Minnesota School Counselor Evaluation Tool

Acknowledgements

Our Vision

The vision of the Minnesota School Counselors Association is to actively promote excellence in the profession of school counseling by providing the leadership, advocacy, support, and resources needed to instill student success in school, home, and the global community.

Preface

As mentioned, one component of the vision of MSCA is to provide resources to school counselors in Minnesota. The Minnesota School Counselor Evaluation Tool was developed on the premise that all school personnel should be evaluated on standards relevant to their role in education. The Minnesota School Counselor Evaluation Tool is an optional resource for school counselors and administrators to use to evaluate school counselor effectiveness. The tool was designed to align to the most current (2009) Minnesota statute on the standards for school counselor licensure (https://www.revisor.mn.gov/rules/?id=8710.6400) as well as the American School Counselor Association model for comprehensive school counseling programs. While authors recognize that these are not the only standards by which school counselors are measured, both of these currently serve as a frameworks used by many in the state of Minnesota. Of course, this assessment can be modified collaboratively by the school counselor and school administration to fit local evaluation models, and/or expectations of school counseling personnel at the local level.

Instructions for Use of this Assessment and Appendix A

For the school counselor: In Appendix A, examples of "evidence" for each standard can be found. When submitting your report, we recommend submitting 1-3 examples of artifacts per standard. Remember, most of what you are submitting should be work you do over the course of the year; you should not have to recreate any work. Rather, the submission should be simply a compilation of what you've done during the previous year. In addition, school counselors should note that developing comprehensive school counseling programs takes time; reaching accomplished and distinguished levels in several categories most certainly should be considered long-term goals for novice counselors.

For the school administrator: It is important to consider that Appendix A contains examples of artifacts. While Appendix A is intended to be comprehensive, it is not exhaustive, so school counselors may exhibit other creative ways to show evidence for each standard. The most important consideration is to determine if the school counselor is actively working to meet the academic, career and social-emotional needs of students under their charge. In addition, administrators should note that developing comprehensive school counseling programs takes time; reaching accomplished and distinguished levels in several categories most certainly should be considered long-term goals for novice counselors.

STANDARD A - A school counselor understands key concepts of learning to create learning experiences that make education meaningful for all students.				
DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	EVIDENCE
Uses theory of human growth and development to identify students who need academic support;	…and Collaborates with educational teams to support students in meeting academic curricular requirements in respective school settings;	…and Provides a system of academic support using Tier 1, Tier 2, and Tier 3 interventions;	…and Monitors effectiveness of Tier 1, Tier 2, and Tier 3 interventions through the use of assessment data while referencing human growth and development concepts.	
Provides programming to support students in the college and career readiness domain;	…and Supports students so they can make informed decisions about possible coursework related to career pathways;	…and Educates students on methods to find career and post-secondary options for their careers of interest;	…and Helps students connect career, postsecondary, and academic planning in order for the students to reach their college and career goals.	

Facilitates a comprehensive professional school counseling program addressing social-emotional needs;	...and Intervenes ethically and responsively with student crises;	...and Evaluates the social-emotional needs of students to determine need for mental health or medical referrals.	...and Collaborates effectively with related human services providers to meet students' social-emotional needs;	

STANDARD B. A school counselor understands how children, youth, and adults learn and develop and provides learning opportunities that support their intellectual, social, and personal development.				
DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	EVIDENCE
Collaboratively identifies and prioritizes student needs based on data, referrals, observations, and other sources of information;	...and Provides students with individual or small group counseling support, individual student planning or referral based on this data;	...and Individual and small group counseling support is consistent with current research in the field;	...and Individual and small group counseling support is assessed for effectiveness.	
Collaboratively identifies needs of classrooms and/or school systems;	...and Provides appropriate learning opportunities to meet classroom or school-wide needs;	...and Learning opportunities are based on current research in the field;	...and Learning opportunities are assessed for effectiveness.	

STANDARD C. A school counselor understands how students differ in their approaches to counseling and guidance and creates instructional and counseling opportunities that are adapted to students from diverse cultural backgrounds and with exceptionalities.				
DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	EVIDENCE
Intentionally seeks out opportunity for professional multicultural development;	...and Integrates multicultural learning into the comprehensive school counseling program;	...and Consults with community members and other stakeholders from diverse backgrounds to identify programmatic strengths and areas for improvement;	...and Provides professional development to staff on multicultural strategies to address individual and group differences in curricula.	.
Recognizes the influences of contextual factors (e.g., culture, demographics, and socioeconomic status) on a student's development and engagement.	...and Adapts curricular or program delivery based on developmental, cognitive, and affective needs as well as influences of contextual factors;	...and Supports a variety of populations with specific needs (e.g., GLBTQ, disability, ethnically diverse, gifted);	...and Advances multicultural competency development for students in school-wide programming.	

STANDARD D. A school counselor understands and uses a variety of instructional and counseling strategies to encourage student development of critical thinking, problem solving, and performance skills.

DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	EVIDENCE
Provides programming that develops life and transferable skills in school curriculum;	…and Assesses student development of life and transferable skills.	…and Collaborates with other school personal (e.g., teachers) to develop skills through interdisciplinary methods;	…and Gathers feedback from stakeholders (e.g., community members, employers) to evaluate programming.	

STANDARD E. A school counselor applies the understanding of individual and group motivation and behavior to create a counseling and learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	EVIDENCE
Applies counseling, human development, and career theories to classroom settings to improve student behavior through team consultation;	…and Applies counseling, human development, and career theories to classroom settings to improve student behavior in direct service;	and Applies counseling, human development, and career theories to individual student behavior plans (e.g., , BIP's, IEP's, Glasser 10 Step Approach) to improve student behavior;	…and Conducts assessment of individual student behavior through behavior observations, assessment delivery or interpretation, possibly in collaboration with outside agencies.	

STANDARD F. A school counselor uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	EVIDENCE
Communicates effectively with students in sphere of influence;	…and Communicates effectively with faculty in sphere of influence;	…and Communicates effectively with parents and community in sphere of influence;	…and Communicates effectively with others through the use of technology within sphere of influence.	

STANDARD G. A school counselor plans and manages counseling and classroom instruction based upon knowledge of subject matter, students, the community, and school counseling curriculum goals.				
DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	EVIDENCE
Develops an annual plan to facilitate classroom core curriculum, small group and individual counseling concurrent with school counseling standards (i.e., academic, career, social-emotional)	…and Delivers an annual plan to facilitate classroom core curriculum, small group and individual counseling concurrent with school counseling standards (i.e., academic, career, social-emotional);	…and Facilitates change by following the counselor's annual and monthly plan (in calendar);	…and Engages students in school-to-community educational opportunities as a part of curricular goals.	

STANDARD H. A school counselor understands and uses formal and informal assessment strategies to evaluate and ensure continuous intellectual, social, and physical development of the learner.				
DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	EVIDENCE
Uses assessment data to guide comprehensive school counselor programs through goal setting and/or development of Tier 1, 2, and 3 interventions.	…and Consults with administration and teachers regarding testing and assessment results as related to the school curriculum;	…and Uses assessment data as a tool to provide optimum counseling services to students, in consultation with parents or guardians, families, staff, and the community;	…and Facilitates understanding of assessment data and interpretation with parents, teachers, and other stakeholders so that they can take part in informed decision-making regarding students' educational needs.	

STANDARD I. A school counselor is a reflective practitioner who continually evaluates the effects of choices and actions on others and who actively seeks opportunities to grow professionally.				
DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	EVIDENCE
Dialogues with administration on roles and duties as related to provision of effective counseling services and self-care in line with an administrator-counselor annual agreement;	…and Completes regular (per contract) evaluations of performance with administration;	…and Engages in professional development practices that foster professional growth;	…and Enhances the profession at the district/state and/or national level by delivering presentations, facilitating an advisory council, serving on boards, committees, or task forces, or conducting research.	

STANDARD J. A school counselor communicates and interacts with parents or guardians, families, school colleagues, and the community to support student learning and well-being.				
DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	EVIDENCE
Communicates effectively with all stakeholder groups regardless of barriers;	…and Promotes and builds trust, understanding, and partnerships with stakeholder groups, and encourages student and family involvement;	…and Develops and utilizes community partnerships and resources to enhance the goals of the comprehensive school counseling program;	…and Promotes and builds trust, understanding and partnerships among district, state, and/or national stakeholder groups and the school counseling profession.	

APPENDIX A.

EVIDENCE OF MEETING SCHOOL COUNSELING STANDARDS

All evaluation is most helpful when based on data, which may be objective to a greater or lesser extent. ASCA has many tools to collect and use data that describe and support the work of the school counselor as an integral part of the education team. Appendix A lists examples of *School Counseling roles,* (the Standards that apply), plus
- Some of the appropriate activities Administrators may observe for School Counselor Evaluation with suggestions for supportive evidence (→)
- Note: The following lists are meant to be examples. School Counselors are not expected to do *all* of these activities, but rather to choose activities such as those listed below based on the needs of the students in their building/school/district.

Implementation of Comprehensive Programs (A, B, C, D, E, G)
- Develop and present classroom guidance lessons, in academic, career and personal/social domains
- Work within PLC's to integrate the ASCA Essential Developmental Guidance Standards
- Collaboratively plan with staff to develop cross-curricular units that integrate the counseling curriculum
- Integrate character education into classroom lessons
- Develop and lead class meetings for special topics as needed
- Direct transition activities (elementary to middle, middle to high, high to post-secondary, graduation)
- Coordinate, plan and implement school wide activities and programs such as Red Ribbon Week, College Application Week, Food Drives, Thanksgiving and Christmas lists of needy families, Backpack Buddies, Study Tables
- Consult with staff and students to increase awareness of diversity and culture
- Implement school-wide positive behavior programs
- Plan and implement mentor programs
- Present character assemblies
    ➔ Pre/post surveys
    ➔ Exit tickets
    ➔ Teacher reports pre and post-program
    ➔ Improved attendance data
    ➔ Decrease in behavior referrals related to the program implemented

Student Intervention (A, B, D, E, F, H)
- Participate in Intervention Team meetings (e.g., student study team meetings, 504 plans, IEP meetings)
- Facilitate individual student achievement meetings
- Collaborate on systemic plans to meet with students on needs (organization skills, study habits, etc.)
- Lead dropout prevention effort
- Consult with student success team or grade level team regarding behavior concerns
- Observe and write functional behavior assessments

- Collaborate and consult with teachers about students
  - ➔ Staff and student surveys pre-and post-intervention
  - ➔ Improved attendance data
  - ➔ Behavior referral decrease
  - ➔ Improved academic achievement

Group Counseling (A, B, D, E, F, G)
- Lead academic/study skills groups
- Facilitate small group counseling or psycho-education groups
- Direct social skills groups
- Identify needs and lead topic-specific groups
  - ➔ Pre/post surveys
  - ➔ Teacher reports pre and post-group
  - ➔ Improved attendance data
  - ➔ Behavior referral decrease
  - ➔ Improved academic achievement

Career and College Readiness (A, B, C, D, G, H, J)
- Collaborate with administration on registration to develop programs of study and assist with student registration and schedule changes (e.g., Completion of Four Year Plans, registration of courses, explanation of requirements)
- Lead small groups (or individuals) to review transcripts, consider 4-year plan, and select courses for the upcoming school year
- Advise students on career development
- Career awareness programs
- Plan and implement Career Day
- Work with students to develop college plans
- Facilitate college tours and college advisory activities
- Monitor student meeting of graduation requirements
- Participate in or lead graduation conferences
- Lead ACT/SAT and other test interpretation/information sessions
- Recommend students for CLEP, AP, or IB programs/tests
- Implement and interpret career assessment tools (e.g., MCIS)
- Work with students to understand their results on the ACT or other college preparatory assessments
  - ➔ College applications
  - ➔ College Week application success
  - ➔ Job shadowing evaluations
  - ➔ Graduation rates

Parent Involvement Programs (J)
- Facilitate Senior Night, College Night, College Application Week
- Provide parent meeting to review class registration process
- Lead financial aid parent nights
- Participate in parent/teacher conferences
- Lead college access/scholarship presentation for parents
- Present student/parent orientation information
- Collaborate with parent organizations
- Participate in open house, parent night, special seasonal night
    - ➔ Pre/post surveys
    - ➔ Data on parent participation
    - ➔ Increased college and financial aid application

Conflict Resolution Strategies (C, E, G, H, J)
- Train students in peer mediation and oversee program
- Mediate between students
- Resolve conflicts and/or de-escalate any constituent
- Facilitate bullying prevention programming
    - ➔ Staff and student surveys pre-and post-intervention
    - ➔ Improved attendance data
    - ➔ Behavior referral decrease

Collaboration and Community Outreach (A, B, C, D, E, F, G)
- Work with community agencies on substance abuse initiatives
- Use resources within school and community to support learning
- Consult with community and school resources (career development specialists, social workers, police officers, community agencies) and college liaisons
- Work with outside agencies
- Attend business/community meetings
- Make referrals to outside agencies
- Supervise practicum or internship students
- Act as a consulting practitioner with University programs
- Serve as a resource for staff, parents, community
    - ➔ Community and parent comment and satisfaction
    - ➔ Reported success of referrals
    - ➔ Recognition of counseling by members of the community
    - ➔ Surveys

Data analysis (A, B, E, H, I)
- Analyze surveys/data to drive program
- Meet to evaluate data as it pertains to school counseling program which supports the school improvement plan
- Participate on leadership teams (School improvement, Student Assistance Team, RtI Team, PBIS team, 504, PLCs)
- Work in Counselor PLC's for planning, monitoring and data analysis of comprehensive school counseling program
    - Review documents/reporting for collaboration with outside agencies, or parent contacts, or focus groups, or data supporting improvement for discipline, academics, dropout, attendance—as relevant to school issues
    - Review school counseling program calendar of events and individual school counselor calendar
    - Keep a log of daily activities that can be reviewed by administration (specific names of students are not necessary) (e.g., EZAnalyse)
    - Appointment calendar
    - Conference to discuss counselor strategies—plan to address specific goals and progress

Other Ways to Evaluate Counselor Work that Supports a Comprehensive Program (A, B, D, F, G, H, I, J)
- Staff development to address student barriers, cultural diversity, and differentiation
- Staff in-service training on student development, college recommendation letter-writing, coping and stress management, student test-taking anxiety/coping skills, etc.
- Website development and maintenance
- Timely response to stakeholders
- School Counseling Intern supervision, New Counselor Mentor supervision
- Organization and coordinating resources to afford time for interventions
- Program Management activities
- Promotion of programs
- Affiliation with regional, state, and national professional associations
- Emails
- Academic Awards Night preparations/presentations
- Scholarship management and communication
- Crisis Management Team leader/member