

# SCHOOL COUNSELOR TRI-LEVEL EVALUATION

Draft (last amended 8/18/06)

**COMPETENCY ONE: The school counselor will develop and implement a comprehensive school level guidance program based on ASCA National Standards with focus on the physical, social, intellectual, emotional and vocational growth of all students.**

**Objectives:**

<b>LEVEL I</b>	<b>LEVEL II</b>	<b>LEVEL III</b>
<b>Determine guidance priorities based on local assessed needs</b>	Refine the assessment of needs in the school and community	Share professional knowledge and skills to others through staff development, supervision and/or publications
<b>Formulate measurable objectives from identified needs and priorities</b>	Refine objectives from school's needs and priorities	Share objectives with school and professional community
<b>Formulate specific tasks relating to achieving the objectives</b>	Expand skills through task formulation and strategies to achieve objectives	Develop means to evaluate the success of the tasks towards the objectives. Share results with supervisor, counselors, and/or staff, or publication
<b>Coordinate an evaluation of the school counseling program</b>	Coordinate an ongoing evaluation of the school counseling program	Collect data for presentation to supervisor, staff and/or publication
<b>Serve all students at the prevention level</b>	Refine choice of prevention programs, presentations, interventions, and curricula	Mentor other counselors in prevention strategies and curricula

**COMPETENCY TWO: The school counselor will coordinate activities in the guidance and counseling program.**

**Objectives:**

<b>LEVEL I</b>	<b>LEVEL II</b>	<b>LEVEL III</b>
<b>Follow the curriculum based on Content Standards and Benchmarks.</b>	Document the standards and benchmarks met by the curriculum.	Provide information about curriculum-based standards and benchmarks to staff and principal
<b>Work with other staff members to encourage the inclusion of a student-oriented philosophy in all school activities.</b>	Include student-oriented social/emotional guidance standards on the EPSS.	Monitor school policies re: students' wellbeing, support, and advocacy.
<b>Assist the integration of the guidance and counseling program within the total school program.</b>	Participate in the school policy-making committee(s). Communicate goals to teachers/principal, and other school staff.	Present school counseling program to staff, supervisor, and/or parents
<b>Communicate with parents and the community about services available within the guidance and counseling program.</b>	Create a brochure about the school's counseling program and services. Send home with every student.	Present school counseling program and brochures to a parent meeting.
<b>Gain knowledge about available school and community resources.</b>	Work with parents, teachers, and/or neighborhood groups to become familiar with community resources.	Make a list of resources for distribution and use at the school and in the community.
<b>Establish and maintain contact with school and community resources.</b>	Meet with community resources to communicate school needs and concerns once per year and ongoing as needed.	Work with resources to coordinate services within the community.
<b>Collaborate with administration to utilize community resources relating to the guidance program.</b>	Refine and utilize the most useful resources to help facilitate student success.	Create a database of resource information to give to teachers and other schools in the cluster/District.

**COMPETENCY THREE: The school counselor will provide information and facilitate guidance activities for students, staff, and parents.**

**Objectives:**

<b>LEVEL I</b>	<b>LEVEL II</b>	<b>LEVEL III</b>
<b>Assist others in their understanding of personal and social development.</b>	Facilitate ongoing support to others in developing social and personal development.	Present to staff, parents, and/or forum/supervisors on personal/social development.
<b>Serve as a resource to facilitate groups and presentations on pertinent issues.</b>	Provide group organization and classroom presentations on pertinent issues.	Become a resource (as expert) to other schools and other counselors on pertinent issues.
<b>Provide prevention strategies that address current issues such as chemical dependency, teenage pregnancy, suicide, dropout, and various forms of abuse.</b>	Maintain an ongoing collection of strategies, information, and trainings on student issues.	Present the data collection to other counselors in the cluster/District.
<b>Conduct activities on educational career themes.</b>	Refine and address the community/school career interests and needs.	Create a curriculum for career education for the school.
<b>Choose and organize orientation/training programs for students, parents, and staff.</b>	Conduct orientation/training programs for students, parents and staff.	Share ideas with other counselors and schools, and offer expertise as a resource.
<b>Interpret test results to students, parents, and staff.</b>	Maintain information on recent tests and the interpretation of those results.	Become a resource to other counselors. Present to staff, parents and/or other professional counselors.

**COMPETENCY FOUR: The school counselor will serve as a consultant to the school and community.**

**Objectives:**

<b>LEVEL I</b>	<b>LEVEL II</b>	<b>LEVEL III</b>
<b>Provide mediation for change in behavior and conflict resolution.</b>	Coordinate and implement mediations available to students by counselor or trained mediator.	Provide expertise and maintain mediation opportunities for students in conflict resolutions.
<b>Serving as a resource liaison for issues pertinent to the learning environment of the school.</b>	Develop skills as liaison for personal/social growth of the student.	Serve as a resource to the school, and other counselors.
<b>Support the staff with assistance in developing positive rapport with students to maximize learning potential by reducing or mitigating the impact of learning barriers.</b>	Support teachers and other staff as a consultant on behalf of the student.	Provide ongoing consultation with staff as educational advocate.
<b>Assist teachers in identifying students who would benefit from counseling and provide feedback on referred students as appropriate.</b>	Consult with staff on student concerns, giving support and suggestions.	Ongoing education of staff regarding student concerns and needs, as well as options.
<b>Provide information to parents and students to aid in their understanding of educational goals and barriers to learning.</b>	Consult with parents and students about academic concerns and possible strategies and solutions to reach educational goals.	Serve as a consultant to parents and students, and to new counselors.
<b>Provide resource materials and expertise dealing with issues affecting students, staff, and family.</b>	Continue to gather materials and gain expertise on issues affecting students, families, and staff.	Serve as consultant to students, families, and staff. Be a resource for new counselors.
<b>Provide information and consultation to parents, students, and teachers about appropriate community resources or organizations that provide services to students and their families.</b>	Provide consultation to parents and teachers with regard to meeting needs of students.	Share gathered information with other counselors, staff, and supervisors.
<b>Develop strategies and methods of working with parents and guardians.</b>	Continue to gain skills working with parents and guardians.	Teach and train new counselors to work effectively with parents and guardians.

**COMPETENCY FIVE: The school counselor will provide individual and group counseling.**

**Objectives:**

<b>LEVEL I</b>	<b>LEVEL II</b>	<b>LEVEL III</b>
<b>Use appropriate interventions to accommodate each individual student.</b>	Provide appropriate interventions by various means.	Maintain appropriate indicators to note student progress by interventions used.
<b>Provide crisis assistance.</b>	Provide follow-up of crisis involvement.	Maintain a crisis manual specific to the school.
<b>Provide support to individuals addressing issues surrounding personal/social growth, problem solving, academic programs, career, and life planning.</b>	Provide curriculum of programs offered for personal/social growth, problem solving, academic programs, career, and life planning.	Provide information concerning school issues at in-service or meetings at the school.
<b>Make necessary school and community resources available to students, families and staff</b>	Develop a community resource manual that is utilized at the school.	Provide resource manuals to school staff during professional development.
<b>Effectively form and facilitate support groups, using time effectively, and specifying expectations for group behaviors.</b>	Refine and develop group counseling curricula and focus, depending on needs of the school.	Develop expertise that can be shared with other counselors. Collect data of effectiveness and share with staff, supervisors and/or publication.

**COMPETENCY SIX: The school counselor will uphold the standards of the Counseling Program.**

**Objectives:**

<b>LEVEL I</b>	<b>LEVEL II</b>	<b>LEVEL III</b>
Follow all legal and ethical standards of the counseling profession	Maintain state legal and ethical standards.	Mentor new counselors on ethics and standards.
Keep informed about developments and innovations within the profession at local, state, and national levels.	Stay aware of policies concerning guidance and counseling.	Provide or present information concerning guidance and counseling.
Realize personal and professional limitations.	Continue to receive information regarding ethical standards.	Continue to receive CEUs regarding ethics.
Pursue professional growth and development through workshops, seminars, college course work, and/or other professional activities.	Continue to grow professionally, guided by needs in the school and community.	Continue to grow professionally, and may participate in the training of staff, and/or counselors.

**COMPETENCY Seven: The school counselor will understand the cultural context of relationships, issues, and trends in a multicultural and diverse society as it relates to the school community.**

**Objectives:**

<b>LEVEL I</b>	<b>LEVEL II</b>	<b>LEVEL III</b>
Identify an awareness of multicultural issues and trends within a diverse community.	Refine and demonstrate cultural awareness within the school and community.	Network and share professional knowledge and skills related to multicultural issues and trends.

**COMPETENCY Eight: The school counselor will be able to use technology in the design, implementation, monitoring, and evaluation of a comprehensive school counseling program.**

**Objectives:**

<b>LEVEL I</b>	<b>LEVEL II</b>	<b>LEVEL III</b>
Be aware of technology available to the school and District for counseling use.	Utilize technology for implementing a comprehensive school counseling program.	Maintain a working knowledge of technology at the school and share with other professionals within the District.