

# SCHOOL COUNSELOR FRAMEWORK

## Domain 1: PLANNING AND PREPARATION

- 1a: Demonstrating knowledge of counseling theory and techniques**
- knowledge of counseling techniques • knowledge of application of supports
- 1b: Demonstrating knowledge of child and adolescent development**
- knowledge of development characteristics • knowledge of exceptions to general patterns of development • knowledge of working with students from a variety of sources
- 1c: Establishing goals for the counseling program appropriate to the setting and the students served**
- Appropriate goals • Goals target the needs of the population • Goals are consistent and collaborative
- 1d: Planning the counseling program with appropriate resources**
- Extensive knowledge of resources • Deep understanding of student needs and best resources for them • Designs services in collaboration with all stakeholders
- 1e Developing measures to evaluate the counseling program**
- Highly sophisticated plan with variety of sources of evidence and clear path to goals • Active involvement of stakeholders • Careful data collection on goals

## Domain 2: ENVIRONMENT

- 2a: Creating an environment of respect and rapport**
- Environment is inviting and reflecting sensitivity to characteristics of the population • Interactions are warm and caring • Relationships with all students reflect high degree of comfort and trust • Students feel valued and will take emotional risks
- 2b: Establishing a culture for productive communication**
- Communication in counselor setting is productive and respectful
  - Student responses are in depth and committed to the counseling process
- 2c: Managing routines and procedures in the counseling setting**
- Routines are seamless and students work to maintain them • The emergency response plan results from collaboration with all stakeholders
- 2d: Establishing expectations/norms for student behavior in the counseling setting**
- Clear conduct standards for counseling sessions and students work to maintain them • Significant contribution to the environment of civility • Collaboration with all stakeholders and responsive to intervention needs as they arise

## Domain 4: PROFESSIONAL RESPONSIBILITIES

- 4a: Reflecting on counseling practice**
- Highly accurate and perceptive description of practice • Accurate process of evaluation • Makes detailed suggestions about program improvement based on multiple data sources
- 4b: Maintaining Accurate Records**
- Highly systematic and efficient record keeping • Records provide model for others
- 4c: Communicating with Families**
- Consistently provides thorough and accurate information to families about the program, student services and individual students • Includes colleagues when necessary
- 4d: Participating in a Professional Community**
- Assumes leadership role • Makes a substantial contribution to school and district meetings/events • Creates positive, productive collegial relationships
  - Supports district mission
- 4e: Growing and Developing Professionally**
- Leads in seeking professional development opportunities • Contributes to the profession • Presents information to colleagues
- 4f: Showing Professionalism,**
- High standards of honesty, integrity and confidentiality • Adheres to district, state, and federal regulations • Advocates for all students • Models professionalism

## Domain 3: DELIVERY OF SERVICE

- 3a: Communicating with students to determine their needs**
- Conducts detailed, individualized behavior and/or academic assessments
  - Opportunities for student involvement • Communicates with colleagues parents and community agencies when assessing student needs
- 3b: Assisting students in the formulation of academic, personal/social, and career plans based on knowledge of student needs**
- Helps students individually create academic, personal/social and career plans based on data of needs • Students actively participate in the creation of academic, personal/social and career plans
- 3c: Delivering counseling services and resources to support students**
- Collaborates with other colleagues, programs and agencies to meet individual student needs • Uses available resources to provide services • Makes appropriate referrals consistently and collaboratively based on individual student needs
- 3d: Using assessment to guide counseling service**
- Consistently evaluates student progress with multiple measures • Counselor consults with team members during evaluation • Students demonstrate some self-assessment and self-advocacy
- 3e: Demonstrating flexibility and responsiveness**
- Proposes changes based on student need • Quickly incorporates new developments • Continual awareness of student needs and adjusts daily routines

