

CITE 2014 – Counselor

08.01.2014

Standard 1 - Outcomes: Counselor purposefully plans a Comprehensive Counseling Program to support access to the District GVC.

1.1	Counselor purposefully plans a Comprehensive Counseling Program that aligns with district, school, and department goals and supports student access and progress towards World Class Outcomes.
HE: Counselor collaborates with students to consistently plan a Comprehensive Counseling Program that aligns with district, school, and department goals and supports student access and progress towards World Class Outcomes.	
E: Counselor consistently plans a Comprehensive Counseling Program that aligns with district, school, and department goals and supports student access and progress towards World Class Outcomes.	
PE: Counselor plans a Comprehensive Counseling Program that aligns with district, school, and department goals and supports student access and progress towards World Class Outcomes.	
I: Counselor rarely plans a Comprehensive Counseling Program that aligns with district, school, and department goals and supports student access and progress towards World Class Outcomes.	

1.2	Counselor purposefully plans for social/emotional student needs and integrates the 4Cs and 21st century skills (where appropriate) in stage 1 of backward planning.
HE: Counselor collaborates with students to consistently plan for social/emotional student needs and integrates the 4Cs and 21st century skills (where appropriate) in stage 1 of backward planning.	
E: Counselor consistently plans for social/emotional student needs and integrates the 4Cs and 21st century skills (where appropriate) in stage 1 of backward planning.	
PE: Counselor plans for social/emotional student needs and integrates the 4Cs and 21st century skills (where appropriate) in stage 1 of backward planning.	
I: Counselor rarely plans for social/emotional student needs and integrates the 4Cs and 21st century skills (where appropriate) in stage 1 of backward planning.	

1.3	Counselor purposefully plans for academic student needs and integrates the 4Cs and 21st century skills (where appropriate) in stage 1 of backward planning.
HE: Counselor collaborates with students to consistently plan for academic student needs and integrates the 4Cs and 21st century skills (where appropriate) in stage 1 of backward planning.	
E: Counselor consistently plans for academic student needs and integrates the 4Cs and 21st century skills (where appropriate) in stage 1 of backward planning.	
PE: Counselor plans for academic student needs and integrates the 4Cs and 21st century skills (where appropriate) in stage 1 of backward planning.	
I: Counselor rarely plans for academic student needs and integrates the 4Cs and 21st century skills (where appropriate) in stage 1 of backward planning.	

1.4	Counselor purposefully plans for post-secondary student needs and integrates the 4Cs and 21st century skills (where appropriate) in stage 1 of backward planning.
HE: Counselor collaborates with students to consistently plan for post-secondary student needs and integrates the 4Cs and 21st century skills (where appropriate) in stage 1 of backward planning.	
E: Counselor consistently plans for post-secondary student needs and integrates the 4Cs and 21st century skills (where appropriate) in stage 1 of backward planning.	
PE: Counselor plans for post-secondary student needs and integrates the 4Cs and 21st century skills (where appropriate) in stage 1 of backward planning.	
I: Counselor rarely plans for post-secondary student needs and integrates the 4Cs and 21st century skills (where appropriate) in stage 1 of backward planning.	

1.5	Counselor evaluates student data to purposefully plan for differentiation of counseling services in stage 1 of backward planning.
HE: Counselor collaborates with students to consistently use student data to plan for differentiation in stage 1 of backward planning.	
E: Counselor consistently uses student data to plan for differentiation in stage 1 of backward planning.	
PE: Counselor uses student data to plan for differentiation in stage 1 of backward planning.	
I: Counselor rarely uses student data to plan for differentiation in stage 1 of backward planning.	

Standard 2 – Assessment: Counselor utilizes the Comprehensive Counseling Program to monitor and analyze student progress and transitions.

2.1	Counselor identifies/utilizes assessments that monitor student access and progress towards World Class Outcomes.
HE: Counselor collaborates with students to consistently identify/utilize performance assessments that monitor student access and progress towards World Class Outcomes as identified in stage 1 of backward planning.	
E: Counselor consistently identifies/utilizes assessments that monitor student access and progress towards World Class Outcomes as identified in stage 1 of backward planning.	
PE: Counselor identifies/utilizes assessments that monitor student access and progress towards World Class Outcomes as identified in stage 1 of backward planning.	
I: Counselor rarely assesses student access and progress towards World Class Outcomes as identified in stage 1 of backward planning.	

2.2	Counselor identifies/utilizes assessments that monitor student response to social/emotional intervention and integrates the 4Cs and 21st century skills (where appropriate) as identified in stage 1 of backward planning.
HE: Counselor collaborates with students to consistently identify/utilize performance assessments that monitor student response to social/emotional intervention and integrates the 4Cs and 21st century skills (where appropriate) as identified in stage 1 of backward planning.	
E: Counselor consistently identifies/utilizes assessments that monitor student response to social/emotional intervention and integrates the 4Cs and 21st century skills (where appropriate) as identified in stage 1 of backward planning.	
PE: Counselor identifies/utilizes assessments that monitor student response to social/emotional intervention and integrates the 4Cs and 21st century skills (where appropriate) as identified in stage 1 of backward planning.	
I: Counselor rarely assesses student response to social/emotional intervention and integrates the 4Cs and 21st century skills (where appropriate) as identified in stage 1 of backward planning.	

2.3	Counselor identifies/utilizes assessments that monitor student response to academic intervention and integrates the 4Cs and 21st century skills (where appropriate) as identified in stage 1 of backward planning.
	HE: Counselor collaborates with students to consistently identify/utilize performance assessments that monitor student response to academic intervention and integrates the 4Cs and 21st century skills (where appropriate) as identified in stage 1 of backward planning.
	E: Counselor consistently identifies/utilizes assessments that monitor student response to academic intervention and integrates the 4Cs and 21st century skills (where appropriate) as identified in stage 1 of backward planning.
	PE: Counselor identifies/utilizes assessments that monitor student response to academic intervention and integrates the 4Cs and 21st century skills (where appropriate) as identified in stage 1 of backward planning.
	I: Counselor rarely assesses student response to academic intervention and integrates the 4Cs and 21st century skills (where appropriate) as identified in stage 1 of backward planning.

2.4	Counselor identifies/utilizes assessments that monitor student response to post-secondary intervention and integrates the 4Cs and 21st century skills (where appropriate) as identified in stage 1 of backward planning.
	HE: Counselor collaborates with students to consistently identify/utilize performance assessments that monitor student response to post-secondary intervention and integrates the 4Cs and 21st century skills (where appropriate) as identified in stage 1 of backward planning.
	E: Counselor consistently identifies/utilizes assessments that monitor student response to post-secondary intervention and integrates the 4Cs and 21st century skills (where appropriate) as identified in stage 1 of backward planning.
	PE: Counselor identifies/utilizes assessments that monitor student response to post-secondary intervention and integrates the 4Cs and 21st century skills (where appropriate) as identified in stage 1 of backward planning.
	I: Counselor rarely assesses student response to post-secondary intervention and integrates the 4Cs and 21st century skills (where appropriate) as identified in stage 1 of backward planning.

2.5	Counselor provides students with specific, timely and personalized feedback regarding progress in the Comprehensive Counseling Program (social/emotional, academic, post-secondary).
	HE: Counselor collaborates with students to consistently provide actionable feedback to students regarding their progress in the Comprehensive Counseling Program (social/emotional, academic, post-secondary).
	E: Counselor consistently provides actionable feedback to students regarding their progress in the Comprehensive Counseling Program (social/emotional, academic, post-secondary).
	PE: Counselor provides actionable feedback to students regarding their progress in the Comprehensive Counseling Program (social/emotional, academic, post-secondary).
	I: Counselor provides minimal, generic, and/or non-actionable feedback to students in the Comprehensive Counseling Program (social/emotional, academic, post-secondary).

Standard 3 – Counseling: Counselor facilitates a Comprehensive Counseling Program to support access to the District GVC.

3.1	Counselor facilitates student growth and support in the social/emotional domain of the Comprehensive Counseling Program.
	HE: Counselor collaborates with students and stakeholders to consistently facilitate student growth, support and access to resources in the social/emotional domain of the Comprehensive Counseling Program by partnering with students and families to resolve social/emotional challenges and as identified in Stage 1 and assessed in Stage 2 of backward planning.
	E: Counselor consistently facilitates student growth, support and access to resources in the social/emotional domain of the Comprehensive Counseling Program by partnering with students and families to resolve social/emotional challenges and as identified in Stage 1 and assessed in Stage 2 of backward planning.
	PE: Counselor facilitates student growth, support and access to resources in the social/emotional domain of the Comprehensive Counseling Program by partnering with students and families to resolve social/emotional challenges and as identified in Stage 1 and assessed in Stage 2 of backward planning.
	I: Counselor rarely facilitates student growth, support and access to resources in the social/emotional domain of the Comprehensive Counseling Program and rarely partners with students and families to resolve social/emotional challenges and as identified in Stage 1 and assessed in Stage 2 of backward planning.

3.2	Counselor facilitates student growth and support in the academic domain of the Comprehensive Counseling Program.
	HE: Counselor collaborates with students and stakeholders to consistently facilitate student growth, support and access to resources in the academic domain of the Comprehensive Counseling Program by partnering with students and families to resolve academic challenges and as identified in Stage 1 and assessed in Stage 2 of backward planning.
	E: Counselor consistently facilitates student growth, support and access to resources in the academic domain of the Comprehensive Counseling Program by partnering with students and families to resolve academic challenges and as identified in Stage 1 and assessed in Stage 2 of backward planning.
	PE: Counselor facilitates student growth, support and access to resources in the academic domain of the Comprehensive Counseling Program by partnering with students and families to resolve academic challenges and as identified in Stage 1 and assessed in Stage 2 of backward planning.
	I: Counselor rarely facilitates student growth, support and access to resources in the academic domain of the Comprehensive Counseling Program and rarely partners with students and families to resolve academic challenges and as identified in Stage 1 and assessed in Stage 2 of backward planning.

3.3	Counselor facilitates student growth and support in the post-secondary domain of the Comprehensive Counseling Program.
	HE: Counselor collaborates with students and stakeholders to consistently facilitate student growth, support and access to resources in the post-secondary domain of the Comprehensive Counseling Program by partnering with students and families to resolve post-secondary challenges and as identified in Stage 1 and assessed in Stage 2 of backward planning.
	E: Counselor consistently facilitates student growth, support and access to resources in the post-secondary domain of the Comprehensive Counseling Program by partnering with students and families to resolve post-secondary challenges and as identified in Stage 1 and assessed in Stage 2 of backward planning.
	PE: Counselor facilitates student growth, support and access to resources in the post-secondary domain of the Comprehensive Counseling Program by partnering with students and families to resolve post-secondary challenges and as identified in Stage 1 and assessed in Stage 2 of backward planning.
	I: Counselor rarely facilitates student growth, support and access to resources in the post-secondary domain of the Comprehensive Counseling Program and rarely partners with students and families to resolve post-secondary challenges and as identified in Stage 1 and assessed in Stage 2 of backward planning.

3.4	Counselor develops/facilitates universal (school-wide) interventions as part of a multi-tiered system of supports.
	HE: Counselor collaborates with students to consistently develop/facilitate universal interventions (school-wide) intervention as part of a multi-tiered system of supports.

E: Counselor consistently facilitates universal interventions (school-wide) intervention as part of a multi-tiered system of supports.
PE: Counselor facilitates universal interventions (school-wide) intervention as part of a multi-tiered system of supports.
I: Counselor rarely facilitates universal interventions (school-wide) intervention as part of a multi-tiered system of supports.

3.5	Counselor develops/facilitates targeted (individual and small group) interventions as part of a multi-tiered system of supports.
HE: Counselor collaborates with students to consistently develop/facilitate targeted interventions (individual and small group) intervention as part of a multi-tiered system of supports.	
E: Counselor consistently facilitates targeted interventions (individual and small group) intervention as part of a multi-tiered system of supports.	
PE: Counselor facilitates targeted interventions (individual and small group) intervention as part of a multi-tiered system of supports.	
I: Counselor rarely facilitates targeted interventions (individual and small group) intervention as part of a multi-tiered system of supports.	

3.6	Counselor develops/facilitates intensive (individual) interventions as part of a multi-tiered system of supports.
HE: Counselor collaborates with students to consistently develop/facilitate intensive interventions (individual) intervention as part of a multi-tiered system of supports.	
E: Counselor consistently facilitates intensive interventions (individual) intervention as part of a multi-tiered system of supports.	
PE: Counselor facilitates intensive interventions (individual) intervention as part of a multi-tiered system of supports.	
I: Counselor rarely facilitates intensive interventions (individual) intervention as part of a multi-tiered system of supports.	

3.7	Counselor facilitates opportunities in the counseling environment for students to develop, demonstrate expertise and use the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking) as identified in Stage 1 and assessed in Stage 2 of backward planning.
HE: Counselor collaborates with students to consistently implement opportunities in the counseling environment for students to develop and demonstrate expertise in all of the 4 Cs as defined by the 4Cs rubrics, and as identified in Stage 1 and assessed in Stage 2 of backward planning.	
E: Counselor consistently implements opportunities in the counseling environment for students to develop and demonstrate expertise in all of the 4 Cs as defined by the 4Cs rubrics, and as identified in Stage 1 and assessed in Stage 2 of backward planning.	
PE: Counselor implements opportunities in the counseling environment for students to develop and demonstrate expertise in all of the 4 Cs as defined by the 4Cs rubric, and as identified in Stage 1 and assessed in Stage 2 of backward planning.	
I: Counselor rarely implements opportunities in the counseling environment for students to develop and demonstrate expertise in all of the 4 Cs as defined by the 4Cs rubrics, and as identified in Stage 1 and assessed in Stage 2 of backward planning.	

3.8	Counselor facilitates opportunities in the counseling environment for students to develop and demonstrate expertise in the 21st century skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility), where appropriate.
HE: Counselor collaborates with students to consistently implement opportunities for students to develop and demonstrate expertise in 21 st century skills, (where appropriate), defined by the 21st century skills rubrics and identified in Stage 1 and assessed in Stage 2 of backward planning.	
E: Counselor consistently implements opportunities for students to develop and demonstrate expertise in 21 st century skills, (where appropriate), defined by the 21st century skills rubrics and identified in Stage 1 and assessed in Stage 2 of backward planning.	
PE: Counselor implements opportunities for students to develop and demonstrate expertise in 21 st century skills, (where appropriate), defined by the 21st century skills rubrics and identified in Stage 1 and assessed in Stage 2 of backward planning.	
I: Counselor rarely implements opportunities for students to develop and demonstrate expertise in 21 st century skills, (where appropriate), defined by the 21st century skills rubrics and identified in Stage 1 and assessed in Stage 2 of backward planning.	

3.9	Counselor facilitates stakeholder understanding of essential information to student success.
HE: Counselor collaborates with students by promoting student ownership and advocacy to consistently facilitate stakeholder understanding of essential information to student success. Counselor anticipates student needs and proactively communicates relevant information to all stakeholders.	
E: Counselor consistently facilitates stakeholder understanding of essential information to student success. Counselor anticipates student needs and proactively communicates relevant information.	
PE: Counselor facilitates stakeholder understanding of essential information to student success. Counselor anticipates student needs and communicates relevant information.	
I: Counselor rarely facilitates stakeholder understanding of essential information to student success. Counselor fails to anticipate student needs and does not communicate relevant information.	

3.10	Counselor demonstrates student-centered advocacy to support student social/emotional, academic, and post-secondary needs.
HE: Counselor collaborates with students to become partners in advocating for social/emotional, academic, and post-secondary needs.	
E: Counselor consistently demonstrates student-centered advocacy to support student social/emotional, academic, and post-secondary needs.	
PE: Counselor demonstrates student-centered advocacy to support student social/emotional, academic, and post-secondary needs.	
I: Counselor rarely demonstrates student-centered advocacy to support student social/emotional, academic, and post-secondary needs.	

3.11	Counselor facilitates responsive services in crisis intervention and prevention.
HE: Counselor collaborates with students and/or staff to proactively facilitate responsive services in crisis intervention and prevention.	
E: Counselor consistently facilitates responsive services in crisis intervention and prevention.	
PE: Counselor facilitates responsive services in crisis intervention and prevention.	
I: Counselor rarely facilitates responsive services in crisis intervention and prevention.	

3.12	Counselor facilitates student transitions (grade, level, and programming matriculations).
HE: Counselor collaborates with students to consistently facilitate personalized transitions (grade, level, and programming matriculations).	
E: Counselor consistently facilitates student transitions (grade, level, and programming matriculations).	
PE: Counselor facilitates student transitions (grade, level, and programming matriculations).	
I: Counselor rarely facilitates student transitions (grade, level, and programming matriculations).	

Standard 4 - CLIMATE AND CULTURE: Counselor models and collaborates with stakeholders to create a respectful, restorative and professional counseling environment.

4.1	Counselor models and collaborates with students to create an environment that is safe.
HE:	Counselor collaborates with students to construct and maintain a counseling environment that is both physically and emotionally safe for all students.
E:	Counselor facilitates a counseling environment that is both physically and emotionally safe for all students.
PE:	Counselor presents rules to achieve a counseling environment that is physically and emotionally safe.
I:	The counseling environment is not physically and/or emotionally safe.

4.2	Counselor facilitates opportunities for students to construct, understand, and practice a restorative counseling environment.
HE:	Counselor collaborates with all students to form and maintain a restorative counseling environment. Counselor facilitates positive opportunities for students to have a voice, learn from their mistakes, reinforce acceptable behavior, and restore relationships when they have been harmed.
E:	Counselor facilitates the opportunity for students to develop a restorative counseling environment. Counselor facilitates positive opportunities for students to have a voice, learn from their mistakes, reinforce acceptable behavior and restore relationships when they have been harmed.
PE:	Counselor establishes a restorative counseling environment. Counselor treats all students in a fair and equitable manner.
I:	Counselor creates a generic, sterile or negative counseling environment and students are not treated equitably.

4.3	Counselor establishes an environment that honors student differences and facilitates opportunities for students to explore and respect different points of view.
HE:	Counselor collaborates with students to facilitate an environment where students express different points of view in a safe and respectful environment.
E:	Counselor facilitates an environment where students express different points of view in a safe and respectful environment.
PE:	Counselor promotes an environment where some students feel safe to express different points of view.
I:	Counselor establishes a reactive environment that promotes limited points of view and deals with concerns as they arise.

4.4	Counselor models and fosters positive relationships with all students.
HE:	Counselor respectfully interacts and fosters relationships with every student as an individual and differentiates their interactions based on their knowledge of each student, inside and outside the counseling environment.
E:	Counselor respectfully interacts and fosters relationships with all students.
PE:	Counselor creates a counseling environment that encourages and builds positive relationships with most students.
I:	Counselor creates a counseling environment where students are directed to interact respectfully.

4.5	Counselor supports a restorative culture within the school.
HE:	Counselor collaborates with staff and students to develop a school-culture that promotes and implements a full range of restorative practices.
E:	Counselor facilitates aspects (affective statements, affective questions, conferences, circles, formal conference) of restorative practices in their school environment.
PE:	Counselor uses restorative practice language and skills with stakeholders.
I:	Counselor rarely uses restorative practice skills in their practice or with stakeholders.

Standard 5 – PROFESSIONALISM: Counselor demonstrates professionalism growth and development, leadership, and professionalism.

5.1	Counselor works collaboratively with stakeholders for the benefit of students.
HE:	Counselor creates/leads collaborative teams that include all stakeholders who support that student to provide high quality, integrated wrap-around support. Counselor works with district and school teams/administration to provide enriched opportunities for students.
E:	Counselor participates on collaborative teams that include all stakeholders who support that student to provide high quality, integrated wrap-around support. Counselor works with school teams/administration to provide enriched opportunities for students.
PE:	Counselor participates in various meetings, and maintains a positive, productive and respectful relationship with all stakeholders.
I:	Counselor participates as required and collaboration with all stakeholders is limited to cordial relationships.

5.2	Counselor creates a professional growth plan that is aligned to growth areas identified through Balanced Assessment System, counselor evaluation, World Class Education Targets, and/or Professional Pathway goals.
HE:	Counselor creates a professional growth plan based on prioritized needs identified in CITE, World Class Targets, Professional Pathways, the school UIP, and school goals that are aligned to the district strategic plan – specifically the DCSD learning progression.
E:	Counselor creates a professional growth plan based on prioritized needs identified in CITE, the school UIP, and school goals that are aligned to the district strategic plan – specifically the DCSD learning progression.
PE:	Counselor creates a professional growth plan aimed at acquiring new skills to improve learning that is related to CITE, the school UIP, and school goals that are aligned to the district strategic plan – specifically the DCSD learning progression.
I:	Counselor creates a professional growth plan unrelated to CITE, the school UIP, and school goals that are aligned to the district strategic plan – specifically the DCSD learning progression.

5.3	Counselor demonstrates application of professional learning to practice.
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 of all professional development in counseling practice.
E:	Counselor engages in professional development opportunities aligned to current research and professional growth plan, shares new learning with colleagues, and implements professional development in counseling practice.
PE:	Counselor implements new knowledge or skills learned through professional development.
I:	Counselor participates in low level or limited professional development. Counselor links professional development to professional practice on a limited basis.

5.4	Counselor differentiates communication with families based on the individual needs of the student.
HE:	Counselor fosters an open relationship with families, differentiates communication using a variety of methods, formats, and timelines, and maximizes the home/school connection by coordinating information and resources to and from families and advocates for students in order to help students master World Class Outcomes.
E:	Counselor differentiates communication using a variety of methods, formats, and timelines, and provides information and resources to families and advocates for students in order to help students master World Class Outcomes.
PE:	Counselor differentiates communication with families to help students meet education goals.
I:	Counselor communicates with families regarding student progress and educational goals as required.

5.5	Counselor demonstrates professional and ethical conduct including following all laws, district policies and school procedures.
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HE: Counselor leads and models professional behavior within the building and throughout the district and community.
E: Counselor demonstrates professional behavior in meeting all expectations, both legal and school/district.
PE: Counselor is compliant with legal and school/district expectations.
I: Counselor rarely meets legal and school/district expectations.