals for the counseling program appropriate to the setting and the students served				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.	Counselor’s goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	Counselor’s goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	Counselor’s goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.

<b>ID</b> - Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor displays awareness of governmental regulations and of resources for students through the school or district and some familiarity with resources external to the school.	Counselor’s knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.

<b>IE</b> - Plan in the counseling program integrated with the regular school program				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Counselor’s plan has guiding principle and includes a number of worthwhile activities, but some of them don’t fit with the broader goals.	Counselor has developed a plan that includes the important aspects of counseling in the setting.	Counselor’s plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.

<b><i>IF</i></b> - Developing a plan to evaluate the counseling program				
	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Counselor has a rudimentary plan to evaluate the counseling program.	Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

## Domain 2: The Environment – School Counselors/ Social Workers

<b>2A -</b> creating an environment of respect and rapport				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	Counselor's interactions are a mix of positive and negative: the counselor's efforts at encouraging positive interactions among students are partially successful.	Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.

<b>2B -</b> Establishing a culture for productive communication				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers.	Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.

<b>2C -</b> Managing routines and procedures				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Counselor's routines for the counseling center or classroom work are nonexistent or in disarray.	Counselor has rudimentary and partially successful routines for the counseling center or classroom.	Counselor's routines for the counseling center or classroom work effectively.	Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them.

<b>2D</b> - Establishing standards of conduct and contributing to the culture for student behavior throughout the school				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in school.	Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.	Counselor has established clear standards of conduct for counselling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.

<b>2E</b> - Organizing physical space				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	The physical environment is in disarray or is inappropriate to the planned activities.	Counselor's attempts to create an inviting and well-organized physical environment are partially successful.	Counseling center or classroom arrangements are inviting and conducive to the planned activities.	Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.

## Domain 3: Delivery of Service – School Counselor/ Social Worker

<b>3A -</b> Assessing student needs				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	Counselor's assessments of student needs are perfunctory.	Counselor assesses student needs and knows the range of student needs in the school.	Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.

<b>3B -</b> Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Counselor's program is independent of identified student needs.	Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.	Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.	Counselor helps individual students and teachers formulate academic, personal/social, and career plans.

<b>3C -</b> Using counseling techniques in individual and classroom programs				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.

<b>3D - Brokering resources to meet needs</b>				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Counselor does not make connections with other programs in order to meet student needs.	Counselor's efforts to broker services with other programs in the school are partially successful.	Counselor brokers with other programs within the school or district to meet student needs.	Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.

<b>3E - Demonstrating flexibility and responsiveness</b>				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Counselor adheres to the plan or in spite of evidence of its inadequacy.	Counselor makes modest changes in counseling program when confronted evidence of the need for change.	Counselor makes revisions in the program when they are needed.	Counselor is continually seeking ways improve the counseling program and changes as needed in response to parent, or teacher input.

## Domain 4: Professional Responsibilities – School Counselors/ Social Workers

<b>4A - Reflecting on practice</b>	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	Counselor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.	Counselor's reflection is highly accurate and perceptive, citing specific examples that were fully successful for at least some of the students. Counselor draws on an extensive repertoire to suggest alternative strategies.

<b>4B - Maintaining records and submitting them in a timely fashion</b>	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor's reports, records, and documentation are generally accurate but are occasionally late.	Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.	Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.

<b>4C - Communicating with families</b>	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Counselor provides no information to families, either about the counseling program as a whole or about the individual students.	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.

<b>4D</b> - Participating in a professional community				
	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Counselor's relationships with are negative or self-serving, and avoids being involved in school and events and projects.	Counselor's relationships with are cordial, and counselor participates school and district events and projects when specifically requested.	Counselor participates actively in and district events and projects and maintains positive and productive relationships with colleagues.	Counselor makes a substantial to school and district events and and assumes leadership with colleagues.

<b>4E</b> - Engaging in professional development				
	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Counselor does not participate in professional development even when such activities are clearly needed for the development of counseling skills.	Counselor's participation in professional development activities is limited to those that are convenient or are required.	Counselor seeks out opportunities for professional development based on an individual assessment of need.	Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.

<b>4F</b> - Showing professionalism				
	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Counselor displays dishonesty in interactions with colleagues, students, and the public: violates principals of confidentiality.	Counselor is honest in interactions with colleagues, students, and the public: does not violate confidentiality.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public: advocates for students when needed.	Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

### Possible samples of evidence

This document contains samples of roles and responsibilities completed by School Counselors and/or Social Workers in Kentucky. Through collaboration with teams of Other Professionals, administrators, and teacher leaders, this sample list has been created.

These samples may or may not fit the expectations in a district. With discussion between the Other Professional and the supervisor, these possible Samples of evidence may be observed during a workplace visit or discussed at a pre or post observation conference. These possible Samples of evidence may serve as evidence in the self- reflection, professional growth plan, and to inform the educators overall Professional Practice rating.

A yearly review of the examples by the OPGES steering committee will be conducted. To submit possible additions of samples that fit best practice of accomplished or exemplary indicators, [click here](#).

#### School Counselor framework samples – Possible samples of evidence.

<b>Domain 1: Planning &amp; Preparation – School Counselors/ Social Workers</b>	
<b>Component</b>	<b>Samples of evidences that may be evident during observation visit.</b>
<p><b>IA - Demonstrating knowledge of counseling theory and techniques</b></p> <p><b>Accomplished:</b> Counselor demonstrates understanding of counseling theory and techniques</p>	<ul style="list-style-type: none"> <li>• practices social justice/advocacy</li> <li>• appreciates multiculturalism</li> <li>• conducts career counseling</li> <li>• maintains toolbox of theories and counseling techniques</li> <li>• uses solution focused brief therapy</li> <li>• conducts role playing</li> <li>• coordinates group counseling</li> </ul> <p>Social workers</p> <ul style="list-style-type: none"> <li>• use experience and evidence based training of various theories and techniques.</li> <li>• cites examples from recent work with students</li> <li>• Attends trainings</li> </ul>
<p><b>IB - Demonstrating knowledge of child and adolescent development</b></p> <p><b>Accomplished:</b> Counselor displays accurate understanding of the typical development characteristics of the age group, as well as exceptions to the general patterns.</p>	<ul style="list-style-type: none"> <li>• demonstrates the use of effective counseling skills.</li> <li>• differentiates techniques based on the unique needs of individual students.</li> <li>• works with students in classrooms, small groups and individually.</li> <li>• communicates skills for academic success through classroom/group guidance, responsive counseling, individual student planning and school counseling program support activities.</li> </ul>

	<p>Social workers</p> <ul style="list-style-type: none"> <li>continually draws upon new information from academic journals and professional development to create lessons for individual, small group and whole group activities.</li> <li>uses knowledge to guide feedback to parents, teachers, etc. when assessing students' needs.</li> </ul>
<p><b>IC - Establishing goals for the counseling program appropriate to the setting and the students served</b></p> <p><b>Accomplished:</b> Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.</p>	<ul style="list-style-type: none"> <li>understands and describes the rationale for a CSCP</li> <li>practices the school counseling themes of advocacy, leadership, collaboration to effect a systemic change toward a more positive school culture and climate</li> <li>describes, defines and identifies the qualities of an effective school counseling program</li> <li>describes the benefits of a comprehensive school counseling program for all stakeholders, including students, parents, teachers, administrators, school boards, department of education, school counselors, counselor educators, community stakeholders and business leaders</li> <li>provides consultation/ communication to staff regarding student needs</li> <li>creates goals on growth plans</li> <li>plans schedule of yearly events/ activities, adopts as needed based on specific situations &amp; enrich accordingly</li> <li>completes an annual agreement</li> </ul> <p>Social workers</p> <ul style="list-style-type: none"> <li>creates small groups based on need</li> <li>uses research based interventions to address needs</li> <li>implements other research based programs to address macro level school issues such as truancy</li> </ul>
<p><b>ID - Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district</b></p> <p><b>Accomplished:</b> Counselor displays awareness of governmental regulations and of resources for students through the school or district and some familiarity with resources external to the school.</p>	<ul style="list-style-type: none"> <li>practices legal, ethical and professional issues representing the counseling role at all times.</li> <li>understands the impact of school, district and state educational policies, procedures and practices supporting and/or impeding student success</li> <li>develops the beliefs and vision of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level</li> <li>communicates regulations regarding truancy works with external resources and agencies</li> <li>attends 504 building representative meetings</li> <li>works with pre-school and federal guidelines to implement</li> <li>involved with local agencies, Compcare/ health/ social workers</li> <li>demonstrates FERPA knowledge and share information as appropriate</li> <li>keeps confidentiality with staff, students, and parents</li> <li>conducts confidentiality training w staff</li> <li>demonstrates knowledge of community resources</li> </ul>

	<p>Social workers</p> <ul style="list-style-type: none"> <li>• provides information to parents and school staff on food, housing, legal assistance, tutoring, etc. as needed.</li> <li>• keeps resource list current and accessible to school staff. SSW shows knowledge of appropriate referrals to school related programs as well, noting eligibility requirements</li> </ul>
<p><b>IE - Plan in the counseling program integrated with the regular school program</b></p> <p><b>Accomplished:</b> Counselor has developed a plan that includes the important aspects of counseling in the setting.</p>	<ul style="list-style-type: none"> <li>• supports regular school programs</li> <li>• Carries out goals of the school</li> <li>• supports career/ college ready students</li> <li>• provides life goals planning</li> <li>• provides classroom guidance, career guidance, small group counseling, ILP's</li> <li>• implements bully prevention curriculum to coordinate with safe schools policy</li> <li>• develops SMART school counseling program goals the reflect school data.</li> <li>• develops a School Data Report Card</li> </ul> <p>Social workers</p> <ul style="list-style-type: none"> <li>• works collaboratively with school leadership team to assess school's mental health needs.</li> <li>• develops a schedule that may include individual, small groups, parent supports to meet the identified needs.</li> </ul>
<p><b>IF - Developing a plan to evaluate the counseling program</b></p> <p><b>Accomplished:</b> Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.</p>	<ul style="list-style-type: none"> <li>• establishes and utilizes an accountability system to measure the effective of using the CSCP process, perception, and results data</li> <li>• completes results reports</li> </ul> <p>Social workers</p> <ul style="list-style-type: none"> <li>• reviews attendance data to monitor interventions</li> <li>• reviews behavior data (office discipline referrals, etc.) to evaluate progress with specific students</li> <li>• consults with teachers and other school staff to gather information on student progress</li> </ul>

<b>Domain 2: The Environment – School Counselors/ Social Workers</b>	
<b>Component</b>	<b>Samples of evidences that may be evident during observation visit.</b>
<p><b>2A - creating an environment of respect and rapport</b></p> <p><b>Accomplished:</b> Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.</p>	<ul style="list-style-type: none"> <li>• collaborates with parents and guardians to create learning environments that promote educational equity and success for every student</li> <li>• collaborates with teachers and administrators to create learning environments that promote educational equity and success for every student</li> <li>• collaborates with community leaders to create learning environments that promote educational equity and success for every student</li> </ul>
<p><b>2B - Establishing a culture for productive communication</b></p> <p><b>Accomplished:</b> Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.</p>	<ul style="list-style-type: none"> <li>• serves as a leader in the school and community to promote and support student success</li> <li>• advocates for student success</li> <li>• serves on school leadership team/school improvement team</li> </ul>
<p><b>2C - Managing routines and procedures</b></p> <p><b>Accomplished:</b> Counselor's routines for the counseling center or classroom work effectively.</p>	<ul style="list-style-type: none"> <li>• serves as a leader in the school and community to promote and support student success</li> <li>• advocates for student success</li> <li>• creates a plan to address the non-counseling skills that are assigned to school counselors</li> <li>• develops community focus groups</li> <li>• develops a calendar (school &amp; counselor)</li> <li>• maintains a schedule for class and office</li> <li>• Provides expectation for guidance class (student created)</li> <li>• creates lesson plans</li> <li>• develops a referral process</li> </ul>
<p><b>2D - Establishing standards of conduct and contributing to the culture for student behavior throughout the school</b></p> <p><b>Accomplished:</b> Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.</p>	<ul style="list-style-type: none"> <li>• collaborates with stakeholders to create learning environments that promote educational equity and success for every student</li> <li>• acts as a system change agent to create an environment promoting and supporting student success</li> <li>• models considerate behavior.</li> <li>• develops and post standards of conduct for adults and staff.</li> <li>• creates a system for counselor referrals and appointments</li> </ul>

<p><b>2E - Organizing physical space</b></p> <p><b>Accomplished:</b> Counseling center or classroom arrangements are inviting and conducive to the planned activities</p>	<ul style="list-style-type: none"> <li>• creates inviting counseling center with pamphlets &amp; brochures available.</li> <li>• maintains privacy of office.</li> <li>• provides a central location with easy student access.</li> <li>• provides manipulatives, games, exercise ball to sit on</li> <li>• creates bulletin boards with positive info</li> <li>• provides room for students to calm self</li> <li>• provides a waiting area for students outside of counseling offices, away from regular “traffic flow” for student privacy</li> <li>• provides a comfortable and inviting space for single or multiple students/ parents</li> </ul>
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### Domain 3: Delivery of Service – School Counselors/ Social Workers

Component	Samples of evidences that may be evident during observation visit.
<p><b>3A - Assessing student needs</b></p> <p><b>Accomplished:</b> Counselor assesses student needs and knows the range of student needs in the school.</p>	<ul style="list-style-type: none"> <li>• utilizes ILP to determine academic needs of students.</li> <li>• utilizes ILP to view life goals of students.</li> <li>• contacts parents and students</li> <li>• communicates with students</li> <li>• compiles test data</li> <li>• consults with teachers on student needs</li> <li>• works with family resource to address student needs</li> <li>• works with outside agencies to provide assistance for student needs</li> <li>• uses school wide needs assessment</li> <li>• completes annual school counseling program assessment</li> </ul>
<p><b>3B - Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs</b></p> <p><b>Accomplished:</b> Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.</p>	<ul style="list-style-type: none"> <li>• supports advocacy and data-driven practices, which closes Achievement Gap</li> <li>• develops personal, social and emotional development in students</li> <li>• provides resources for leadership opportunities</li> <li>• supports college and Career Readiness</li> <li>• utilizes ACT/ Compass data to assist seniors in preparing for life goals.</li> <li>• works with non-college going students to prepare for work situations such a soft skills and resume writing.</li> <li>• works with ILP's and other college and career initiatives</li> <li>• contacts outside college resources</li> <li>• completes Core Curriculum, Small Group and/or Closing-the-gap action plans</li> </ul>

<p><b>3C - Using counseling techniques in individual and classroom programs</b></p> <p><b>Accomplished:</b> Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.</p>	<ul style="list-style-type: none"> <li>• offers individual counseling, small group and/ or Large Group/Classroom Programs</li> <li>• models role play of appropriate responses</li> <li>• utilizes outside experts to focus on problems in the school – bullying, tutoring, drug problems.</li> <li>• provides resources for social skills, mediation, problem solving, and anger management.</li> </ul>
<p><b>3D - Brokering resources to meet needs</b></p> <p><b>Accomplished:</b> Counselor brokers with other programs within the school or district to meet student needs.</p>	<ul style="list-style-type: none"> <li>• makes relationships with Youth service coordinator, school/ community counseling centers</li> <li>• seeks contacts for scholarships and other assistance for college fee.</li> <li>• provides resources for outside therapy agencies</li> <li>• conducts Emergency evaluation process w CCC</li> <li>• makes contact with Court system, Social services,</li> <li>• collaborates with 504 coordinator, Youth service center coordinator</li> <li>• partners with area colleges with dual enrollment</li> <li>• schedules college visits on/off campus</li> <li>• partners with community representative for operation preparation</li> <li>• provides college connection nights</li> <li>• facilitates an advisory council for the school counseling program</li> </ul>
<p><b>3E - Demonstrating flexibility and responsiveness</b></p> <p><b>Accomplished:</b> Counselor makes revisions in the counseling program when they are needed.</p>	<ul style="list-style-type: none"> <li>• creates a vision statement representing the qualities that a school counselor should possess</li> <li>• shows flexibility in amending plans.</li> <li>• demonstrates multicultural, ethical and professional competencies in planning, organizing, implementing and evaluating the CSCP.</li> <li>• contacts school board/ personnel</li> <li>• provides an open office to parents/ students</li> <li>• plans time to talk with children</li> <li>• uses community resources technology/ library</li> <li>• considers implications of the results reports</li> </ul>

## Domain 4: Professional Responsibilities – School Counselors/ Social Workers

Component	Samples of evidences that may be evident during observation visit.
<p><b>4A - Reflecting on practice</b></p> <p><b>Accomplished:</b> Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.</p>	<ul style="list-style-type: none"> <li>• continually evaluates programs implemented and make adjustments.</li> <li>• plans counselor advisory groups</li> <li>• collects and provides strategies for student success</li> <li>• surveys staff on perception of counseling program</li> <li>• creates a growth plan</li> <li>• joins in PLC's</li> <li>• develops lesson plan reflections</li> <li>• maintains personal/ counseling notes</li> <li>• assists is creating School improvement plan – SIP</li> <li>• organizes the counseling schedule</li> </ul>
<p><b>4B - Maintaining records and submitting them in a timely fashion</b></p> <p><b>Accomplished:</b> Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.</p>	<ul style="list-style-type: none"> <li>• maintains records of counseling services.</li> <li>• maintains records of parent and teacher communications.</li> <li>• communicates with district and state on testing and attendance deadlines.</li> </ul>
<p><b>4C - Communicating with families</b></p> <p><b>Accomplished:</b> Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students</p>	<ul style="list-style-type: none"> <li>• collaborates with parents and guardians to create learning environments that promote educational equity and success for every student</li> <li>• creates webpages and email listserves for parents and community</li> <li>• offers workshops to meet various needs of school and students.</li> <li>• uses websites, newsletters and other means of communication to inform parent and community of counseling program services.</li> <li>• provides information on school website</li> <li>• submits Information for team newsletters</li> <li>• creates counseling office brochure</li> <li>• develops middle school 101 info session</li> <li>• facilitates an advisory council for school counseling program</li> </ul>

<p><b>4D - Participating in a professional community</b></p> <p><b>Accomplished:</b> Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.</p>	<ul style="list-style-type: none"> <li>• understands and applies leadership and its role in CSCP</li> <li>• participates in school and district team meetings, PLC's, and open house/ parent nights</li> <li>• completes the annual agreement</li> </ul>
<p><b>4E - Engaging in professional development</b></p> <p><b>Accomplished:</b> Counselor seeks out opportunities for professional development based on an individual assessment of need.</p>	<ul style="list-style-type: none"> <li>• studies current trends in counseling</li> <li>• participates in professional development</li> <li>• holds membership in professional organizations</li> <li>• attends frequent in house mental health PD</li> <li>• holds membership &amp; participation in state level counseling association</li> <li>• shares with colleagues</li> <li>• joins counselor listserv</li> <li>• works toward completing a RAMP application</li> </ul>
<p><b>4F - Showing professionalism</b></p> <p><b>Accomplished:</b> Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public: advocates for students when needed.</p>	<ul style="list-style-type: none"> <li>• demonstrates professional and personal qualities and skills of effective leaders</li> <li>• shows respect to staff and students.</li> <li>• offers assistance in various school issues</li> <li>• advocates for students and provides resources and support.</li> <li>• maintains confidentiality</li> <li>• submits reports in timely manner to appropriate agencies</li> <li>• advocates for student needs</li> <li>• collaborates with outside agencies (family resource, DCBS, therapists, impact....)</li> <li>• initiates contact with parent/ guardians</li> <li>• joins in collaboration with teachers/ staff</li> <li>• demonstrates honesty/ integrity/ confidentiality</li> <li>• completes TAT, ARC, 504 cumulative records, test scores,</li> <li>• keeps confidentiality with individual counseling, groups, parent meetings and other meetings</li> </ul>