



AR Teacher Excellence Support System

EXAMPLES of ARTIFACTS

For SCHOOL COUNSELORS

Note: This is a brainstormed list of possible artifacts. Counselors should use artifacts that are reflective of their own work. The following are examples ONLY and not meant to provide an exhaustive list nor should counselors expect to use all of the examples provided.

Domain 1: Planning and Preparation

- a. Demonstrating knowledge of counseling theory and techniques
 - Professional development participation in relevant areas
 - Participation in statewide ADE counselor meetings
 - Literature/resources
 - Policy reviews/handbooks
 - Situational examples
 - Small groups
 - Best practices (procedure for suicidal ideation, consultation for IEP's)
 - Observations.
- b. Demonstrating knowledge of child and adolescent development
 - Professional development
 - Lesson plans
 - Presentations
 - Meeting agendas (meetings with teachers, parents and students)
 - IEP's
 - Referrals
 - Student activity/interaction
 - Observations
- c. Establishing goals for the counseling program appropriate to the setting and the students served.
 - Master calendar
 - Measurable data (school improvement teams, attendance, behavior, etc.)
 - Pre-post assessments
 - Climate surveys
 - Needs assessments
 - School profile
 - Create and monitor annual program goals.
- d. Planning the counseling program that is integrated with the regular school program
 - Master calendar/action plan
 - Guidance curriculum (character counts, bullying programs, etc.)
 - Needs assessment
 - Self-assessment
 - Mission statement (aligned with school's mission statement)
 - Aligned to ASCA National Model samples.
- e. Developing measures to evaluate the counseling program
 - Portfolios
 - Rubric
 - Pre-post assessments for guidance units
 - Communication with staff and administration
 - Results of student data
 - Needs assessment (parents, teachers, students, community, etc.)



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Domain 2: Environment

- a. Creating an environment of respect and rapport
 - Student request forms
 - Surveys
 - Visibility to students (hallways, activities)
 - Immediate interventions
 - School climate involvements
 - Leadership initiatives
 - Personal statements from parents, teachers, students
 - Student interaction observations (also informal – student activities, hallways, etc.)
- b. Establishing a culture for productive communication
 - Teacher referral documentation
 - Teacher/student mediation
 - Presentations
 - Educate students on productive communication
 - Conflict resolutions, etc.
 - Modeling productive communication (formal and informal observations).
- c. Managing routines and procedures in the counseling setting
 - Posted availability/daily schedule (whiteboard, posted schedule, request form)
 - Master calendar
 - Referral procedure
 - Newsletter
 - School counseling website
 - Aligned evidence to ASCA National Model
 - Time on task effectiveness to program (direct services, administrative services, etc.)
- d. Establishing expectations/norms for student behavior in the counseling setting
 - Active leadership roles
 - Committee involvement
 - Counseling session times focused and goal-oriented
 - Session expectations and limitations
 - Student/staff conduct (handbook policies/procedures)



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Domain 3: Delivery of Service

- a. Communication with students to determine their needs.
 - Climate survey
 - Needs assessments
 - Use of career, academic and personal/social planning and assessments (ACT, ASVAB, Explore, Plan, Kuder)
 - Orientation and referrals
- b. Assisting students in the formulation of academic, personal/social, and career plans, based on the knowledge of students' needs.
 - Advisory
 - Use of career, academic, personal/social planning and assessments (ACT, ASVAB, Explore, Plan, Kuder)
 - Master calendar
 - Classroom guidance
 - Graduation requirements
 - Contact log
- c. Delivering counseling services and resources to support students
 - Collaboration with other school counselors
 - Resource officers
 - Supervision
 - Observable situations
 - Counselor website or other social media communication
 - Sign-in sheets and agendas
 - Coordination of activities (special programs, college recruiters, etc.)
- d. Using assessment to guide counseling services
 - Coordinating student data (Kuder, ACT, Explore, PLAN, Benchmark, etc.) to fully evaluate student needs
 - Survey of needs assessment
 - Pre and post-test
 - Graduation report
 - Stakeholder surveys
- e. Demonstrating flexibility and responsiveness
 - Observations
 - Contact log
 - Time task analysis
 - Needs assessments
 - Crisis plan implementation
 - Providing staff development
 - Active professional development
 - Active best practices
 - Flexibility in scheduling
 - Crises



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Domain 4: Professional Responsibilities

- a. Reflecting on counseling practice
 - Establishing personal and professional goals
 - Reflection (formal and informal reviewing personal/professional goals, etc.)
 - Document meeting administrators to review counseling goals
Staff and student meetings regarding counseling program (strengths, weaknesses, needs)
 - Yearly review/program audit
 - Develop personal wellness plan (mental, physical, emotional, etc.)
- b. Maintaining accurate records
 - School policy paperwork and documentation
 - Handling confidential materials (secure)
 - Timely referrals (DHS, public agencies, etc.)
 - Organized, logical record keeping
- c. Communicating with families
 - Introduction to counseling program letter (newsletter, brochure, website)
 - Informed consent, back to school night, student handbook, verbal
 - reminders, parent contact log (email, phone tally)
 - Parent outreach (parent/teacher conferences)
 - Counselor website
 - Stakeholder survey
- d. Participating in a professional community
 - Membership in professional organizations (local, state, national)
 - Leadership roles
 - Awards and recognition
 - Volunteering
- e. Growing and developing professionally
 - Presenting at conferences
 - Active attendance at conferences and professional development opportunities
 - Presenting or attending in-services (webinars, or other technology delivered PD, etc.)
- f. Showing Professionalism
 - Observations
 - Communicating respectfully
 - Maintaining confidentiality
 - Approach to advocating for students