

2019-2020

Standard I: Counselors demonstrate mastery of and expertise in the domain for which they are responsible.				
Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
Element A: Special Services Providers provide services aligned with state and federal laws, local policies and procedures, Colorado Academic Standards, their district's organized plans of instruction, and the individual needs of their students.				
THE SCHOOL COUNSELOR: <input type="radio"/> Is aware of legal requirements, state/district policies, and academic standards relevant to school counseling services.	...and THE SCHOOL COUNSELOR: <input type="radio"/> Adheres to legal requirements, state/district policies, and academic standards relevant to school counseling services.	...and THE SCHOOL COUNSELOR: <input type="radio"/> Consistently meets all legal requirements, state/district policies, and academic standards relevant to school counseling services.	...and STUDENTS AND/OR FAMILIES: <input type="radio"/> Demonstrate an understanding of their unique needs and educational rights.	...and STUDENTS AND/OR FAMILIES: <input type="radio"/> Are able to articulate how school counseling services support their unique needs and educational rights.
Element B: Special Services Providers demonstrate knowledge of effective services that reduce barriers to and support learning.				
THE SCHOOL COUNSELOR: <input type="radio"/> Identifies ways in which school counseling services support student learning/ achievement.	...and THE SCHOOL COUNSELOR: <input type="radio"/> Articulates how school counseling services support student learning/ achievement.	...and THE SCHOOL COUNSELOR: <input type="radio"/> Plans and implements school counseling services that support student learning/ achievement.	...and STUDENTS AND/OR SIGNIFICANT ADULT(S): <input type="radio"/> Know how to access school counseling services that support learning/ achievement.	...and STUDENTS: <input type="checkbox"/> Actively engage in school counseling services that support student learning/ achievement.
Element C: Special Services Providers demonstrate knowledge of their professions and integrate evidence-based practices and research findings into their services.				
THE SCHOOL COUNSELOR: <input type="radio"/> Is aware of evidence-based theories, practices, and techniques related to school counseling services.	...and THE SCHOOL COUNSELOR: <input type="radio"/> Articulates an understanding of evidence-based theories, practices, and techniques related to school counseling services.	...and THE SCHOOL COUNSELOR: <input type="radio"/> Integrates evidence-based theories, practices, and techniques into school counseling services.	...and STUDENTS AND/OR SIGNIFICANT ADULT(S): <input type="radio"/> Demonstrate an awareness of tools, resources, and available school counseling services that meet individual student needs.	...and STUDENTS AND/OR SIGNIFICANT ADULT(S): <input type="radio"/> Access and utilize tools, resources, and available school counseling services that meet individual student needs.
* Meets State Standard <input type="radio"/> Professional Practice is OBSERVABLE during a classroom observation <input type="checkbox"/> Professional Practice is NOT OBSERVABLE during a classroom observation				

2019-2020

Standard I Summary: Counselors demonstrate mastery of and expertise in the domain for which they are responsible.

Artifact Titles	Description

Element Ratings (points per rating)	B (0)	PP (1)	P (2)	A (3)	E (4)	Pts
a. Special Services Providers provide services aligned with state and federal laws, local policies and procedures, Colorado Academic Standards, their district’s organized plans of instruction, and the individual needs of their students.						
b. Special Services Providers demonstrate knowledge of effective services that reduce barriers to and support learning.						
c. Special Services Providers demonstrate knowledge of their professions and integrate evidence-based practices and research findings into their services.						

Total Points for Standard I

B (0-1)	PP (2-4)	P (5-7)	A (8-10)	E (11-12)	Standard I Rating

Evaluator Comments:

Comments of the person being evaluated:

2019-2020

Standard II: Counselors support or establish safe, inclusive, and respectful learning environments for a diverse population of students.				
Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
Element A: Special Services Providers foster a safe, accessible, and predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.				
THE SCHOOL COUNSELOR: <input type="radio"/> Understands the connection between their role, student behavior, and a positive learning environment.	...and THE SCHOOL COUNSELOR: <input type="radio"/> Identifies strategies that promote acceptable student behavior and nurturing relationships. <input type="radio"/> Structures support and/or services to minimize interruption of instructional time.	...and THE SCHOOL COUNSELOR: <input type="radio"/> Supports student understanding of school and class rules. <input type="radio"/> Supports inclusive school culture and climate. <input type="radio"/> Implements interventions/ services that support learning and contribute to a positive learning environment.	...and STUDENTS: <input type="radio"/> Participate in positive and nurturing relationships with adults and peers. ...and SIGNIFICANT ADULT(S): <input type="radio"/> Develop an awareness of effective strategies that address behavioral needs and challenges.	...and STUDENTS: <input type="radio"/> Promote positive and nurturing relationships with adults and peers. ...and SIGNIFICANT ADULT(S): <input type="radio"/> Use effective strategies to increase positive student outcomes.
Element B: Special Services Providers understand and respond to diversity within the home, school, and community.				
THE SCHOOL COUNSELOR: <input type="radio"/> Recognizes that student and family backgrounds, cultures, and individual experiences may influence development, behavior, and school performance.	...and THE SCHOOL COUNSELOR: <input type="radio"/> Considers student and family backgrounds, cultures, and individual experiences in planning effective school counseling services.	...and THE SCHOOL COUNSELOR: <input type="radio"/> Delivers school counseling services that acknowledge and respect family backgrounds, cultures, and individual experiences.	...and STUDENTS AND/OR SIGNIFICANT ADULT(S): <input type="radio"/> Participate in school counseling services designed to honor family backgrounds, cultures, and individual experiences.	...and STUDENTS AND/OR SIGNIFICANT ADULT(S): <input type="radio"/> Actively engage in promoting and enhancing awareness of diversity in their school and community.
* Meets State Standard <input type="radio"/> Professional Practice is OBSERVABLE during a classroom observation <input type="checkbox"/> Professional Practice is NOT OBSERVABLE during a classroom observation				

2019-2020

Standard II: Counselors support or establish safe, inclusive, and respectful learning environments for a diverse population of students.				
Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
Element C: Special Services Providers engage students as individuals with diverse needs and interests, across a range of ability levels by adapting services for the benefit of students.				
THE SCHOOL COUNSELOR: <input type="radio"/> Recognizes that students are unique individuals with diverse needs, interests, and abilities.	...and THE SCHOOL COUNSELOR: <input type="radio"/> Understands the diverse needs, interests, and abilities of each student.	...and THE SCHOOL COUNSELOR: <input type="radio"/> Adapts school counseling services to benefit the diverse needs, interests, and abilities of each student.	...and STUDENTS AND/OR SIGNIFICANT ADULT(S): <input type="radio"/> Understand how school counseling services can help with student individual needs.	...and STUDENTS AND/OR SIGNIFICANT ADULT(S): <input type="radio"/> Advocate for support(s) based on the student's unique needs, interests, and abilities.
Element D: Special Services Providers work collaboratively with the families and/or significant adults for the benefit of students.				
THE SCHOOL COUNSELOR: <input type="radio"/> Understands the need for timely and meaningful communication between stakeholders for the benefit of students.	...and THE SCHOOL COUNSELOR: <input type="radio"/> Builds relationships through effective communication with stakeholders. <input type="radio"/> Has knowledge of community/local services.	...and THE SCHOOL COUNSELOR: <input type="radio"/> Adapts services based on students' needs, e.g., home(s), community, and school. <input type="radio"/> Monitors and adapts communication styles based on needs of the stakeholders. <input type="radio"/> Coordinates appropriate communication and information from families and significant adults with colleagues.	...and STUDENTS AND/OR SIGNIFICANT ADULT(S): <input type="radio"/> Have an understanding of ways by which they can communicate with the School Counselor. <input type="radio"/> Initiate communication with the School Counselor.	...and STUDENTS AND/OR SIGNIFICANT ADULT(S): <input type="radio"/> Initiate communication with significant adult(s) to support student success and needs.
* Meets State Standard <input type="radio"/> Professional Practice is OBSERVABLE during a classroom observation <input type="checkbox"/> Professional Practice is NOT OBSERVABLE during a classroom observation				

2019-2020

Standard II Summary: Counselors support or establish safe, inclusive, and respectful learning environments for a diverse population of students.

Artifact Titles	Description

Element Ratings (points per rating)	B	PP	P	A	E	Pts
	(0)	(1)	(2)	(3)	(4)	
a. Special Services Providers foster a safe, accessible, and predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.						
b. Special Services Providers understand and respond to diversity within the home, school, and community.						
c. Special Services Providers engage students as individuals with diverse needs and interests, across a range of ability levels by adapting services for the benefit of students.						
d. Special Services Providers work collaboratively with the families and/or significant adults for the benefit of students.						

Total Points for Standard II

B (0-2)	PP (3-6)	P (7-10)	A (11-14)	E (15-16)	Standard II Rating

Evaluator Comments:

Comments of the person being evaluated:

2019-2020

Standard III: Counselors plan and deliver effective services in an environment that facilitates learning for their students.				
Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
Element A: Special Services Providers apply knowledge of the ways in which learning takes place, including the appropriate levels of intellectual, physical, social, and emotional development of their students.				
THE SCHOOL COUNSELOR: <input type="radio"/> Identifies the connections between student learning and evidence-based theories (e.g., theories related to counseling and/or human development).	...and THE SCHOOL COUNSELOR: <input type="radio"/> Articulates knowledge of student learning and evidence-based theories (e.g., theories related to counseling and/or human development).	...and THE SCHOOL COUNSELOR: <input type="radio"/> Applies counseling, human development, and student learning theory in counseling programs and services.	...and STUDENTS AND/OR SIGNIFICANT ADULT(S): <input type="radio"/> Participate in counseling services appropriate for the student's developmental level.	...and STUDENTS AND/OR SIGNIFICANT ADULT(S): <input type="radio"/> Initiate engagement in counseling services appropriate for the student's developmental level.
Element B: Special Services Providers utilize formal and informal assessments to inform planning and service delivery.				
THE SCHOOL COUNSELOR: <input type="radio"/> Collects and assesses data from multiple sources to plan/develop school counseling services.	...and THE SCHOOL COUNSELOR: <input type="radio"/> Creates an instructional program that is comprehensive, preventive, and developmentally appropriate. <input type="radio"/> Uses data (e.g., achievement and/or opportunity) to identify gaps.	...and THE SCHOOL COUNSELOR: <input type="radio"/> Implements, promotes, and facilitates instruction in the delivery of data driven, school counseling services. <input type="radio"/> Monitors formal and informal data to design and/or implement school counseling services to close gaps.	...and STUDENTS AND/OR SIGNIFICANT ADULT(S): <input type="radio"/> Demonstrate an understanding of assessment results and individual student strengths and needs.	...and STUDENTS: <input type="radio"/> Receive school counseling services that are informed by findings from multiple formal and informal assessments.
* Meets State Standard <input type="radio"/> Professional Practice is OBSERVABLE during a classroom observation <input type="checkbox"/> Professional Practice is NOT OBSERVABLE during a classroom observation				

2019-2020

Standard III: Counselors plan and deliver effective services in an environment that facilitates learning for their students.				
Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
Element C: Special Services Providers integrate and utilize appropriate available technology to engage students in authentic learning experiences.				
THE SCHOOL COUNSELOR: <input type="radio"/> Has an understanding of available software and technology to support students.	...and THE SCHOOL COUNSELOR: <input type="radio"/> Selects appropriate technology to support students.	...and THE SCHOOL COUNSELOR: <input type="radio"/> Effectively uses software and technology to enhance students' authentic learning opportunities.	...and STUDENTS AND/OR SIGNIFICANT ADULT(S): <input type="radio"/> Articulate an awareness of the software and technology that is available in support of the student's plans (e.g., academic, career, and/or personal/social).	...and STUDENTS: <input type="radio"/> Demonstrate the appropriate use of technology when developing and implementing action plans (e.g., academic, career, and/or personal/social).
Element D: Special Services Providers establish and communicate high expectations and use strategies to support the development of critical-thinking, problem-solving skills, and self-advocacy.				
THE SCHOOL COUNSELOR: <input type="radio"/> Has an awareness and understanding of a School Counselor's role in postsecondary readiness. <input type="radio"/> Recognizes and articulates the importance of student's skills in critical-thinking, problem-solving, and self-advocacy. <input type="radio"/> Recognizes the importance of high expectations for learning and behavior for all students.	...and THE SCHOOL COUNSELOR: <input type="radio"/> Implements services to facilitate the development of postsecondary readiness. <input type="radio"/> Identifies opportunities for students to practice self-advocacy and/or problem-solving skills.	...and THE SCHOOL COUNSELOR: <input type="radio"/> Communicates to stakeholders the importance of postsecondary readiness. <input type="radio"/> Delivers services that reflect high expectations of students. <input type="radio"/> Provides opportunities for students to practice self-advocacy and/or problem-solving skills.	...and STUDENTS: <input type="radio"/> Respond to counselor expectations and use problem-solving techniques that incorporate critical thinking and skills based on their developmental level.	...and STUDENTS: <input type="radio"/> Demonstrate postsecondary readiness at their developmental level. <input type="radio"/> Demonstrate self-advocacy, critical-thinking, and problem-solving skills based on individual developmental level.
* Meets State Standard <input type="radio"/> Professional Practice is OBSERVABLE during a classroom observation <input type="checkbox"/> Professional Practice is NOT OBSERVABLE during a classroom observation				

2019-2020

Standard III: Counselors plan and deliver effective services in an environment that facilitates learning for their students.				
Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
Element E: Special Services Providers develop and implement services related to student needs, learning, and progress towards goals.				
THE SCHOOL COUNSELOR: <ul style="list-style-type: none"> <input type="radio"/> Identifies student needs to inform delivery of school counseling services. <input type="radio"/> Understands the school/district's written crisis response policies and/or procedures. 	...and THE SCHOOL COUNSELOR: <ul style="list-style-type: none"> <input type="radio"/> Designs school counseling services that are responsive to student needs. <input type="radio"/> Responds appropriately to student mental health crises and needs, and plans school counseling services accordingly. 	...and THE SCHOOL COUNSELOR: <ul style="list-style-type: none"> <input type="radio"/> Delivers school counseling services based on student needs. <input type="radio"/> Offers education, prevention, counseling, and makes referrals to community services as needed for students in crisis. 	...and STUDENTS AND/OR SIGNIFICANT ADULT(S): <ul style="list-style-type: none"> <input type="radio"/> Make decisions based on academic, career, and social/emotional student data. 	...and STUDENTS: <ul style="list-style-type: none"> <input type="radio"/> Implement plans developed in partnership with School Counselor(s) and/or significant adult(s).
Element F: Special Services Providers model and promote effective communication.				
THE SCHOOL COUNSELOR: <ul style="list-style-type: none"> <input type="radio"/> Understands the importance of communicating effectively. 	...and THE SCHOOL COUNSELOR: <ul style="list-style-type: none"> <input type="radio"/> Demonstrates developmentally appropriate language with students. <input type="radio"/> Uses a variety of appropriate delivery methods to communicate with students. 	...and THE SCHOOL COUNSELOR: <ul style="list-style-type: none"> <input type="radio"/> Models effective communication throughout the school community. <input type="radio"/> Assists students in determining the most appropriate communication strategies to use in a variety of situations. <input type="radio"/> Tailors communications to be developmentally and culturally relevant. 	...and STUDENTS: <ul style="list-style-type: none"> <input type="radio"/> Demonstrate effective, developmentally appropriate communication related to their needs. 	...and STUDENTS AND/OR SIGNIFICANT ADULT(S): <ul style="list-style-type: none"> <input type="radio"/> Use School Counselor feedback to enhance student growth.
<p>* Meets State Standard</p> <p><input type="radio"/> Professional Practice is OBSERVABLE during a classroom observation</p> <p><input type="checkbox"/> Professional Practice is NOT OBSERVABLE during a classroom observation</p>				

2019-2020

Standard III Summary: Counselors plan and deliver effective services in an environment that facilitates learning for their students.

Artifact Titles	Description											
Element Ratings (points per rating)							B (0)	PP (1)	P (2)	A (3)	E (4)	Pts
a. Special Services Providers apply knowledge of the ways in which learning takes place, including the appropriate levels of intellectual, physical, social, and emotional development of their students.												
b. Special Services Providers utilize formal and informal assessments to inform planning and service delivery.												
c. Special Services Providers integrate and utilize appropriate available technology to engage students in authentic learning experiences.												
d. Special Services Providers establish and communicate high expectations and use strategies to support the development of critical-thinking, problem-solving skills, and self-advocacy.												
e. Special Services Providers develop and implement services related to student needs, learning, and progress towards goals.												
f. Special Services Providers model and promote effective communication.												
Total Points for Standard III												
B (0-4)	PP (5-10)		P (11-16)		A (17-21)	E (22-24)	Standard III Rating					
Evaluator Comments:												
Comments of the person being evaluated:												

2019-2020

Standard IV: Counselors demonstrate professionalism through ethical conduct, reflection, and leadership.				
Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
Element A: Special Services Providers demonstrate high standards for ethical and professional conduct.				
THE SCHOOL COUNSELOR: <input type="radio"/> Contributes professional knowledge and advice to colleagues when relevant and appropriate. <input type="radio"/> Maintains confidentiality of student records as required by law. <input type="radio"/> Understands the need to hold high ethical standards.	...and THE SCHOOL COUNSELOR: <input type="radio"/> Seeks evidence-based research practices related to the school counseling profession. <input type="radio"/> Demonstrates consistent professional conduct with students and significant adults. <input type="radio"/> Demonstrates ethical behavior and respect for others in accordance with the ASCA Ethical Standards for School Counselors.	...and THE SCHOOL COUNSELOR: <input type="radio"/> Adapts professional practice based upon current evidence-based research findings and needs of the environment. <input type="radio"/> Promotes ethical behavior and respect for others.	...and THE SCHOOL COUNSELOR: <input type="radio"/> Advocates for the understanding of ethical standards for School Counselors among stakeholders.	...and THE SCHOOL COUNSELOR: <input type="radio"/> Promotes ethical standards and laws, policies, and/or procedures of the school counseling profession at the district, state, or national level.
Element B: Special Services Providers link professional growth to their professional goals.				
THE SCHOOL COUNSELOR: <input type="radio"/> Develops professional goals. <input type="radio"/> Seeks feedback from supervisor and/or colleagues to improve practice.	...and THE SCHOOL COUNSELOR: <input type="radio"/> Uses feedback from supervisor and/or colleagues to improve practice. <input type="radio"/> Selects and participates in professional development to improve professional practice.	...and THE SCHOOL COUNSELOR: <input type="radio"/> Develops a professional growth plan based upon professional goals. <input type="radio"/> Participates in high quality professional development specific to school counseling and aligned to professional goals.	...and THE SCHOOL COUNSELOR: <input type="radio"/> Reflects on professional development and applies new knowledge and skills to the school counseling program.	...and THE SCHOOL COUNSELOR: <input type="radio"/> Establishes continuous improvement strategies, including seeking feedback from colleagues, parents, and/or supervisors, to identify and self-monitor professional growth.
* Meets State Standard <input type="radio"/> Professional Practice is OBSERVABLE during a classroom observation <input type="checkbox"/> Professional Practice is NOT OBSERVABLE during a classroom observation				

2019-2020

Standard IV: Counselors demonstrate professionalism through ethical conduct, reflection, and leadership.				
Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
Element C: Special Services Providers respond to a complex, dynamic environment.				
THE SCHOOL COUNSELOR: <input type="radio"/> Demonstrates flexibility in their role in response to environmental changes.	...and THE SCHOOL COUNSELOR: <input type="radio"/> Adapts school counseling practices based on new information about student needs.	...and THE SCHOOL COUNSELOR: <input type="radio"/> Prioritizes school counseling activities based on changing student needs and/or changes in the school and broader environments.	...and THE SCHOOL COUNSELOR: <input type="radio"/> Collaborates with stakeholders to anticipate changes and/or challenges in the school environment, and be prepared to respond.	...and THE SCHOOL COUNSELOR: <input type="radio"/> Expands their role in responding to changes in the school or student environments.
Element D: Special Services Providers demonstrate leadership and advocacy in the school, the community, and their profession.				
THE SCHOOL COUNSELOR: <input type="radio"/> Understands the role of a School Counselor as an advocate for all students. <input type="radio"/> Supports school goals and initiatives.	...and THE SCHOOL COUNSELOR: <input type="radio"/> Advocates within the school community on behalf of students. <input type="radio"/> Contributes to school or district/BOCES teams. <input type="radio"/> Recognizes one's individual leadership skills.	...and THE SCHOOL COUNSELOR: <input type="radio"/> Provides potential solutions when advocating for students. <input type="radio"/> Teaches students appropriate self-advocacy skills. <input type="radio"/> Demonstrates effective leadership in the school counseling program, the school, and/or district.	... and THE SCHOOL COUNSELOR: <input type="radio"/> Seeks leadership role(s) within the school or district/BOCES. <input type="radio"/> Discusses potential revisions to policies and/or procedures with administrators in order to better address student and school needs and the diversity of the student population. <input type="radio"/> Uses leadership skills to facilitate positive change for the school counseling services and the school community.	...and THE SCHOOL COUNSELOR: <input type="radio"/> Contributes to the enhancement of the school counseling profession through publications or professional presentations. <input type="radio"/> Takes on a district, state, or national leadership role relevant to the school counseling profession.
* Meets State Standard <input type="radio"/> Professional Practice is OBSERVABLE during a classroom observation <input type="checkbox"/> Professional Practice is NOT OBSERVABLE during a classroom observation				

2019-2020

Standard IV Summary: Counselors demonstrate professionalism through ethical conduct, reflection, and leadership.

Artifact Titles	Description

Element Ratings (points per rating)	B	PP	P	A	E	Pts
	(0)	(1)	(2)	(3)	(4)	
a. Special Services Providers demonstrate high standards for ethical and professional conduct.						
b. Special Services Providers link professional growth to their professional goals.						
c. Special Services Providers respond to a complex, dynamic environment.						
d. Special Services Providers demonstrate leadership and advocacy in the school, the community, and their profession.						

Total Points for Standard IV

B (0-2)	PP (3-6)	P (7-10)	A (11-14)	E (15-16)	Standard IV Rating

Evaluator Comments:

Comments of the person being evaluated:

2019-2020

Standard V: Counselors build and maintain positive relationships with colleagues, students, and parents to create a safe, caring, supportive and collaborative environment.

Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
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Element A: Counselors demonstrate compassion, empathy, and graciousness in their schools.

<p>There is some evidence that the Counselor:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognizes and responds to the needs of others. <input type="checkbox"/> Is kind, patient, and positive when interacting with others within the school environment. <input type="checkbox"/> Participates in developing positive solutions to repair, restore, and maintain relationships. 	<p>The Counselor:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognizes the needs of others. <input type="checkbox"/> Is working towards effective relationships with others in the school environment. <input type="checkbox"/> Is developing capacity to restore relational issues efficiently so that damage is minimized. 	<p>...and the Counselor:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Serves consistently when the needs of others are apparent. <input type="checkbox"/> Protects and supports the dignity of others as relational issues arise. <input type="checkbox"/> Solves relational issues quickly and efficiently by demonstrating compassion, empathy and graciousness to others. 	<p>...and the Counselor:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leads others within the school environment to become more compassionate, empathetic, and gracious. <input type="checkbox"/> Designs programs and/or activities that fosters compassion, empathy, and graciousness within the school environment 	<p>...and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students consistently reflect the counselor's commitment to compassion, empathy, and graciousness within the classroom. <input type="checkbox"/> Colleagues consistently recognize the counselor as a key leader in developing compassion, empathy, and graciousness within the school.
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Element B: Counselors demonstrate professionalism inside and outside of the school environment.

<p>There is some evidence that the Counselor:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses good judgment when interacting with others. <input type="checkbox"/> Fulfills assigned tasks and responsibilities with fidelity. <input type="checkbox"/> Conducts professional practices and interactions with others with integrity. 	<p>The Counselor:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attempts to fulfill all assigned tasks and responsibilities. <input type="checkbox"/> Is working toward utilizing good judgement when making decisions or interacting with others. <input type="checkbox"/> Is developing capacity to conduct themselves with integrity 	<p>...and the Counselor:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fulfills all assigned tasks and responsibilities efficiently. <input type="checkbox"/> Uses good judgment when making decisions or interacting with others. <input type="checkbox"/> Works collaboratively with others to resolve conflict and to restore relationships. <input type="checkbox"/> Is an individual with utmost integrity demonstrating honesty, kindness, and principled leadership daily. 	<p>...and the Counselor:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leads others within the school environment by modeling professionalism and supporting colleagues to become more professional. <input type="checkbox"/> Designs programs and/or activities that fosters professionalism inside and outside of school. 	<p>...and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The counselor mentors others to become more professional. <input type="checkbox"/> Students reflect the professionalism of their counselor by being responsible, kind, positive and acting with integrity.
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* Meets State Standard
 ○ Professional Practice is OBSERVABLE during a classroom observation
 □ Professional Practice is NOT OBSERVABLE during a classroom observation

2019-2020

Standard V: Counselors build and maintain positive relationships with colleagues, students, and parents to create a safe, caring, supportive and collaborative environment.				
Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
Element C: Counselors build community by engaging all stakeholders to create shared ownership and responsibility.				
<p>There is some evidence that the Counselor:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicates effectively with students, parents, or colleagues. <input type="checkbox"/> Has engaged stakeholders to create ownership and responsibility for student learning and growth. <input type="checkbox"/> Works productively with others to develop cohesiveness and a team approach to increasing student learning. 	<p>The Counselor:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attempts to communicate with all stakeholders. <input type="checkbox"/> Is developing systems to increase community among stakeholders. <input type="checkbox"/> Is developing capacity to work collaboratively and not in isolation regarding increasing student learning. 	<p>...and the Counselor:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicates with all stakeholders efficiently and effectively. <input type="checkbox"/> Uses the feedback acquired from stakeholders to adjust/modify instruction. <input type="checkbox"/> Builds community by working well with others and refrains from solving issues in isolation. 	<p>...and the Counselor:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leads others within the school environment by designing systems that build community by engaging all stakeholders to create ownership and responsibility. 	<p>...and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students demonstrate community within the classroom by sharing ownership and responsibility for their learning <input type="checkbox"/> Stakeholders consistently recognize the counselor for building deep, meaningful relationships and for building a community that shares ownership and responsibility for student learning and growth.
<p>* Meets State Standard ○ Professional Practice is OBSERVABLE during a classroom observation □ Professional Practice is NOT OBSERVABLE during a classroom observation</p>				

2019-2020

Standard V Summary: Counselors build and maintain positive relationships with colleagues, students, and parents to create a safe, caring, supportive and collaborative environment.

Artifact Titles	Description

Element Ratings (points per rating)	B (0)	PP (1)	P (2)	A (3)	E (4)	Pts
a. Counselors demonstrate compassion, empathy, and graciousness in their schools.						
b. Counselors demonstrate professionalism inside and outside of the school environment.						
c. Counselors build community by engaging all stakeholders to create shared ownership and responsibility.						

Total Points for Standard V

B (0-1)	PP (2-4)	P (5-7)	A (8-10)	E (11-12)	Standard V Rating

Evaluator Comments:

Comments of the person being evaluated:

2019-2020

Overall Professional Practices Rating Summary

Standard I: Counselors demonstrate mastery of and expertise in the domain for which they are responsible.						
B (0-1)	PP (2-4)	P (5-7)	A (8-10)	E (11-12)	Standard I Rating (10%)	Wtd Pts

Standard II: Counselors support or establish safe, inclusive, and respectful learning environments for a diverse population of students.						
B (0-2)	PP (3-6)	P (7-10)	A (11-14)	E (15-16)	Standard II Rating (10%)	Wtd Pts

Standard III: Counselors plan and deliver effective services in an environment that facilitates learning for their students.						
B (0-4)	PP (5-10)	P (11-16)	A (17-21)	E (22-24)	Standard III Rating (10%)	Wtd Pts

Standard IV: Counselors demonstrate professionalism through ethical conduct, reflection, and leadership.						
B (0-2)	PP (3-6)	P (7-10)	A (11-14)	E (15-16)	Standard IV Rating (10%)	Wtd Pts

Standard V: Counselors build and maintain positive relationships with colleagues, students, and parents to create a safe, caring, supportive and collaborative environment.						
B (0-1)	PP (2-4)	P (5-7)	A (8-10)	E (11-12)	Standard V Rating (60%)	Wtd Pts

OVERALL PROFESSIONAL PRACTICES RATING						
B (0-3)	PP (4-7)	P (8-12)	A (13-17)	E (18-20)	Overall Professional Practices	Wtd Pts

End of Report