

CITE 2013 - Counselor

Standard 1 - Planning: Counselor plans and implements a Comprehensive Counseling Program which includes academic, career and post-secondary planning, and social emotional needs of all students.

1.1 Counselor aligns the counseling program with district, school, and department goals.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

MASTERY

HE: On an annual basis, Counselor actively collaborates with professional colleagues and researches best practices to establish goals and guide the program in the areas of academic, career, and social/emotional components to ensure systematic deployment.

E: On an annual basis, Counselor actively collaborates with school and department by using data to establish department goals and guide the program in the areas of academic, career, and social/emotional components.

PE: Counselor establishes department goals in isolation.

I: Counselor does not set goals.

1.2 Counselor provides academic guidance in placement, scheduling and planning.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

MASTERY

HE: Counselor collaborates with stakeholder, identifies appropriate resources, and connects students to previous and continuing levels of placement, schedule, and planning to create a seamless matriculation from grade to grade and level to level.

E: Counselor guides all students individually and/or in groups to ensure differentiated placement, academic intervention, and empowers students to make informed choices.

PE: Counselor guides students to ensure placement, scheduling, and planning.

I: Counselor fails to provide students with scheduling and planning.

1.3 Counselor provides guidance in career and post-secondary preparation.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

MASTERY

HE: Counselor collaborates with stakeholders, identifies appropriate resources, and connects students to previous and continuing levels of career and post-secondary planning to create a seamless matriculation from grade to grade and level to level.

E: Counselor provides group and/or individual sessions in career and post-secondary planning that connects students to resources and tools that allows planning for individual goals.

PE: Counselor guides students to ensure career and post-secondary planning.

I: Counselor fails to provide students with career and post-secondary planning.

1.4 Counselor supports students in social/emotional issues and development.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

MASTERY

HE: Counselor assumes leadership role in researching, sharing and teaching district, school colleagues, and stakeholders in the areas of social and emotional issues.

E: Counselor collaborates and is familiar with previous and continuing levels of social and emotional background to create a seamless matriculation from grade to grade and level to level. Counselor partners with students and families to solve social and emotional issues. Counselor collaborates with community and district professionals to connect them to community resources. Counselor is utilized as a student resource.

PE: Counselor is available to students to work on social and emotional issues.

I: Counselor is not seen as a student resource and does not work with students with social and emotional problems.

1.5 Counselor delivers responsive services and system supports.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

MASTERY

HE: Counselor assumes a leadership role in prevention, intervention and post-incident support in school crisis situations in accordance with school and district protocols and processes. Counselor actively operates within a systemic environment where responsive services and supports are delivered.

E: Counselor is responsive and takes a leadership role in crisis situations. Counselor is knowledgeable of and follows district and school protocols and practices. Counselor actively supports system initiatives as directed by school leadership.

PE: Counselor is available in crisis situations and is aware that there are district and school protocol and practices.

I: Counselor is not available in crisis situations and does not follow district and school protocol.

Standard 2 – Student Transitions: Counselor facilitates student progress and transitions.

2.1 Counselor implements programming to facilitate transitions; grade to grade or level to level.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

MASTERY

HE: Counselor personalizes transition for identified students and families with specific personal or academic concerns. Counselor evaluates data and systems for future transition processes in order to ensure continuous improvement from year to year.

E: Counselor establishes relationships and communication between stakeholders at various levels. Counselor develops and/or maintains systems to promote effective transition. Counselor identifies and communicates essential information important to student success.

PE: Counselor attempts to communicate transition information from grade to grade or level to level.

I: Counselor makes no attempt to support student transition from grade to grade or level to level.

2.2 Counselor monitors student progress.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

MASTERY

HE: Counselor is proactively involved in collaborating with stakeholders to create action plans (academic, social/emotional, etc.) for identified students.

E: Counselor collaborates with stakeholders to effectively monitor student progress (academic, social/emotional, etc.) in a timely manner. Utilizes an established system for monitoring student progress.

PE: Counselor inconsistently monitors student progress.

I: Counselor fails to identify and/or monitor student needs.

2.3 Counselor connects stakeholders to appropriate resources.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

MASTERY

HE: Counselor collaborates with individual outside resources (Release of Info, Admissions counselors, post secondary, etc.) to support identified students with specific

goals and maximizing likelihood of goal achievement. Counselor provides follow-up communication with stakeholders to monitor student progress. Counselor utilizes established relationships for future needs of students.
E: Counselor provides available and appropriate referrals to resources to stakeholders through a variety of modes. Counselor maintains a database of available resources for stakeholders.
PE: Counselor mentions available resources to stakeholders.
I: Counselor has no knowledge of available resources.
2.4 Counselor identifies and advocates for students who are struggling emotionally, socially or academically.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
MASTERY
HE: Counselor personalizes support for students and families with specific personal or academic concerns and creates conditions for student ownership.
E: Counselor identifies and advocates for students who need emotional, social, and academic support. Counselor establishes relationships and communication between stakeholders at various levels. Counselor develops and/or maintains systems to ensure effective transition. Counselor identifies and communicates essential information important to student success.
PE: Counselor inconsistently identifies and advocates for students.
I: Counselor fails to identify and advocate for struggling students.
Standard 3 – Communication: Counselors communicate effectively with all stakeholders.
3.1 Counselor communicates information essential to student success in a variety of venues and modes.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
MASTERY
HE: Counselor’s communication is personalized and incorporates systemic processes. Counselor promotes student ownership and self-advocacy. Essential information for student success is personalized and explained/shared with all stakeholders in a variety of venues and modes. Counselor anticipates student needs and proactively communicates relevant information.
E: Counselor shares essential information for student success that is personalized and explained with all stakeholders in a variety of venues and modes. Counselor anticipates student needs and proactively communicates relevant information.
PE: Counselor shares essential information for student success with stakeholders in a variety of venues and modes. Counselor anticipates student needs and communicates relevant information
I: Counselor shares information for student success with stakeholders. Counselor fails to anticipate student needs and does not communicate relevant information.
3.2 Counselor demonstrates effective facilitation skills.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
MASTERY
HE: Counselor actively promotes participant self-advocacy through coaching and differentiates to address the needs of all. Counselor has situational awareness and plans accordingly to address the needs of all parties. Counselor plans and uses processes tailored to the situation and sets appropriate tone and environment, ensuring that all voices are heard. Counselor summarizes and plans next steps.
E: Counselor has situational awareness and plans accordingly to address the needs of all parties. Counselor plans and uses processes tailored to the situation and sets appropriate tone and environment, ensuring that all voices are heard. Counselor summarizes and plans next steps.
PE: Counselor plans to address the needs of all parties. Counselor plans and uses processes, sets appropriate tone and allows for voices to be heard. Counselor summarizes and plans next steps.
I: Counselor does not address the needs of all parties. Counselor does incomplete planning and preparation for meetings and does not allow for all voices to be heard.
3.3 Counselor effectively communicates with stakeholders in all settings.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
MASTERY
HE: Counselor promotes and coaches colleagues and students in effective communication, including communicating with respect and sensitivity to individuals in all situations. Counselor utilizes active listening, paraphrasing, situational awareness, and understanding of audience. Counselor has a strong public presence, is articulate and thoroughly prepared. Counselor selects technology resources as appropriate.
E: Counselor communicates with respect and sensitivity to individuals in all situations. Counselor utilizes active listening, paraphrasing, situational awareness, and understanding of audience. Counselor has a strong public presence, is articulate and thoroughly prepared. Counselor selects technology resources as appropriate.
PE: Counselor communicates with respect and sensitivity to individuals. Counselor utilizes active listening, paraphrasing, situational awareness, and understanding of audience. Counselor selects technology resources.
I: Counselor fails to communicate with respect and sensitivity to individuals. Counselor does not consistently utilize active listening, paraphrasing, situational awareness, and understanding of audience.
Standard 4 - Climate and Culture: Counselor establishes and maintains a respectful, restorative, and professional counseling environment.
4.1 Counselor establishes an environment that promotes ethical behavior, responsible citizenship and incorporates student interest and diversity.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
MASTERY
HE: Counselor creates a counseling environment that differentiates for diversity where all students feel safe to explore and think critically about real life situations, engage positively, and honor individual and unique qualities.
E: Counselor establishes an inviting, inclusive, and supportive counseling environment, which provides student with the opportunity to think critically, self-evaluate, problem-solve and reflect on their behavior and citizenship.
PE: Counselor establishes an inviting and supportive counseling environment.
I: Counselor creates a generic, sterile or negative counseling environment and is perceived to be insensitive to student interest and diversity.
4.2 Counselor creates an environment that supports students IN LEARNING AND APPLYING Collaboration, Communication, Critical Thinking, and Creativity.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
MASTERY
HE: Counselor creates a counseling environment where all students feel safe to think critically and be creative in their thinking and planning. Counselor facilitates and supports students’ collaboration and communication with other students, teachers, and others in their lives.
E: Counselor creates an environment where students are encouraged to think critically and creatively as well as collaborate and communicate with all people in their lives.
PE: Counselor discusses with students critical and creative thinking as well as the benefits of being collaborative and communicative.
I: Counselor works with some students to be critical and creative thinkers and the positives of being collaborative and communicative.

4.3 Counselor maintains clear protocols and standards in the counseling environment.
④ CONSISTENTLY ① INCONSISTENTLY
4.4 Counselor fosters positive relationships with parents and peers, respecting them as individuals and working to meet their individual needs.
④ CONSISTENTLY ① INCONSISTENTLY
4.5 Counselor supports a restorative culture within the school.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
MASTERY
HE: Counselor collaborates with staff to build skills in the language and practice of restorative practices.
E: Counselor uses restorative practice language and skills with all stakeholders.
PE: Counselor is aware of restorative practice language and skills.
I: Counselor does not use restorative practice skills in their practice or with stakeholders.
Standard 5 – Professionalism: Counselor demonstrates professionalism and leadership, and engages in professional development and growth.
5.1 Counselor works collaboratively and provides leadership within the school environment and with all stakeholders.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
MASTERY
HE: Counselor provides leadership within the school to support all stakeholders, promote innovation, and create continuous improvement.
E: Counselor actively participates within the school to support all stakeholders, promote innovation, and cultivate continuous improvement.
PE: Counselor participates in various meetings, and maintains a positive, productive and respectful relationship with colleagues.
I: Counselor participates as required and collaboration is limited.
5.2 Counselor demonstrates student-centered advocacy.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
MASTERY
HE: Counselor is a student-centered leader within their department and school and is proactive in addressing student, school and district issues through communication and district level work.
E: Counselor is a student-centered leader within their department and school and advocates for student needs within the school.
PE: Counselor is student-centered and advocates for their students.
I: Counselor inconsistently advocates for students.
5.3 Counselor demonstrates application of professional learning and practice aligned to their professional growth plan.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
MASTERY
HE: Counselor engages in professional development opportunities aligned to current research and professional growth plan, shares new learning with colleagues to improve counseling practice, and successfully implements and measures impact in counseling practice.
E: Counselor engages in professional development opportunities aligned to current research and trends, shares new learning with colleagues, and successfully implements in counseling practice.
PE: Counselor participates in low level or limited professional development. Counselor implements new knowledge or skills learned through professional development.
I: Counselor participates in school mandated professional development.
5.4 Counselor demonstrates professional and ethical conduct including following all laws, district policies and procedures.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: Teacher leads and models professional behavior within the building and throughout the district and community.
E: Teacher demonstrates professional behavior in meeting all expectations, both legal and school/district.
PE: Teacher is compliant with legal and school/district expectations.
I: Teacher does not meet legal and school/district expectations.