



TEXAS SCHOOL COUNSELOR EVALUATION & SUPPORT SYSTEM

— T-SCESS —

Based on
the American School Counselor Association
National Model (Fourth Edition)



AMERICAN SCHOOL COUNSELOR ASSOCIATION

American School Counselor Association (2019). The ASCA National Model: A Framework for School Counseling Programs, Fourth Edition. Alexandria, VA: Author.

The American School Counselor Association (ASCA) supports school counselors' efforts to help students focus on academic, career and social/emotional development. The ASCA National Model assists school counselors with putting effective systems in place to promote student success in schools and prepare students to lead fulfilling lives as responsible members of society. ASCA provides professional development, publications, and other resources, research and advocacy to school counselors around the globe. For more information, visit www.schoolcounselor.org.

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LONE STAR STATE SCHOOL COUNSELOR ASSOCIATION

The Texas School Counselor Evaluation & Support System (T-SCESS) was created by the Lone Star State School Counselor Association Counselor Evaluation Committee:

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DIMENSION 1.1

VISION & MISSION STATEMENTS

The school counselor creates a comprehensive school counseling program vision and mission statements that promotes equity and opportunity for all students. These statements align with the vision and mission of the school and the district. The mission statement guides how the school counselor plans to successfully reach the objectives in the vision statement. The mission should be intentional and identifiable in the implementation of the comprehensive school counseling program.






 DISTINGUISHED	 ACCOMPLISHED	 PROFICIENT	 DEVELOPING	 IMPROVEMENT NEEDED
<p>The school counseling program vision statement creates a clear picture of success for all students that fulfills all three of the criteria to the highest extent:</p> <ul style="list-style-type: none"> • Describes the future world where student outcomes are successfully achieved. • States the best possible outcomes desired for all students and are five to fifteen years away. • Aligns with the school and district vision statement or explains why they are not included. <p>The school counseling mission statement creates a clear focus for the school counseling program to reach the vision and fulfills all the following criteria to the highest extent:</p> <ul style="list-style-type: none"> • Describes the school counseling program's overarching focus or purpose. • Aligns with the school's mission statement and shows how it is linked to district and state Department of Education mission statements. • Emphasizes equity, access and success for every student. • Indicates the long-range results desired for all students. <p>The school counseling vision and mission statements are evident in every aspect of the school counselor's delivery of the school counseling program through guidance lessons, campus-wide activities, and relationship with stakeholders.</p>	<p>A school counseling program vision statement exists and creates a satisfactory picture of success for all students that fulfills two of the vision statement criteria:</p> <ul style="list-style-type: none"> • Describes the future world where student outcomes are successfully achieved. • States the best possible outcomes desired for all students and are five to fifteen years away. • Aligns with the school and district vision statement or explains why they are not included. <p>The school counseling mission statement creates a clear focus for the school counseling program to reach the vision and fulfills all the following criteria to the highest extent:</p> <ul style="list-style-type: none"> • Describes the school counseling program's overarching focus or purpose. • Aligns with the school's mission statement and may show how it is linked to district and state Department of Education mission statements. <p>The school counseling vision and mission statements are published on the school's website and on most school counseling publications. The school counselor presents the school counseling vision statement to students, parents, faculty/staff and community.</p>	<p>A school counseling program vision statement exists and creates a satisfactory picture of success for all students that fulfills at least one of the vision statement criteria:</p> <ul style="list-style-type: none"> • Describes the future world where student outcomes are successfully achieved. • States the best possible outcomes desired for all students and are five to fifteen years away. • Aligns with the school and district vision statement or explains why they are not included. <p>A school counseling program mission statement creates a direction for the school counseling program and describes the school counseling program's overarching focus or purpose.</p> <p>The school counseling program vision & mission statements are published on the school's website and the primary school counseling program publication.</p>	<p>A school counseling program vision statement exist and include beliefs; however, it lacks focus and does not create a picture of success for all students and does not address vision statement criteria. The focus is not on students, but rather on school counselors and/or the school counseling program.</p> <p>A school counseling program mission statement exists; however, it lacks focus and minimally addresses the criteria and the focus.</p> <p>The school counseling program vision and mission statements are not published.</p>	<p>School counseling program vision and mission statements are not evident.</p>
<div style="border: 2px solid #800000; padding: 10px;"> <h3 style="text-align: center; margin: 0;">POSSIBLE SOURCES OF EVIDENCE</h3> <ul style="list-style-type: none"> • Written statements • Statements are visible on the school's website • Statements are included in presentations & published materials • Personal Beliefs and Vision/Mission Statement template • School Counselor Evaluation Artifact template • Additional district and campus specific evidence </div>				

DIMENSION 2.1

MANAGE ★ PROGRAM PLANNING ANNUAL STUDENT OUTCOME GOALS

According to the American School Counselor Association (ASCA), effective school counselor program goals should focus on student outcomes in the following areas:






(1) Promote achievement, attendance, decrease discipline; (2) Are based on school data; (3) Address school-wide data, policies and practices, address closing-the gap issues and College, Career & Military Readiness outcomes; (4) Address academic, career and/or social emotional development.

 DISTINGUISHED	 ACCOMPLISHED	 PROFICIENT	 DEVELOPING	 IMPROVEMENT NEEDED
<p>The student outcome goals:</p> <ul style="list-style-type: none"> • Are written in SMART format (including baseline and target data). • Focus attention on a component of outcome data (achievement, attendance, discipline). • Align with the school counseling program's vision and mission. • Are based on school outcome data (school data profiles, school improvement plans, data analysis reports). <p>Three student outcome goals are met and documented with progress monitoring documentation, and results are shared with campus stakeholders.</p> <p>The student outcome goals are presented to groups such as advisory council and those attending administrative meetings, department meetings, and/or faculty meetings; there is an opportunity to receive feedback from groups.</p>	<p>The student outcome goals:</p> <ul style="list-style-type: none"> • Are written in SMART format (including baseline and target data). • Focus attention on a component of outcome data (achievement, attendance, discipline). • Align with the school counseling program's vision and mission. • Are based on school outcome data (school data profiles, school improvement plans, data analysis reports). <p>Two student outcome goals are met and documented with progress monitoring documentation.</p> <p>The student outcome goals are communicated to the school community (stakeholders such as students, teachers, and staff).</p>	<p>The student outcome goals:</p> <ul style="list-style-type: none"> • Are written in SMART format (including baseline and target data). • Focus attention on issues related to students' attitudes, skills and knowledge and are not linked to outcome data (achievement, attendance, discipline). • May align with the school counseling vision and mission. • Are linked to the school's data. <p>Student growth is evident and one goal is met.</p> <p>The student outcome goals are communicated to all administrators and campus leaders.</p>	<p>The student outcome goals exist; however, the goals:</p> <ul style="list-style-type: none"> • Are not written in the SMART goal format. • Do not focus attention on issues related to achievement, attendance and/or discipline. • Do not align with the school counseling vision and mission. • Are not linked to the school's data. <p>Student outcome goals are documented and growth is evident.</p> <p>The student outcome goals are discussed with the principal and recorded.</p>	<p>Student outcome goals do not exist.</p> <p>The student outcome goals are not published.</p>
<div style="border: 2px solid #800000; padding: 10px;"> <p>POSSIBLE SOURCES OF EVIDENCE</p> <ul style="list-style-type: none"> • Annual Student Outcome Goal Plan form • Closing-the-Gap Action Plan/Results Report • Proof of campus data • Additional district and campus specific evidence </div>				

DIMENSION 2.2

ANNUAL ADMINISTRATIVE CONFERENCE

The annual administrative conference is a document that outlines a shared understanding between the school counselor and the campus administrator supervising the school counselor. This conference clarifies the school counselor's role on campus and serves to ensure alignment between the comprehensive school counseling program mission and the campus mission.






 DISTINGUISHED	 ACCOMPLISHED	 PROFICIENT	 DEVELOPING	 IMPROVEMENT NEEDED
<p>Collaborates with the campus principal and campus stakeholders in developing the annual administrative conference in which the program mission statement is aligned with the district's and campus's overall mission.</p> <p>The annual administrative conference form is signed within the first month of school and reviewed with campus administrator and stakeholders for additional feedback.</p> <p>Counselor, administrator and campus stakeholders review the annual administrative conference form together more than two times per school year and discuss progress toward achieving program goals.</p>	<p>Develops the annual administrative conference with the campus principal with a program mission statement that aligns with the district's and campus's overall mission.</p> <p>The annual administrative conference form is signed within the first month of school.</p> <p>Counselor and administrator review the annual administrative conference form together at least once and discuss progress toward achieving program goals.</p>	<p>Develops the annual administrative conference with a program mission statement that aligns with the campus's overall mission.</p> <p>The annual administrative conference form is signed within the first two months of school.</p> <p>Counselor and administrator review the annual administrative conference form during the evaluation conference.</p>	<p>Completes the annual administrative conference.</p> <p>The annual administrative conference form is signed within the first semester of school.</p>	<p>Incomplete or does not complete the annual administrative conference.</p>

POSSIBLE SOURCES OF EVIDENCE

- Annual Administrative Conference Template
- School Data Summary Form
- Additional district and campus specific evidence






DIMENSION 2.3

The advisory council is comprised of campus and community stakeholders that review and advocate for the campus comprehensive school counseling program.

 <p>DISTINGUISHED</p>	 <p>ACCOMPLISHED</p>	 <p>PROFICIENT</p>	 <p>DEVELOPING</p>	 <p>IMPROVEMENT NEEDED</p>
<p>Creates and actively leads the campus advisory council and meets at least three times a year to evaluate the school counseling program.</p> <p>The advisory council will address the following program including:</p> <ul style="list-style-type: none"> • Advising on student outcome goals • Reviewing program results • Advocating for the school counseling program • Advocating for funds and resources. <p>The advisory council includes administrators, staff, students, parents, and community members.</p>	<p>Creates and leads the campus advisory council and meets at least twice a year to evaluate the school counseling program.</p> <p>The advisory council includes all but one of the following:</p> <ul style="list-style-type: none"> • Advising on student outcome goals • Reviewing program results • Advocating for the school counseling program • Advocating for funds and resources. <p>The advisory council includes all but one of the following: administrators, staff, students, parents, and community members.</p>	<p>Creates campus advisory council and meets once during the school year to evaluate the school counseling program.</p> <p>The advisory council includes all but two of the following:</p> <ul style="list-style-type: none"> • Advising on student outcome goals • Reviewing program results • Advocating for the school counseling program • Advocating for funds and resources. <p>The advisory council includes all but two of the following: administrators, staff, students, parents, and community members.</p>	<p>Participates in the site-based decision-making committee and shares information about the comprehensive counseling program.</p>	<p>No evidence of a campus advisory council or participation in the site-based decision-making committee.</p>
<p>POSSIBLE SOURCES OF EVIDENCE</p> <ul style="list-style-type: none"> • School Counseling Advisory Council Agenda Template • School Counseling Advisory Council Minutes Template • Sign in Sheets that indicate the name & position of the members • Documentation aligning meeting activities with school counseling program & student outcome goals • Correspondence with campus stakeholders • Additional district and campus specific evidence 				






DIMENSION 2.4

The school counselor creates annual and weekly calendars that outline the events and activities that will be implemented for the school year. The content in the calendars align with the vision, mission, and student outcome goals.

 DISTINGUISHED	 ACCOMPLISHED	 PROFICIENT	 DEVELOPING	 IMPROVEMENT NEEDED
<p>Develops and implements an annual program calendar that includes:</p> <ul style="list-style-type: none"> • Instruction/Guidance Curriculum • Counseling/Responsive Services • Appraisal & Advisement/Individual Planning • School-wide activities • Parent/teacher meetings. <p>The student outcome goals are integrated in the annual program calendar and are clearly evident.</p> <p>Program calendar events are clearly communicated and visually appealing to students, parents, and staff.</p> <p>The program calendar is signed within the first month of school and reviewed with campus administrator and stakeholders for additional feedback.</p> <p>Individual counselor will maintain a highly detailed weekly calendar that includes school counselor activities, events, and duties/responsibilities.</p>	<p>Develops and implements an annual program calendar that includes:</p> <ul style="list-style-type: none"> • Instruction/Guidance Curriculum • Counseling/Responsive Services • Appraisal & Advisement/Individual Planning • School-wide activities • Parent/teacher meetings. <p>The student outcome goals are integrated in the annual program calendar.</p> <p>Program calendar events are communicated to students, parents, and staff.</p> <p>The program calendar is signed within the first month of school.</p> <p>Individual counselor will maintain a weekly calendar that includes school counselor duties and responsibilities.</p>	<p>Develops and implements an annual program calendar that includes:</p> <ul style="list-style-type: none"> • Instruction/Guidance Curriculum • Counseling/Responsive Services • Appraisal & Advisement/Individual Planning • School-wide activities • Parent/teacher meetings. <p>Program calendar events are communicated to staff.</p> <p>The program calendar is signed within the first two months of school.</p> <p>Individual counselor will maintain a weekly calendar.</p>	<p>Develops an annual program calendar with a few activities listed.</p> <p>The program calendar is signed within the first semester of school.</p>	<p>No evidence of an annual calendar with specific activities.</p>
<div style="border: 2px solid #800000; padding: 10px;"> <p>POSSIBLE SOURCES OF EVIDENCE</p> <ul style="list-style-type: none"> • Annual program calendar • Annual program calendar with implementation documentation • Weekly program calendar • Individual Participation in Events • Additional district and campus specific evidence </div>				






DIMENSION 2.5

According to the American School Counselor Association, the most effective comprehensive school counseling programs designate 80% or more of the school counselor's time providing direct and indirect services for students (See Deliver Domain starting on p. 10).

 DISTINGUISHED	 ACCOMPLISHED	 PROFICIENT	 DEVELOPING	 IMPROVEMENT NEEDED
<p>Consistently designates 80% of time to direct and Indirect services with and for students. Direct services include any direct face-to-face interactions with school counselor and student. For example: Instruction/ Guidance Curriculum, Counseling/ Responsive Services, or Appraisal & Advisement/ Individual Planning. Indirect student services are services provided on behalf of student.</p> <p>Consistently designates 20% of time for program management, school support services, fair share responsibilities, and other system support.</p>	<p>Frequently designates 80% of time to direct and indirect services with and for students. Direct services include any direct face-to-face interactions with school counselor and student. For example: Instruction/ Guidance Curriculum, Counseling/ Responsive Services, or Appraisal & Advisement/ Individual Planning. Indirect student services are services provided on behalf of student.</p> <p>Frequently designates 20% of time for program management, school support services, fair share responsibilities, and other system support.</p>	<p>Sometimes designates 80% of time to direct and indirect services with and for students. Direct services include any direct face-to-face interactions with school counselor and student. For example: Instruction/ Guidance Curriculum, Counseling/ Responsive Services, or Appraisal & Advisement/ Individual Planning. Indirect student services are services provided on behalf of student.</p> <p>Sometimes designates 20% of time for program management, school support services, fair share responsibilities, and other system support.</p>	<p>Rarely designates 80% of time to direct and Indirect services with and for students. Direct services include any direct face-to-face Interactions with school counselor and student. For example: Instruction/ Guidance Curriculum, Counseling/ Responsive Services, or Appraisal & Advisement/ Individual Planning. Indirect student services are services provided on behalf of student.</p> <p>Rarely designates 20% of time for program management, school support services, fair share responsibilities, and other system support.</p>	<p>Does not designate 80% of time to direct and indirect services with and for students. Direct services include any direct face-to-face interactions with school counselor and student. For example: Instruction/ Guidance Curriculum, Counseling/ Responsive Services, or Appraisal & Advisement/ Individual Planning. Indirect student services are services provided on behalf of student.</p> <p>Does not designate 20% of time for program management, school support services, fair share responsibilities, and other system support.</p>
<div style="border: 2px solid #800000; padding: 10px;"> <p>POSSIBLE SOURCES OF EVIDENCE</p> <ul style="list-style-type: none"> • Use of Time Analysis/Log • Weekly Calendars • Additional district and campus specific evidence </div>				

DIMENSION 2.6

The school counselor conducts needs assessments with stakeholders to better gauge students' needs from a variety of perspectives as well as to receive possible job performance feedback.

 <p>DISTINGUISHED</p>	 <p>ACCOMPLISHED</p>	 <p>PROFICIENT</p>	 <p>DEVELOPING</p>	 <p>IMPROVEMENT NEEDED</p>
<p>Creates a needs assessment based on the Texas Student Competency Areas to identify and incorporate needs that have been indicated as barriers to student success according to staff, students, and parents.</p> <p>Needs assessment feedback is clearly integrated in the overall comprehensive counseling program to better serve students.</p>	<p>Creates a needs assessment based on the Texas Student Competency Areas to identify and incorporate needs that have been indicated as barriers to student success.</p> <p>Needs assessment feedback is clearly integrated in the overall comprehensive counseling program to better serve students.</p>	<p>Creates a needs assessment to identify and incorporate needs that have been indicated as barriers to student success.</p> <p>Needs assessment feedback is clearly integrated in the overall comprehensive counseling program to better serve students.</p>	<p>Informally discusses student needs with stakeholders and provides limited supports.</p>	<p>Lacks needs assessment or discussion/supports that address barriers to student success.</p>






POSSIBLE SOURCES OF EVIDENCE

- Needs assessments
- Documentation to indicate that the data from the needs assessments are being incorporated in the comprehensive counseling program.
- Additional district and campus specific evidence

INSTRUCTION / GUIDANCE CURRICULUM






DIMENSION 3.1

The school counselor creates annual and weekly calendars that outline the events and activities that will be implemented for the school year. The content in the calendars align with the vision, mission, and student outcome goals.

 DISTINGUISHED	 ACCOMPLISHED	 PROFICIENT	 DEVELOPING	 IMPROVEMENT NEEDED
<p>Delivers all state mandated*, other district-mandated lessons, and supporting classroom lessons to all students. *Mandated lessons (TEC.11.252, TEC.29.911, TEC.33.007)</p> <ul style="list-style-type: none"> • Texas Model four Strands • Orientation to Program • Bullying/ Cyberbullying Prevention/ Harassment • Violence Prevention/ Conflict Resolution • College, Career & Military Readiness (CCMR) • Suicide Prevention/ Mental Health and Safety • Drug Education Prevention • Other district mandated lessons, if applicable. <p>Elementary: All classes receive four or more supporting lessons reflective of campus counseling needs assessment.</p> <p>Secondary: All classes receive at least three supporting lessons reflective of campus counseling needs assessment.</p> <p>Student and teacher feedback is collected and used to adjust the lesson presentations.</p> <p>Develops and implements schoolwide activities related to mentoring or student leadership in collaboration with all stakeholders.</p>	<p>Delivers all state mandated*, other district-mandated lessons, and supporting classroom lessons to all students. *Mandated lessons (TEC.11.252, TEC.29.911, TEC.33.007)</p> <ul style="list-style-type: none"> • Texas Model four Strands • Orientation to Program • Bullying/ Cyberbullying Prevention/ Harassment • Violence Prevention/ Conflict Resolution • College, Career & Military Readiness (CCMR) • Suicide Prevention/ Mental Health and Safety • Drug Education Prevention • Other district mandated lessons, if applicable. <p>Elementary: All classes receive at least three supporting lessons reflective of campus counseling needs assessment.</p> <p>Secondary: All classes receive at least two supporting lessons reflective of campus counseling needs assessment.</p> <p>Student and/or teacher feedback is consistently collected and used to adjust the lesson presentations.</p> <p>Develops and Implements schoolwide activities related to mentoring or student leadership in collaboration with campus staff.</p>	<p>Delivers all state mandated*, other district-mandated lessons, and supporting classroom lessons to all students. *Mandated lessons (TEC.11.252, TEC.29.911, TEC.33.007)</p> <ul style="list-style-type: none"> • Texas Model four Strands • Orientation to Program • Bullying/ Cyberbullying Prevention/ Harassment • Violence Prevention/ Conflict Resolution • College, Career & Military Readiness (CCMR) • Suicide Prevention/ Mental Health and Safety • Drug Education Prevention • Other district mandated lessons, if applicable. <p>Elementary: All classes receive at least two supporting lessons reflective of campus counseling needs assessment.</p> <p>Secondary: Some classes receive at least one supporting lesson reflective of campus counseling needs assessment.</p> <p>Student and/or teacher feedback is sometimes used to guide lesson plans.</p> <p>Develops and implements schoolwide activities related to mentoring or student leadership.</p>	<p>Delivers most but not all state mandated*, other district-mandated lessons, and supporting classroom lessons to all students. *Mandated lessons (TEC.11.252, TEC.29.911, TEC.33.007)</p> <ul style="list-style-type: none"> • Texas Model four Strands • Orientation to Program • Bullying/ Cyberbullying Prevention/ Harassment • Violence Prevention/ Conflict Resolution • College, Career & Military Readiness (CCMR) • Suicide Prevention/ Mental Health and Safety • Drug Education Prevention • Other district mandated lessons, if applicable. <p>Elementary: All classes receive one supporting lesson reflective of campus counseling needs assessment.</p> <p>Secondary: Students receive supporting lessons in a non-formal setting (e.g., lunchroom announcements).</p>	<p>No evidence of an annual calendar with specific activities.</p>
<p style="text-align: center;">POSSIBLE SOURCES OF EVIDENCE</p> <ul style="list-style-type: none"> • Classroom & Group Mindsets & Behavior Action Plan Template • Lesson Plan Template • Teacher & Student Feedback Documentation • Teacher Signature Forms • Action plans and related artifacts for school wide activity implementation (i.e. agendas, sign-ins, presentations, handouts, feedback documents, etc.) • Additional district and campus specific evidence 				

DIMENSION 3.2






The school counselor will utilize data to guide direct instruction lesson content and small group counseling interventions as well as measure the effectiveness of these prevention and intervention components.

 DISTINGUISHED	 ACCOMPLISHED	 PROFICIENT	 DEVELOPING	 IMPROVEMENT NEEDED
<p>Classroom</p> <p>Provides participation, mindsets/ behaviors, and outcome data for four classroom lessons.</p> <p>Data is provided to key stakeholders to include administration, faculty, staff, and advisory council.</p> <p>Feedback is elicited from key stakeholders.</p> <p>Data is used to plan for future groups, individual counseling, and student outcome goals.</p> <p>Small Group</p> <p>Provides participation, mindsets/ behaviors, and outcome data for four small groups (Elementary) and two small groups (Secondary).</p> <p>Data is provided to key stakeholders to include administration, faculty, staff, and advisory council.</p> <p>Data is used to plan for future groups, individual counseling and program goals.</p> <p>Feedback is elicited from key stakeholders.</p>	<p>Classroom</p> <p>Provides participation, mindsets/ behaviors, and outcome data for three classroom lessons.</p> <p>Data is provided to key stakeholders.</p> <p>Small Group</p> <p>Provides participation, mindsets/ behaviors, and outcome data for four small groups (elementary) and one small group (secondary).</p> <p>Data is provided to key stakeholders.</p>	<p>Classroom</p> <p>Provides participation, mindsets/ behaviors, and outcome data for two classroom lessons.</p> <p>Small Group</p> <p>Provides participation, mindsets/ behaviors, and outcome data for three small groups (elementary) and one small group (secondary).</p>	<p>Classroom</p> <p>Provides participation, mindsets/ behaviors, and outcome data for one classroom lesson.</p> <p>Small Group</p> <p>Provides limited participation, mindsets/ behaviors, and outcome data for any small groups.</p>	<p>Classroom</p> <p>There is no evidence of data for classroom lessons.</p> <p>Small Group</p> <p>There is no evidence of data for small group lessons.</p>
<p>POSSIBLE SOURCES OF EVIDENCE</p> <ul style="list-style-type: none"> • Classroom & Group Mindsets & Behaviors Results Report Template • Surveys Administered: Pre and Post • Graphs • Charts • Additional district and campus specific evidence 				

COUNSELING / RESPONSIVE SERVICES

DIMENSION 3.3

Direct services provided to students for individual, small group, or crisis counseling.

 DISTINGUISHED	 ACCOMPLISHED	 PROFICIENT	 DEVELOPING	 IMPROVEMENT NEEDED
<p>Provides individual counseling that is planned and goal-focused.</p> <p>Provides evidence of group counseling to address needs of students in crisis or based on campus needs with feedback from students and staff; meets with four groups annually for elementary and two groups annually for secondary (four consecutive sessions with the same group of students).</p> <p>Anticipates and responds to students in crisis and addresses barriers to students' success dealing with grief and/or trauma through individual or group counseling to include parent permission form (HB18).</p> <p>Utilizes a referral system for requesting counseling services; consistently provides follow-up communication with the referral source within the district or any mental health professional outside the district (HB18).</p>	<p>Provides individual counseling that is planned and goal-focused.</p> <p>Provides evidence of group counseling to address needs of students in crisis or based on campus needs with feedback from students; meets with four groups annually for elementary and one group annually for secondary (four consecutive sessions with the same group of students).</p> <p>Consistently recognizes and responds to students in crisis and addresses barriers to students' success dealing with grief and/or trauma through Individual or group counseling to include parent permission form (HB18).</p> <p>Utilizes a referral system for requesting counseling services and frequently provides follow-up communication with the referral source within the district or any mental health professionals outside the district (HB18).</p>	<p>Provides individual counseling that is planned and goal-focused.</p> <p>Provides evidence of group counseling to address students in crisis or based on campus needs; meets with three groups annually for elementary and one group annually for secondary (four consecutive sessions with the same group of students).</p> <p>Consistently responds to students in crisis dealing with grief and/or trauma through Individual or group counseling to include parent permission form (HB18).</p> <p>Utilizes a referral system for requesting counseling services within the district or any mental health professionals outside the district (HB18).</p>	<p>Provides individual counseling but it is not planned and/or goal-focused.</p> <p>Provides group counseling upon request and meets with group only one time.</p> <p>Inconsistently responds to students in crisis.</p> <p>Inconsistently utilizes a written referral process for communication and collaboration with staff and other stakeholders and, on occasion, notes counselor disposition.</p>	<p>Does not provide individual counseling.</p> <p>Does not provide group counseling.</p>
<div style="border: 2px solid #800000; padding: 10px;"> <p>POSSIBLE SOURCES OF EVIDENCE</p> <ul style="list-style-type: none"> • Document all services provided to students • Referrals system documentation • Risk assessment documentation • Parent permission forms • Responsive service log • Counselor weekly schedule • Individual and/or group session sign-in log • Additional district and campus specific evidence </div>				






DIMENSION 3.4 APPRAISAL & ADVISEMENT/INDIVIDUAL PLANNING

Direct services provided to students to assist with the creation and implementation of academic, graduation, and post-secondary goals.

 DISTINGUISHED	 ACCOMPLISHED	 PROFICIENT	 DEVELOPING	 IMPROVEMENT NEEDED
<p>Consistently provides sequential activities and individual sessions to help all students assess their academic strengths and weaknesses and establish goals.</p> <p>Facilitates a systematic transition process to assist with understanding of requirements and help students make appropriate course selections.</p> <p>Identifies students who are eligible for advanced academic opportunities and assists parents with appropriate applications.</p> <p>Consistently and systematically meets with academically at-risk students, parents, and teachers to monitor students' academic progress and uses written action plans as guides for students to plan and revisit goals</p> <p>(MS) Prepare students for endorsement selection and four year planning.</p> <p>(HS) Monitor and review endorsement selection and four year planning for all students annually.</p>	<p>Provides activities and Individual sessions to help most students develop self-awareness and set goals.</p> <p>Facilitates a transition process to assist with understanding of requirements and help students make appropriate course selections.</p> <p>Identifies students who are eligible for advanced academic opportunities.</p> <p>Meets with academically at-risk students to monitor students' academic progress and uses written action plans as guides for some students to plan and revisit goals.</p> <p>(MS) Prepare students for endorsement selection and four year planning.</p> <p>(HS) Monitor and review endorsement selection and four year planning for all students annually.</p>	<p>Provides activities to help some students develop self-awareness and set goals.</p> <p>Facilitates a transition process to assist with understanding of requirements and help students make appropriate course selections.</p> <p>Meets with academically at-risk students to monitor progress as needed</p> <p>(MS) Prepare students for endorsement selection and fouryear planning.</p> <p>(HS) Monitor and review endorsement selection and four year planning for all students annually.</p>	<p>Provides goal-setting activities to only a select group of students.</p> <p>Facilitates the student transition process however only assists select students with identifying appropriate course selections.</p>	<p>Does not provide activities that promote student goal-setting.</p> <p>Has limited knowledge of course selection and student transition needs.</p>
<div style="border: 2px solid #800000; padding: 10px;"> <p>POSSIBLE SOURCES OF EVIDENCE</p> <ul style="list-style-type: none"> • Student signature sheets • Individual academic plans (PGP/Middle School) • Parent contact log indicating parent/ student consultation reviewing student goals and interpreting test data • Choice sheets/secondary course selection forms • Individual student profile • Secondary endorsement personal graduation plan (PGP) with parent and student signatures • Parent and staff training: agendas, sign-in, power point, handouts, feedback documents, etc. • Student and parent service logs • Additional district and campus specific evidence </div>				

DIMENSION 3.5 COLLEGE, CAREER, & MILITARY READINESS SUPPORT






College, Career, & Military Readiness (CCMR) is a collaboration of district & campus specific goals to support the state's mission and prepare every child for success in college, career or the military.

 DISTINGUISHED	 ACCOMPLISHED	 PROFICIENT	 DEVELOPING	 IMPROVEMENT NEEDED
<p>Consistently provides ongoing highly engaging school-wide activities that promote a college/ career/ military readiness (CCMR) culture Involving stakeholders and utilizing community partners and Advisory Council.</p> <p>Ongoing school-wide CCMR activities may include: college fairs, posted college materials, college tours, college speakers, college T-shirt day, door decorating contest, college announcements, career assessments, career day/ week, Generation Texas week, endorsement selection, and four year planning.</p> <p>(ES/MS) Consistently contributes Innovative strategies to student CCMR attainment through the implementation of school-wide CCMR activities.</p> <p>(HS) Consistently works in collaboration with other stakeholders and campus leadership and contributes innovative strategies in the following CCMR areas:</p> <ul style="list-style-type: none"> • FAFSA/TASFA applications • Scholarships • College acceptance • Military enlistment. 	<p>Consistently provides ongoing school-wide activities that promote a college/ career/ military readiness (CCMR) culture involving stakeholders and utilizing community partners and Advisory Council.</p> <p>Ongoing school-wide CCMR activities may include: college fairs, posted college materials, college tours, college speakers, college T-shirt day, door decorating contest, college announcements, career assessments, career day/ week, Generation Texas week, endorsement selection, and four year planning.</p> <p>(ES/MS) Consistently contributes to student CCMR attainment through the implementation of school-wide CCMR activities.</p> <p>(HS) Consistently works in collaboration with other stakeholders In the following CCMR areas:</p> <ul style="list-style-type: none"> • FAFSA/TASFA applications • Scholarships • College acceptance • Military enlistment. 	<p>Provides ongoing school-wide activities that promote a college/ career/ military readiness (CCMR) culture Involving stakeholders and utilizing community partners and Advisory Council.</p> <p>Ongoing school-wide CCMR activities may include: college fairs, posted college materials, college tours, college speakers, college T-shirt day, door decorating contest, college announcements, career assessments, career day/ week, Generation Texas week, endorsement selection, and four year planning.</p> <p>(ES/MS) Contributes to student CCMR attainment through the implementation of school-wide CCMR activities.</p> <p>(HS) Works in collaboration with other stakeholders in the following CCMR areas:</p> <ul style="list-style-type: none"> • FAFSA/TASFA applications • Scholarships • College acceptance • Military enlistment. 	<p>Sometimes provides ongoing school-wide activities that promote a college/ career/ military readiness (CCMR) culture involving stakeholders and utilizing community partners and Advisory council.</p> <p>Ongoing school-wide CCMR activities may include: college fairs, posted college materials, college tours, college speakers, college T-shirt day, door decorating contest, college announcements, career assessments, career day/ week, Generation Texas week, endorsement selection, and four year planning.</p> <p>(ES/MS) Rarely contributes to student CCMR attainment through the implementation of school-wide CCMR activities.</p> <p>(HS) Rarely works in collaboration with other stakeholders in the following CCMR areas:</p> <ul style="list-style-type: none"> • FAFSA/TASFA applications • Scholarships • College acceptance • Military enlistment. 	<p>Does not provide CCMR readiness activities.</p>
<p>POSSIBLE SOURCES OF EVIDENCE</p> <ul style="list-style-type: none"> • FAFSA/TAFSA completion percentage • Scholarship tracking and totals • College acceptance documentation • Student and parent service logs • Additional district and campus specific evidence 				

DIMENSION 3.6

REFERRALS, CONSULTATION & COLLABORATION






Indirect services consist of the school counselor working with other stakeholders as a means to advocate for students and their needs. Some examples are collaborating with staff, consulting with parents, providing referrals, and conducting staff/parent training.

 DISTINGUISHED	 ACCOMPLISHED	 PROFICIENT	 DEVELOPING	 IMPROVEMENT NEEDED
<p>Demonstrates in-depth understanding of the Campus Improvement Plan (CIP) and actively and consistently participates in leadership team planning sessions and models for others to meet designated performance goals and overcome performance gaps through counseling program interventions including suicide and violence prevention strategies (SB11).</p> <p>Provide two trainings for staff regarding prevention and intervention strategies for students' immediate concerns to include (HB18):</p> <ul style="list-style-type: none"> • Suicide Prevention • Violence Prevention • Substance Abuse • Grief/ Trauma-Informed Care • Bullying/ Cyberbullying Prevention. <p>Conducts four or more annual parent meetings on counseling program goals and academic, college/ career & social emotional topics that impact student success to include substance abuse, mental health disorders, and trauma-informed care.</p> <p>Participates as a member in three or more of the specialized committees/ teams (SB11):</p> <ul style="list-style-type: none"> • Multitiered System Support (MTSS) • Threat Assessment Team • School Health Advisory Committee (SHAC) • Leadership Team. 	<p>Demonstrates a good understanding of the Campus Improvement Plan (CIP) and consistently participates in implementing aspects of the plan to achieve performance goals through counseling program interventions including suicide and violence prevention strategies (SB11).</p> <p>Provides two trainings for staff regarding prevention and intervention strategies for students' immediate concerns to include (HB18):</p> <ul style="list-style-type: none"> • Suicide Prevention • Violence Prevention • Substance Abuse • Grief/ Trauma-Informed Care • Bullying/ Cyberbullying Prevention. <p>Conducts three annual parent meetings on counseling program goals and academic, college/ career & social emotional topics that impact student success to include substance abuse, mental health disorders, and trauma-informed care.</p> <p>Participates as a member in at least two of the specialized committees/ teams (SB11):</p> <ul style="list-style-type: none"> • Multitiered System Support (MTSS) • Threat Assessment Team • School Health Advisory Committee (SHAC) • Leadership Team. 	<p>Adequately understands the Campus Improvement Plan (CIP) and implements strategies to meet goals through the counseling program Including suicide and violence prevention strategies (SB 11).</p> <p>Provides annual trainings for staff regarding prevention and intervention strategies for students' immediate concerns to include (HB18):</p> <ul style="list-style-type: none"> • Suicide Prevention • Violence Prevention • Substance Abuse • Grief/ Trauma-Informed Care • Bullying/ Cyberbullying Prevention. <p>Conducts two annual parent meetings on counseling program goals and academic, college/career & social emotional topics that impact student success to include substance abuse, mental health disorders, and trauma-informed care.</p> <p>Participates as a member in one of the specialized committee/team (SB11):</p> <ul style="list-style-type: none"> • Multitiered System Support (MTSS) • Threat Assessment Team • School Health Advisory Committee (SHAC) • Leadership Team. 	<p>Has a limited understanding of the Campus Improvement Plan (CIP) and participates in implementing the plan only as required.</p> <p>Provides some training to staff members as needed.</p> <p>Conducts one parent meeting but topics are not specific to the immediate need of the the campus.</p> <p>Works with a community agency as needed.</p>	<p>Lacks understanding of the Campus Improvement Plan (CIP); does not participate in its implementation.</p> <p>Does not provide training to staff.</p> <p>Does not conduct parent meetings.</p>
<div style="border: 2px solid red; padding: 10px;"> <h3>POSSIBLE SOURCES OF EVIDENCE</h3> <ul style="list-style-type: none"> • Document all services provided for staff & parents • Meeting agendas & notes • Counselor Logs • Counselor Calendars • Meeting Agendas • Training Program fliers and agendas • Signature Sheets from meetings/trainings • List of community agencies • Additional district and campus specific evidence </div>				

DEFINE ★ PROFESSIONAL PRACTICES & RESPONSIBILITIES
PROFESSIONAL DEVELOPMENT

DIMENSION 4.1

The school counselor will seek opportunities to grow professionally and further enhance their skills in order to provide effective academic, social emotional, and college/career supports to all students.






 DISTINGUISHED	 ACCOMPLISHED	 PROFICIENT	 DEVELOPING	 IMPROVEMENT NEEDED
<p>Collaboratively seeks professional development opportunities beyond those provided by the school and participates in such opportunities to complete more than 21 hours of professional development.</p> <p>Attends the state and national conferences and at least two regional service center trainings.</p> <p>Collaboratively implements new strategies with teachers, advisory council or leadership team from feedback, self-reflection, and professional development.</p> <p>Models self-reflection of practice and seeks feedback from peers.</p>	<p>Collaboratively seeks professional development opportunities beyond those provided by the school and participates in such opportunities to complete 21 hours of professional development.</p> <p>Attends the state conference and at least two regional service center trainings.</p> <p>Effectively implements new strategies from feedback, self-reflection, and professional development.</p>	<p>Identifies professional development needs and completes 17 to 20 hours of professional development.</p> <p>Attends two regional service center trainings or the state conference.</p> <p>Consistently implements new strategies from feedback, self-reflection, and professional development.</p>	<p>Engages only in required professional development and completes 14-16 hours of professional development.</p> <p>Attends one regional service center training.</p> <p>Sometimes implements new strategies from feedback, self-reflection, and professional development. Reluctantly accepts feedback.</p>	<p>Engages in fewer than 14 hours of professional development.</p> <p>Does not attend any outside training.</p> <p>Rarely accepts or implements new strategies.</p>
<p>POSSIBLE SOURCES OF EVIDENCE</p> <ul style="list-style-type: none"> Professional development certificates, session agendas, and completion of any required or compliance trainings will be provided by the school counselor- Administrator observations and interactions Additional district and campus specific evidence 				

DEFINE ★ PROFESSIONAL PRACTICES & RESPONSIBILITIES

SCHOOL COMMUNITY INVOLVEMENT

DIMENSION 4.2

The school counselor will actively seek to involve students, parents, staff, and the community to foster an environment of collaboration and shared goals.

 DISTINGUISHED	 ACCOMPLISHED	 PROFICIENT	 DEVELOPING	 IMPROVEMENT NEEDED
<p>Systematically contacts parents/ guardians regarding students' academic and social emotional growth through various methods, including written action plans.</p> <p>Initiates collaborative efforts that enhance student learning and growth with colleagues and other stakeholders.</p> <p>Leads student, colleagues, families and community members towards reaching the mission, vision, and goals of the school.</p>	<p>Systematically contacts parents/ guardians regarding students' academic and social emotional growth through various methods.</p> <p>Joins colleagues and other stakeholders in collaborative efforts that enhance student learning and welfare.</p> <p>Clearly communicates the mission, vision, and goals of the school to students, colleagues, parents, and families, and other community members.</p>	<p>Contacts parents/ guardians regarding students' academic and social emotional growth.</p> <p>Actively participates in all school outreach activities.</p> <p>Communicates the mission, vision, and goals of the school to students, colleagues, parents, and families.</p>	<p>Sometimes contacts parents/ guardians in accordance with campus policy.</p> <p>Attends most required school outreach activities.</p> <p>Communicates school goals to students, parents, and families.</p>	<p>Rarely contacts parents about general issues.</p> <p>Attends few required school outreach activities.</p> <p>Does not communicate student outcome goals to students or parents.</p>






POSSIBLE SOURCES OF EVIDENCE

- Counselor's Student Log
- Parent Contact Log
- Individual Academic Plans
- Conference meetings and/or grades
- Written Action Plan(s) for school wide activities
- Parent/Student Newsletters
- Community Services Initiatives
- Additional district and campus specific evidence

DEFINE ★ PROFESSIONAL PRACTICES & RESPONSIBILITIES
LEADERSHIP AND ADVOCACY

DIMENSION 4.3






The school counselor exhibits leadership characteristics, is visible on campus, as well as a strong advocate for students and the campus comprehensive school counseling program.

 <p>DISTINGUISHED</p>	 <p>ACCOMPLISHED</p>	 <p>PROFICIENT</p>	 <p>DEVELOPING</p>	 <p>IMPROVEMENT NEEDED</p>
<p>Actively and consistently participates in leadership team planning sessions and models for others to meet designated performance goals and overcome performance gaps through counseling program interventions.</p> <p>Effectively collaborates and implements new strategies from feedback of peers, staff, administrator, and advisory council.</p> <p>Effectively advocates for the needs of all students and promotes the counseling profession at both the campus and district levels.</p>	<p>Participates in leadership team planning sessions and models for others to meet designated performance goals and overcome performance gaps through counseling program interventions.</p> <p>Consistently collaborates and implements new strategies based on feedback from peers, staff, administrator, and advisory council.</p> <p>Advocates for the needs of all students and promotes the counseling profession at the campus.</p>	<p>Participates in leadership team planning sessions and models for others to meet designated performance goals through counseling program interventions.</p> <p>Mostly collaborates and implements new strategies from feedback of peers, staff, administrator, and the advisory council.</p> <p>Advocates for the needs of students on campus.</p>	<p>Participates in implementing the counseling program as required.</p> <p>Sometimes collaborates and implements new strategies from feedback of peers, staff, and administrator.</p> <p>Advocates for the needs of most students.</p>	<p>Does not participate in implementing a counseling program.</p> <p>Rarely accepts or implements new strategies from feedback of peers, staff, and administrators.</p> <p>Fails to advocate for the needs of students.</p>
<p>POSSIBLE SOURCES OF EVIDENCE</p> <ul style="list-style-type: none"> • Meeting notes, agendas, etc. • Performance goals of the counseling program • Observations • Daily Interaction with others • Additional district and campus specific evidence 				

DEFINE ★ PROFESSIONAL PRACTICES & RESPONSIBILITIES
DEMEANOR & ETHICS

DIMENSION 4.4

The school counselor behaves in a professional and ethical manner.

 <p>DISTINGUISHED</p>	 <p>ACCOMPLISHED</p>	 <p>PROFICIENT</p>	 <p>DEVELOPING</p>	 <p>IMPROVEMENT NEEDED</p>
<p>Completely understands and observes ethical standards of the American School Counselor Association (ASCA), the Texas Code of Ethics for Professional Educators and federal, state, and district policies/laws/regulations that pertain to education and school counseling.</p> <p>Models all professional standards (e.g., attendance, professional appearance, and behaviors) across the campus and district for educators and students</p>	<p>Supports and behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators and the American School Counselor Association (ASCA) Code of Ethics and federal, state, and district policies/laws/regulations that pertain to education and school counseling.</p> <p>Models all professional standards (e.g., attendance, professional appearance, and behaviors) within the campus.</p>	<p>Supports and behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators and the American School Counselor Association (ASCA) Code of Ethics and federal state, and district policies/laws/regulations that pertain to education and school counseling.</p> <p>Meets all professional standards (e.g., attendance, professional appearance, and behaviors)</p>	<p>Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators and the American School Counselor Association (ASCA) Code of Ethics.</p> <p>Seldom advocates and practices confidentiality for students, parents, and staff to resolve ethical dilemmas.</p> <p>Meets most professional standards (e.g., as attendance, professional appearance, and behaviors).</p>	<p>Fails to meet the Code of Ethics and Standard Practices for Texas Educators and the American School Counselor Association (ASCA) Code of Ethics.</p> <p>Meets few professional standards (e.g., attendance, professional appearance, and behaviors) or violates legal requirements.</p>
<p>POSSIBLE SOURCES OF EVIDENCE</p> <ul style="list-style-type: none"> • Attendance Report • Observations • Daily interaction with others • Administrator conversations and/or written documentation • Additional district and campus specific evidence 				