

Content Connections

Counselors



This past year, BVSD Counselors came together and identified effective practices that align with Boulder Valley Educator Effectiveness Standards 1 through 5. The identified connections are not evaluation criteria, but rather were created to provide examples of an effective counselor. This is an ongoing collaborative partnership that will continue to provide targeted examples.

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

<p>Element a - Goal-Setting, Knowledge of Developmental Needs of Students</p>	<p>What does “Effective” look like as a Counselor?</p>
<ul style="list-style-type: none"> Applies counseling, human development and student learning theory in counseling programs and services designed to enhance student success 	<ul style="list-style-type: none"> Talks about developmental stages of students Identifies and accounts for student learning styles Presentations to stakeholders are developmentally appropriate.
<p>Element b - Academic Support</p>	<p>What does “Effective” look like as a Counselor?</p>
<ul style="list-style-type: none"> Plans and implements services/instruction in the comprehensive counseling curriculum that supports students in the content areas 	<ul style="list-style-type: none"> Successfully advocates for student needs to support academic achievement Ensures that students are in the appropriate classes (and interventions as necessary) Collaborates with teachers to support student success Leads developmentally-appropriate and well-conceived lessons on topics including academic success, social/emotional needs, career/college planning
<p>Element c – Professional Development, Best Practices</p>	<p>What does “Effective” look like as a Counselor?</p>
<ul style="list-style-type: none"> Integrates evidence-based school counseling and related research into practice 	<ul style="list-style-type: none"> Collects, analyzes, and shares data to support and guide practice Ability to speak about the American School Counselor Association (ASCA) National Model Is aware of ICAP requirements Attends district professional development activities at least monthly and external PD opportunities at least annually
<p>Element d - Outside Influences on Student Achievement</p>	<p>What does “Effective” look like as a Counselor?</p>
<ul style="list-style-type: none"> Provides services based upon identified unique characteristics of students and communities 	<ul style="list-style-type: none"> Communicates student needs with the staff and community Understands the current environment/needs of the school community and is able to articulate them Involves agencies and makes referrals when needed (i.e. therapists, academic advisor, DHHS, etc.) Community resources are shared with families when needed Communication with parents occurs both when students are struggling and when they are succeeding.

<u>Element e – Expertise</u>	What does “Effective” look like as a Counselor?
<ul style="list-style-type: none"> • Demonstrates in practice competencies that are in line with nationally recognized professional practices and standards 	<ul style="list-style-type: none"> • Integrates personal/social counseling into practice. • Integrates postsecondary options and readiness into practice. • Integrates academic guidance into practice.

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

<u>Element a - Nurturing Environment</u>	What does “Effective” look like as a Counselor?
<ul style="list-style-type: none"> • Supports staff and students in developing positive nurturing relationships • Assesses school culture and climate to implement programming that ensures an inviting, respectful, supportive, and inclusive school environment 	<ul style="list-style-type: none"> • Reviews and analyzes the student and staff climate surveys and utilizes this data to improve school culture and climate. • Counselor is visible, available, and accessible according to the needs of the school. • Counselor responds appropriately and quickly to student safety concerns
<u>Element b - Respecting Diversity</u>	What does “Effective” look like as Counselor?
<ul style="list-style-type: none"> • Establishes routine processes that result in the delivery of programming and services that honor diversity, within the home, school, local, and global communities 	<ul style="list-style-type: none"> • Provides services to ALL students. • Culturally sensitive communications through newsletters, emails to teachers/parents/community. • Has initiated place to improve the environment for diverse student populations. • Classroom counseling lessons are developed and delivered in a culturally-sensitive way for ALL students.
<u>Element c – Engaging all Students</u>	What does “Effective” look like as a Counselor?
<ul style="list-style-type: none"> • Adapts services based on the academic, personal/social, and postsecondary needs of students • Facilitates student development of academic, personal/social and postsecondary goals based upon their unique strengths and talents 	<ul style="list-style-type: none"> • Communicates with students in individual, small group, large group/classroom instruction about their academic, personal/social or career goals. • Identifies student strengths, needs and interests through evidence-based assessments using technology (i.e. College in Colorado, Naviance) • Focuses on students at highest risk of course failure, behavioral issues, and/or attendance concerns
<u>Element d - Connectedness</u>	What does “Effective” look like as a Counselor?
<ul style="list-style-type: none"> • Models exemplary communication skills with students, families, and other adults and/or professionals <p>Students, families, and other adults and /or professionals:</p> <ul style="list-style-type: none"> • Communicate freely and openly with school counselor 	<ul style="list-style-type: none"> • Has an open door policy with students, especially those in crisis or great need • Has a positive rapport with students, staff, and parents • Initiates meetings with stakeholders, especially when there are areas of concern, need, and/or celebration • Utilize all methods of communication with staff, students, and families according to school expectations
<u>Element e – School Climate</u>	What does “Effective” look like as a Counselor?
<ul style="list-style-type: none"> • Actively supports system-wide integration of positive behavioral supports for all students 	<ul style="list-style-type: none"> • Actively participates in the RtI/MTSS and/or PBIS teams to support positive student behaviors and/or student

	<p>academic needs</p> <ul style="list-style-type: none"> Communicates, monitors, and follows up with stakeholders about best PBIS/RtI/MTSS practices
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Standard III: School Counselors plan, deliver, and monitor services and instruction that create environments that facilitate learning

Element a - Legal Requirements to Meet Student Needs	What does "Effective" look like as a Counselor?
<ul style="list-style-type: none"> Meets all legal requirements, including timelines for professional practices such as, but not limited to, ICAPs 504, RtI/MTSS, ASCENT, concurrent enrollment, and/or graduation plans/requirements 	<ul style="list-style-type: none"> Student records are maintained with confidentiality. ICAPs are maintained according to state guidelines Works appropriately with families to complete concurrent enrollment/ASCENT/graduation plans/504s according to state and district expectations/policies
Element b - Data for Program Development	What does "Effective" look like as a Counselor?
<ul style="list-style-type: none"> Provides direct instruction in the delivery of a data driven, comprehensive school counseling curriculum Monitors formal and informal data to identify trends and utilize existing programs to close achievement gaps 	<ul style="list-style-type: none"> Regularly analyzes available school data to determine counseling curriculum priorities, patterns of student needs. Integrates new programming to meet needs identified through data Regularly monitors programming to ensure it meets student needs

Element c – Data for Individual Student Planning	What does "Effective" look like as a Counselor?
<ul style="list-style-type: none"> Works with individuals, groups, or in a classroom setting to plan and deliver services based on multiple sources of data Provides opportunities for students to make decisions for future plans based on academic, career, and personal/social data 	<ul style="list-style-type: none"> Accesses individual student data Differentiate for students based on a variety of assessments, informal and formal Plan lessons and conduct activities for students to have access to and explore their personal/social, academic and post-secondary planning tools
Element d - Technology	What does "Effective" look like as a Counselor?
<ul style="list-style-type: none"> Effectively uses software and technology to enhance to enhance student success and planning 	<ul style="list-style-type: none"> Counselor utilizes technology such as CIC, Naviance, Google, and IC to support work with students
Element e – Post-Secondary Workforce Readiness and 21st Century Skills	What does "Effective" look like as a Counselor?
<ul style="list-style-type: none"> Communicates to and involves stakeholders in postsecondary workforce readiness and 21st century skills implementation 	<ul style="list-style-type: none"> Introduces information regarding post-secondary workforce readiness and 21st Century skills via websites, emails, college fairs, parent/student info nights, collaboration with parent groups Presentations to staff/admin
Element f – Communication	What does "Effective" look like as a Counselor?
<ul style="list-style-type: none"> Uses and promotes the development of effective communication skills throughout the school community Assists students in determining the most appropriate communication strategies to use in a variety of situations 	<ul style="list-style-type: none"> Promotes effective verbal and written communication skills by modeling (timely, direct, calming and de-escalating, solution-focused) Foster problem-solving with students via role playing, mediation, student-advocacy

Element g – <i>Mental Health</i>	What does “Effective” look like as a Counselor?
<ul style="list-style-type: none"> • Responds to students’ mental health crises and related needs by offering education, prevention, and crises/short-term counseling and makes referrals to community resources as needed 	<ul style="list-style-type: none"> • Being available to support school community when crises occur • Attends professional development in current best practices and research • Understands community resources and provides appropriate information to students and families • Prevention efforts <i>may</i> include: <ul style="list-style-type: none"> ○ Classroom lessons ○ Parent info nights ○ Bring in community experts ○ Encouraging students to participate in prevention or peer education programs ○ Collaborate with and inform staff of trends

Standard IV: School Counselors reflect on their practice

Element a - <i>Program Analysis</i>	What does “Effective” look like as a Counselor?
<ul style="list-style-type: none"> • Interprets program audits to assess the progress of the school counseling program and makes changes as needed • Confers with school administrators to seek improvements to the school counseling program 	<ul style="list-style-type: none"> • Adapts counseling program to meet the needs of the school • Program audits could include using data from: <ul style="list-style-type: none"> ○ ASCA program audit ○ ASCA time-task analysis ○ Needs assessment ○ Student feedback ○ Pre/post data • Admin/counselor agreement (ASCA) completed and reviewed by counselor and admin
Element b - <i>Professional Growth</i>	What does “Effective” look like as a Counselor?
<ul style="list-style-type: none"> • Develops a professional growth plan based upon professional goals that are directly related to improving student success in the academic, personal/social, and/or career domains 	<ul style="list-style-type: none"> • Counselor creates and shares objectives and how plan will be implemented to meet these goals
Element c – <i>Flexibility and Prioritization</i>	What does “Effective” look like as a Counselor?
<ul style="list-style-type: none"> • Effectively prioritizes and demonstrates flexibility in meeting the needs of students, families, and/or staff 	<ul style="list-style-type: none"> • Counselor advocates for students’ needs first. • Counselor is able to define important issues and change course as things arise.

Standard V: School Counselors demonstrate collaboration, advocacy, and leadership

Element a - Collaboration	What does “Effective” look like as a Counselor?
<ul style="list-style-type: none"> Develops effective working relationships with parents, community members, and agencies to support student success 	<ul style="list-style-type: none"> Counselors is accessible and responsive to parents, community members and agencies, as needed
Element b - Advocacy	What does “Effective” look like as a Counselor?
<ul style="list-style-type: none"> Provides potential solutions when advocating for students Teaches students appropriate self-advocacy skills 	<ul style="list-style-type: none"> Guides students through options to advocate for themselves to meet their needs Explores and demonstrates a variety of methods for communicating with peers and adults
Element c – Leadership	What does “Effective” look like as a Counselor?
<ul style="list-style-type: none"> Demonstrates effective leadership in the school counseling program and the school Is viewed as a leader within his/her area of expertise 	<ul style="list-style-type: none"> Participates in professional development within the school and the district Participates on school committee(s) and represents counseling dept Counselor is a resource for staff and school community
Element d - Professional Advocacy	What does “Effective” look like as a Counselor?
<ul style="list-style-type: none"> Provides guidance for the school on professional development activities related to the counseling profession Adapts professional practice based upon current evidence-based research findings and needs of the environment 	<ul style="list-style-type: none"> Gives feedback and input related to professional development and meeting the needs of the building Attends professional development and reads latest research and publications and make changes to individual practice accordingly
Element e – Ethics	What does “Effective” look like as a Counselor?
<ul style="list-style-type: none"> Abides by ethical standards of the school counseling profession in accordance with the ASCA Ethical Standards for School Counselors Within the school setting, promotes ethical behavior, including honesty, integrity, fair treatment, and respect for others 	<ul style="list-style-type: none"> Counselor is knowledgeable of ASCA ethical standards Counselors models ethical behavior in their daily practice