

Delaware Framework for Specialists Critical Attributes and Possible Examples

School Counselor
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Delaware
Department of Education



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Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson was first published by ASCD in 1996, and quickly found wide acceptance and acclaim across the nation for its research-based definition of good teaching. As Charlotte Danielson notes, however, the Framework for Teaching (FfT) is just that, a definition of teaching that did not address the work of many specialists, including school counselors. Recognizing the need for a similar definition for such positions, Charlotte Danielson added rubrics for several specialists in the second edition of the Framework for Teaching in 2007. In those specialist rubrics, the basic architecture of the Framework for Teaching remained, with the components adjusted to ensure relevance and alignment with the work of specialist groups.

The Danielson Group published the Framework for Teaching Evaluation Instrument in 2011 and a second edition in 2013. The Evaluation Instrument contained rubric language for each component at all four levels of performance, as well as critical attributes and possible examples for each of those levels of performance.

School counselors are essential members of the education team. School counselors advocate for equity and access for all students. They are uniquely qualified to meet the academic, social/emotional and career needs of all students. In addition to direct student interaction, school counselors promote student success through their leadership, advocacy and collaborative efforts.

In Delaware, school counselors implement school counseling programs based on the ASCA National Model. The ASCA Model provides a framework for school counselors to build programs that support the school's mission. School counselors carry out their work in various settings, including individual, small group and classroom lessons. School counselors serve as a resource to individual students, teachers, families, the school as a whole and their communities. ASCA Model programs are comprehensive in scope, preventative in design and developmental in nature. They focus on student outcomes, address student competencies and are delivered based on professional competencies and ethical standards. Research indicates that school counselors who run comprehensive, data-informed school counseling programs improve learning and behavioral outcomes for their students.

This document can be used in multiple ways. Obviously, it can be used by observers to identify, collect, sort, and align accurate evidence for each criterion. The document is meant to be a working document that can be used by specialists and observers to support professional conversations based on a shared understanding of the criteria in order to provide and maintain a high level of service delivery, communication, and collaboration with students, families and the entire school community. The critical attributes and possible examples can help observers in providing specific feedback and actionable recommendations that encourage professional learning for specialists whose services are such an integral part of student success. Specialists and observers are encouraged to add additional examples specific to the specialists' responsibilities related to the vision,

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Counselor

mission, and/or goals of their specific LEA and/or school. By using this document in these ways, it can be used to promote growth for the specialist and for those who observe.

Practicing Delaware school counselors were consulted in the development of this rubric. Utilization of this rubric is meant to support quality school counseling practice and promote professional development and conversations within the school counseling community. We are deeply indebted to those committed and knowledgeable specialists from the state of Delaware who provided the necessary expertise and insight to the development of this document.

Delaware School Counselors involved in the development of this document:

- Jodi DaCosta, Brandywine School District
- Jennifer Davis, Department of Education
- Sara Davis, Indian River School District
- Lisa Donaldson, Appoquinimink School District
- Barbara Jumper, Lake Forest School District
- Tawanna Prophet Brinkley, Early College High School at Delaware State
- Rachel Quinton, Colonial School District
- Linda Washco, Polytech High School

Component One: Planning and Preparation

Component One defines how a specialist plans for the delivery of services. While each group commands its unique content knowledge and expertise, when placed in the school setting the specialists focus on supporting the needs of the students, parents, and staff. Each group possesses a deep knowledge of the needs and characteristics of the groups they serve, from young students to adults. They know about resources within the school and/or community that can be obtained and used to meet the needs of the school, LEA, or individuals.

When planning, these professionals consult the current standards of practice established by their national committees. They rely on this knowledge base to guide them in determining the standards of effective practice. Further, the specialists select or design and implement assessment techniques to document student progress, to inform future service delivery, to guide student improvement, and to use technology when and where appropriate.

1a. Designing Coherent Programs or Services

The specialist designs activities and plans for services that support the needs of the students or clients served.

Indicators:

- The school counselor develops and implements goals that are aligned with the ASCA National Standards, and addresses academic, career, and social-emotional mindsets and behaviors for all students.
- The school counselor communicates the vision and mission of the school counseling program to all appropriate stakeholders.
- The school counselor develops data-informed school counseling program goals that are aligned with the school/LEA goals.

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	The program is not aligned to state/ national standards and/or resources; activities are inappropriate in nature for the group being served.	The program is partially aligned to state/ national standards and/or the activities partially support the needs of the clients being served.	The program is aligned to state/ national standards, and the activities are appropriate for those being served.	The program is aligned to state/ national standards and the activities are appropriate for those being served and are shared with a variety of members of the community, as applicable.

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Counselor

<p>Critical Attributes</p>	<ul style="list-style-type: none"> ● The school counseling plan lacks a mission statement describing the school counseling program goals and vision of how students will benefit from the program. ● The school counseling program does not address academic, career, and social-emotional mindsets and behaviors that align with the ASCA National Standards. ● The school counselor does not use data to develop the school counseling program goals. ● The school counselor designs the plan without stakeholder collaboration. 	<ul style="list-style-type: none"> ● The school counseling plan includes an incomplete mission statement describing the school counseling program goals and partial vision of how students will benefit from the program. ● The school counseling program partially addresses academic, career, and social-emotional mindsets and behaviors that inconsistently align with the ASCA National Standards. ● The school counselor inconsistently uses data to develop the school counseling program goals. ● The school counselor designs the plan with minimal stakeholder collaboration. 	<ul style="list-style-type: none"> ● The school counselor develops and shares an appropriate mission statement describing the school counseling program goals and clear vision of how students will benefit from the program. ● The school counseling program addresses academic, career, and social-emotional mindsets and behaviors that align with the ASCA National Standards. ● The school counselor uses data to develop the school counseling program goals. ● The school counselor designs the plan by consistently engaging in collaborative planning with all in-LEA stakeholders. 	<ul style="list-style-type: none"> ● The school counselor includes a mission statement and comprehensive vision of how students' individualized needs will be met through differentiated program goals ● The school counseling plan is holistic, systemic, balanced, proactive, integrated into the academic agenda, and reflective in addressing individual students, social decision-making, behavioral, mental health and academic goals. ● The school counselor continually uses multiple data sources to develop the school counseling program goals. ● The school counselor designs the plan by actively seeking input from multiple stakeholders within and beyond the LEA to maximize the collaborative planning process.
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Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Counselor

<p>Possible Examples</p>	<ul style="list-style-type: none"> ● The school counselor does not have a vision and/or mission for the program. ● The school counselor does not believe an advisory council is necessary for the success of the program. ● The school counselor says, “The program does not need to address academic goals; that’s the teacher’s responsibility.” ● The school counselor does not design programs to support the post-secondary plans of students who do not want to attend a four-year college. ● The school counselor does not express an interest in learning about or implementing the ASCA National Standards. ● And others... 	<ul style="list-style-type: none"> ● The school counselor adopts the school mission and vision as the program mission and vision. ● The school counselor schedules two advisory council meetings per year and simply describes programs. ● The school counselor reads information about cyberbullying and implements a classroom lesson but does not use data to support the need for the lesson. ● The school counselor reviews attendance data, but only implements an action plan for five of the students on her individual caseload. ● And others... 	<ul style="list-style-type: none"> ● The school counselor develops a mission and vision that are aligned to the school mission and vision. ● The school counselor schedules two to three advisory council meetings per year to collaborate with key stakeholders on all aspects of the school counseling program. ● The school counselor participates in a community forum to seek input from local mental healthcare providers on improving mutual collaboration. ● The school counselor works with her department chair to review data, develop a presentation to her colleagues, and school administration that recommends an evidence-based program for reducing out-of-school suspensions. ● And others... 	<ul style="list-style-type: none"> ● The school counselor develops and continuously revises the program mission and vision to ensure its relevancy and alignment to the school’s mission and vision. ● The school counselor schedules at least three to four advisory council meetings per year to review all aspects of the school counseling program and solicits stakeholder feedback to inform change. ● The school counselor implements a program in which students can self-assess their learning styles and suggest individualized accommodations that will successfully support their learning goals. ● The school counselor holds a series of feedback sessions after the first year of implementing a new counseling plan to identify both highly successful components of the plan as
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Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Counselor

			<p>well as gaps in the program that need to be addressed.</p> <ul style="list-style-type: none"> ● The school counselor collaborates and shares data with teachers, administrators, families, the LEA truancy officer, and seeks input from community organizations such as the Boys and Girls Club and Police Athletic League to develop an action plan to address truancy. ● And others...
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1b. Demonstrating Knowledge of Best Practice and Models of Delivery

The specialist uses practices and models of delivery that are aligned with local and national standards.

Indicators:

- The school counselor uses ASCA Mindsets & Behaviors for Student Success to inform the implementation of a comprehensive school counseling program.
- The school counselor uses individual, small group, and classroom lessons to deliver a comprehensive school counseling program to all students.
- The school counselor applies legal and ethical principles of the school counseling profession.

	Ineffective	Needs Improvement	Effective	Highly Effective
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Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Counselor

Rubric	Little or no knowledge of best practices and/ or models of delivery are identified, and/ or they are inappropriate for the group being served or the setting in which it is implemented.	There is partial knowledge of best practices and/ or models of services indicated in the plan that will meet the needs of most of those being served.	Solid knowledge of best practices and/ or models of delivery of services are indicated in the plan and the selected practices are appropriate to those being served.	There is a deep knowledge of the practices/ models of delivery indicated in the plan which are appropriate to those being served and extend into applications in the school community beyond the school.
Critical Attributes	<ul style="list-style-type: none"> ● The school counselor demonstrates no knowledge of the ASCA National Model. ● The school counselor does not incorporate the ASCA Mindsets and Behaviors for Student Success standards to address student needs demonstrated in data. ● The school counselor does not practice within the ethical principles of the school counseling profession in accordance with the ASCA Ethical Standards for School Counselors. 	<ul style="list-style-type: none"> ● The school counselor demonstrates some knowledge of the ASCA National Model. ● The school counselor incorporates some ASCA Mindsets and Behaviors for Student Success standards to address student needs demonstrated in data. ● The school counselor inconsistently practices within the ethical principles of the school counseling profession in accordance with the ASCA Ethical Standards for School Counselors. 	<ul style="list-style-type: none"> ● The school counselor demonstrates solid knowledge of the ASCA National Model. ● The school counselor selects ASCA Mindsets and Behaviors for Student Success standards to address student needs demonstrated in data. ● The school counselor practices within the ethical principles of the school counseling profession in accordance with the ASCA Ethical Standards for School Counselors. 	<ul style="list-style-type: none"> ● The school counselor demonstrates a deep knowledge of the ASCA National Model. ● The school counselor consistently selects ASCA Mindsets and Behaviors for Student Success standards to address student needs demonstrated in data. ● The school counselor provides opportunities for other counselors and staff to engage in professional conversations to ensure shared understanding of the ASCA Ethical Standards for School Counselors.
Possible Examples	<ul style="list-style-type: none"> ● The school counselor does not incorporate the ASCA Mindsets and Behaviors for Student Success Standards when planning a classroom 	<ul style="list-style-type: none"> ● The school counselor partially incorporates the ASCA Mindsets and Behaviors for Student Success Standards when planning a study skills classroom lesson. 	<ul style="list-style-type: none"> ● The school counselor selects ASCA Mindsets and Behaviors for Student Success standards when developing a career and college readiness lesson for classroom instruction. 	<ul style="list-style-type: none"> ● The school counselor supervises a counseling intern consistent with the principles of the ASCA School Counseling Professional Standards and Competencies.

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Counselor

	<p>lesson on Healthy Relationships.</p> <ul style="list-style-type: none"> ● The school counselor ignores student disclosure of reported physical abuse. ● The school counselor’s program delivery only included conducting classroom lessons. ● And others... 	<ul style="list-style-type: none"> ● The school counselor does not fully document services provided to student in eSchool and/or record keeping management system. ● The school counselor’s program delivery included two out of the three modes of delivery. ● And others... 	<ul style="list-style-type: none"> ● The school counselor meets with a student who discloses that he is living in a car. The counselor contacts the school’s homeless liaison to secure services for the student. ● The school counselor used all three modes of program delivery. ● And others... 	<ul style="list-style-type: none"> ● The school counselor uses all three modes of program delivery to implement a robust comprehensive school counseling program and analyzes data from each to make ongoing revisions and improvements. ● And others...
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1c. Demonstrating Knowledge of Students or Clients

The specialist shows knowledge of the needs and characteristics of the students or clients, including their approaches to learning, knowledge, skills, and interests.

Indicators:

- The school counselor applies developmental, learning, and counseling theories when developing the comprehensive school counseling program.
- The school counselor uses counseling theories and techniques in different settings such as individual counseling, group counseling, and classroom lessons.
- The school counselor understands the impact of culture on student success and opportunities.
- The school counselor uses multicultural and social justice theories to promote equity and access for all students.

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	Little to no knowledge of the developmental, learning, social, and cultural needs of the students or clients is	There is partial knowledge of the developmental, learning, social, and cultural needs of the clients demonstrated in the plan with	There is a solid knowledge of the developmental, learning, social, and cultural needs of the students or clients demonstrated in the plan	There is a deep knowledge of the developmental, learning, social, and cultural needs of the students

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Counselor

	demonstrated in the plan with no specific means of addressing the elements.	each element partially being addressed.	to include at least one specified means of addressing each noted in the plan.	or clients with a variety of ways to address each noted in the plan.
Critical Attributes	<ul style="list-style-type: none"> ● The school counselor lacks knowledge of counseling theories. ● The school counselor has no knowledge or understanding of students' cultural, social, and economic backgrounds. 	<ul style="list-style-type: none"> ● The school counselor has some knowledge of counseling theories and sometimes uses them in his/her comprehensive school counseling program. ● The school counselor has limited understanding of students' cultural, social, and economic backgrounds. 	<ul style="list-style-type: none"> ● The school counselor uses principles of multi-tiered approaches and /or counseling theories to enhance the comprehensive school counseling program. ● The school counselor understands how students' cultural, social, and economic backgrounds may affect their academic achievement, behavior, relationships, and overall school performance. 	<ul style="list-style-type: none"> ● The school counselor uses multi-tiered approaches and counseling theories in all settings (individual, group, and classroom) to emphasize equity, access, and success for all students. ● The school counselor collaborates with students, staff, and stakeholders to ensure a culturally responsive curriculum and student-centered instruction.
Possible Examples	<ul style="list-style-type: none"> ● The school counselor uses an offensive racial term when speaking with a student. ● The school counselor uses third grade materials and resources in a kindergarten classroom. ● The school counselor advises a female student against pursuing engineering because 	<ul style="list-style-type: none"> ● The school counselor implements a check-in and checkout intervention but does not share progress with guardians and teachers. ● The school counselor uses a Christmas activity during a classroom lesson and excludes other cultural celebrations. ● The school counselor advises a female student to enroll in nursing classes as a backup to the engineering class they would prefer. 	<ul style="list-style-type: none"> ● The school counselor uses conversational turn taking in a small group designed for students with Autism to address social skills. ● The school counselor is aware and arranges for a student that does not have a home computer to complete the Common Application. ● The school counselor encourages a female student who is strong in math to pursue engineering even 	<ul style="list-style-type: none"> ● The school counselor presents to school staff on students who are selectively mute and provides strategies for engaging the students. ● The school counselor goes to a local housing community to do a presentation on parenting techniques. ● The school counselor develops a STEM club for female students to explore typically male-dominated careers.

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Counselor

	only males do well in that field. ● And others...	● And others...	though it is a male-dominated field. ● And others...	● And others...
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1d. Demonstrating Knowledge of Resources

The specialist selects appropriate resources, either within or outside of the school, which support the needs of students or clients.

Indicators:

- The school counselor utilizes developmentally appropriate, culturally sensitive, and current resources and materials that align with the ASCA National Standards.
- The school counselor uses resources that support meaningful student improvement.
- The school counselor uses technology to enhance service delivery.

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	Little to no knowledge of how to select and/or access resources to support the program and understanding of the program are demonstrated.	There is partial knowledge of how to select and/or access the resources and an emerging understanding of how the resources support the needs of the program.	There is a solid knowledge of the resources available and how to access them and they are used to extend knowledge of the program at the building level.	There is a deep knowledge of the resources available and an understanding of how to access them within the school community and beyond and they are used to extend the knowledge of the program beyond the school setting.
Critical Attributes	<ul style="list-style-type: none"> ● The school counselor has no knowledge of available resources outside the school. ● The school counselor does not take advantage of opportunities to 	<ul style="list-style-type: none"> ● The school counselor has limited knowledge of available resources outside the school and/or inconsistently shares them with students and families. 	<ul style="list-style-type: none"> ● The school counselor knows how to locate and use resources outside the school and effectively shares them with students and families. ● The school counselor collaborates with outside 	<ul style="list-style-type: none"> ● The school counselor proactively and routinely seeks resources outside the school and makes extensive effort to share with students, families, and other stakeholders.

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Counselor

	provide in-school supports to students.	<ul style="list-style-type: none"> The school counselor only uses outside resources that reach out to them to provide in-school supports to students. 	resources to provide in-school supports to students.	<ul style="list-style-type: none"> The school counselor reviews data and collaborates with staff, students, and families to identify the needs of the diverse population and uses outside resources to provide in-school supports to students.
Possible Examples	<ul style="list-style-type: none"> In response to a parent request for resources, the school counselor refers them to 411 and Google. The school counselor denies a request by Delaware Guidance to run a grief group for students affected by a recent suicide. And others... 	<ul style="list-style-type: none"> The school counselor does not have resources publicly available. Del-Tech calls the school counselor and schedules a time to assist students with the FAFSA. The school counselor works with Upward Bound to identify first-generation college-bound students but does not provide additional support. And others... 	<ul style="list-style-type: none"> The school counselor maintains a comprehensive annual list of resources both in print and online. The school counselor collaborates with a community mental health provider to co-lead a grief group for a group of students who recently lost a loved one. And others... 	<ul style="list-style-type: none"> The school counselor maintains a comprehensive list of resources both in print and online and updates it weekly. The school counselor creates a "Spotlight on Resources" column in the school newsletter. A recent student survey identifies a number of students whose parents have recently divorced and the school counselor collaborates with a local therapist to run an in-school group. The school counselor is on a community mental health committee that analyzes strengths and weaknesses of available mental health services and advocates for improving resources for all students and families.

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Counselor

				<ul style="list-style-type: none"> ● And others...
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1e. Demonstrating Knowledge of How to Design or Use Student Assessments

The specialist creates and/or selects assessments that are congruent with service delivery goals, criteria, and standards, and plans for the use of those assessments.

Indicators:

- The school counselor is familiar with a broad array of assessment data related to the students they serve.
- The school counselor uses process, perception, and outcome data to develop and/or select assessments for curriculum, small group, and closing the gap action plans.

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	Assessment tools are inappropriate and/or not used in planning.	The assessment tools are appropriate, and they are partially used in planning.	The assessment tools are appropriate and clearly used in planning and the results are shared with staff, when appropriate.	There are multiple assessment tools that are appropriate, and they are used in planning and are shared with a variety of groups beyond the school where appropriate.
Critical Attributes	<ul style="list-style-type: none"> ● The school counselor does not use assessment data to plan future program priorities. ● The school counselor does not use process, perception, and outcome data when designing and 	<ul style="list-style-type: none"> ● The school counselor minimally uses assessment data to plan future program priorities. ● The school counselor inconsistently uses process, perception, and outcome data 	<ul style="list-style-type: none"> ● The school counselor incorporates assessment data to plan effective future program priorities. ● The school counselor effectively uses process, perception, and outcome data 	<ul style="list-style-type: none"> ● The school counselor continually incorporates a broad array of assessment data to plan for effective program priorities, monitor progress and make adjustments as needed.

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Counselor

	implementing action plans.	when designing and implementing action plans.	when designing and implementing action plans.	<ul style="list-style-type: none"> The school counselor collaborates with stakeholders, including students, to effectively use process, perception, and outcome data when designing and implementing action plans.
Possible Examples	<ul style="list-style-type: none"> The school counselor states that she is too busy providing services to figure out how to assess program effectiveness. When asked about data to support continuation of a program, the school counselor states that quantitative data would not be helpful. And others... 	<ul style="list-style-type: none"> The school counselor attempts to aggregate student data to assess program effectiveness, but states that she is often very inconsistent in collecting the data. The school counselor states that she has data for some of the counseling programs but has not had time to analyze it. The school counselor tells teachers that she is interested in their feedback but does not provide a document or method for them to provide feedback. And others... 	<ul style="list-style-type: none"> The school counselor explains to the principal how she has used students' academic and behavioral progress data to assess program effectiveness. As part of the design of a new program to reduce out-of-school suspensions, the school counselor participates as a team member in developing measurable program outcomes. The school counselor reports the results of process, perception, and outcome data about the school counseling program at quarterly advisory council meetings. And others... 	<ul style="list-style-type: none"> The school counselor initiates a committee to develop an efficient system for managing the large amounts of data collected on each student. The counselor states, "We are collecting, but not effectively using data to inform our decisions about programs and students." The school counselor mentors a student committee that analyzes the data related to the school code of conduct and the effectiveness of current school procedures. After soliciting feedback from students and reviewing data from the first two lessons indicating the lesson was ineffective, the school

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Counselor

				<p>counselor modifies the lesson for future classes.</p> <ul style="list-style-type: none">• And others...
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Component Two: Professional Practice and Delivery of Service

Each specialist establishes an environment to work with his or her clients. Although this environment may be shared with others, the specialist can design a setting that will meet the needs of their work. Specialists interact respectfully with students, staff, and others. They help students learn to interact respectfully. They build relationships with staff members, parents, and students creating a strong rapport. Each group, therefore, feels that their needs and interests are important and will be addressed.

Specialists command an extensive repertoire of instructional or professional strategies. They identify appropriate strategies to be used as they work with others. They realize that daily interactions and plans may require adjustment. They are responsive to change requests. In addition, they communicate clearly and accurately with clients, moving from discussions with students using student-friendly terms to practice-specific discussions with professionals. They seek information about their clients' backgrounds and work effectively with all ethnic groups.

As they deliver their services, specialists select resources and materials aligned to meet the needs of their clients. For example, they may seek information translated into another language to make certain that parents can read and access the material. They know how to assist their clients in securing resources and materials within the LEA and community.

2a. Creating an Environment to Support Student or Client Needs

The specialist creates an environment in which student or client needs are identified and valued; specialist and student or client interactions show rapport that is grounded in mutual respect.

Indicators:

- The school counselor fosters an environment of support and advocacy for all students.
- The school counselor's interactions with all students reflect genuine respect and caring.
- The school counselor effectively communicates his/her role with all students.
- The school counselor provides support for students during time of transition, heightened stress, critical change, or other situations impeding student success.
- The school counselor maintains and communicates high expectations for every student regardless of culture, social, or economic background.

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Counselor

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	Interaction with at least some staff and students is negative, demeaning, sarcastic, or inappropriate. Students/ stakeholders exhibit disrespect for the specialist. Specialist allows or encourages interactions between others that mirror the above.	Interactions are generally appropriate but may indicate a disregard for the needs of the stakeholders and/or their culture. Students/stakeholders exhibit only minimal respect for the specialist. The students/stakeholders in the setting do not demonstrate disrespect for each other.	The interactions are friendly and demonstrate general caring and respect. Interactions are appropriate to the age and culture of the students/stakeholders and they exhibit respect for the specialist. Interactions in settings between students/stakeholders are generally polite and respectful.	Interactions with students/ stakeholders reflect genuine respect and caring for individuals as well as the group. Students/ stakeholders appear to trust the specialist with sensitive information. Students/ stakeholders in the setting reflect the same characteristics when interacting with others.
Critical Attributes	<ul style="list-style-type: none"> ● The school counselor is insensitive to students' cultural backgrounds and developmental levels. ● The school counselor speaks disrespectfully to students, parents, staff and colleagues. ● The school counselor fails to convey an atmosphere of respect, support, and encouragement. ● The school counselor does not communicate his/her role and does not advocate for equity and access for all students. 	<ul style="list-style-type: none"> ● The school counselor makes inconsistent effort to be sensitive to students' cultural backgrounds and developmental levels. ● Quality of interactions between school counselors and students, parents and staff is uneven, with occasional disrespect and insensitivity. ● The school counselor attempts to create an atmosphere of respect with uneven results. Students may hesitate to participate. ● The school counselor attempts to communicate his/her role and inconsistently advocates 	<ul style="list-style-type: none"> ● The school counselor is sensitive to all students' cultural backgrounds and developmental levels and fosters this sensitivity with students and staff. ● Interactions between school counselor and students, parents and staff are consistently respectful and caring. ● The school counselor consistently creates an atmosphere of support and rapport in all settings. ● The school counselor effectively communicates his/her role and advocates for 	<ul style="list-style-type: none"> ● The school counselor is highly sensitive to all students' cultural backgrounds and developmental levels and supports student initiation of events recognizing and including diverse populations. ● The school counselor consistently demonstrates knowledge of, compassion for, and responsiveness to all students and stakeholders. ● The school counselor models exemplary respect for students, parents, staff and community stakeholders, treating them with dignity in all situations.

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Counselor

		for equity and access for all students.	equity and access for all students.	<ul style="list-style-type: none"> The school counselor works diligently to ensure students and stakeholders understand his/her role; in addition, the school counselor advocates for equity and access for all students both inside the school setting and beyond.
Possible Examples	<ul style="list-style-type: none"> The school counselor cannot identify students with special needs. The school counselor spends a majority of his/her time in the office and has minimal positive relationships with students. The school counselor consistently interrupts and talks over students during a mediation in order to get his/her point across. The school counselor does not communicate with parents of an ELL student due to language barriers. 	<ul style="list-style-type: none"> The school counselor can identify students with special needs but does not fully understand the necessary accommodations. The school counselor misses some opportunities to interact positively with students due to struggles with time management and paperwork responsibilities. During a mediation, the school counselor listens attentively to students, but does not reflect back or ask clarifying questions. The school counselor allows the student to translate for his/her parents during a planned parent-teacher conference. 	<ul style="list-style-type: none"> The school counselor reaches out to the family of a student with special needs to understand better how to support the student. The school counselor maintains a positive presence across all school settings (hallway, cafeteria, classrooms) consistently modeling active listening and respect. The school counselor facilitates a mediation between two students modeling appropriate language and a solution-focused mindset. The school counselor uses a translating system to effectively communicate with and support a family who does not speak English. 	<ul style="list-style-type: none"> The school counselor reaches out to the family of a student with special needs to understand better how to support the student and collaborates with the math teacher to develop an intervention plan. The school counselor organizes and attends a family night to promote school and family partnerships. The school counselor leads a professional development session on restorative practices. The school counselor ensures that documents are translated into Spanish for beginning of the year parent information packets.

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Counselor

	● And others...	● And others...	● And others...
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2b. Demonstrating Flexibility and Responsiveness

The specialist has a repertoire of instructional or professional strategies and makes modifications to services based on the needs of students or clients.

Indicators:

- The school counselor assesses student needs and develops strategies to establish and achieve academic, career, and social/emotional goals
- The school counselor demonstrates appropriate response and intervention strategies to meet the needs of the individual, group, or school community

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	The specialist rigidly adheres to his/her plan, even when change is clearly needed. The specialist brushes aside the concerns or questions of the students/ stakeholders. When the program is not successful the specialists blames the students/ stakeholders or the environment.	The specialist attempts to adjust the program when needed with partial success. The specialist attempts to accommodate the concerns and questions of the students/ stakeholders with partial success. The specialist accepts responsibility for the program but has a limited repertoire of strategies.	The specialist makes minor adjustments to the program which enhances the success. The specialist successfully accommodates questions for the students/ stakeholders. The specialist accepts responsibility for the program and works to include students/ stakeholders who are resistant. The specialist has a broad repertoire of strategies.	The specialist makes major adjustments to the program when needed to guarantee the effectiveness of the program. The specialist seizes the opportunity to enhance the program through work with others. The specialist persists in seeking effective approaches for students/ stakeholders, has a broad repertoire of strategies, and solicits additional resources for the program.

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Counselor

<p>Critical Attributes</p>	<ul style="list-style-type: none"> ● The school counselor does not demonstrate flexibility when addressing student needs. ● The school counselor does not adjust priorities with students or school goals in mind. ● The school counselor is unable to effectively respond and make adjustments to meet the needs of students and stakeholders, including intervening in crises. 	<ul style="list-style-type: none"> ● The school counselor demonstrates some flexibility when addressing student needs. ● The school counselor attempts to adjust priorities with students or school goals in mind. ● The school counselor inconsistently responds and sometimes makes adjustments to meet the needs of students and stakeholders, including intervening in crises. 	<ul style="list-style-type: none"> ● The school counselor recognizes change in students' needs and demonstrates flexibility to meet the current identified needs. ● The school counselor routinely adjusts priorities to meet the needs of the students. ● The school counselor utilizes strategies and additional resources to effectively respond and make adjustments to meet the needs of students and stakeholders, including intervening in crises. 	<ul style="list-style-type: none"> ● The school counselor anticipates adjustments to services and demonstrates flexibility based on deep knowledge of students and current social and environment events and conditions. ● The school counselor uses various data sources, input from stakeholders to anticipate the needs of students, and adjusts priorities accordingly. ● The school counselor utilizes a wide variety of strategies and seeks out additional resources to effectively respond and make adjustments to meet the needs of students and stakeholders, including intervening in crises.
<p>Possible Examples</p>	<ul style="list-style-type: none"> ● The school counselor is made aware of a student threatening suicide and chooses to continue to teach a classroom lesson. ● The school counselor does not return a parent phone call in a timely manner and the parent 	<ul style="list-style-type: none"> ● The school counselor delivers a career lesson across grade levels without differentiating based on developmental levels and needs. ● The school counselor indiscriminately addresses some students concerns and often asks others to come back the next day. 	<ul style="list-style-type: none"> ● The school counselor reschedules a small group session in order to address a group member who has inconsistent transportation. ● The school counselor collaborates with relevant stakeholders to address a student's needs and shares 	<ul style="list-style-type: none"> ● The school counselor schedules a guest speaker and/or grade level assembly in response to an increase in discipline referrals. ● The school counselor responds to the increased mental health needs of students by attending a PTA/PTO meeting and

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Counselor

	contacts an administrator. <ul style="list-style-type: none"> • And others... 	<ul style="list-style-type: none"> • And others... 	resources with parents/guardians. <ul style="list-style-type: none"> • And others... 	sharing current resources with attendees. <ul style="list-style-type: none"> • And others...
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2c. Communicating Clearly and Accurately

Verbal and written communication is clear and appropriate to students’ or clients’ ages, backgrounds, needs, and/or levels of understanding.

Indicators:

- The school counselor’s communication with students and relevant stakeholders is specific, concise, clear and comprehensive.
- The school counselor demonstrates respect for differences in customs, communications, traditions, values, and other traits of the student population.

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	The purpose of the communication is unclear or confusing to the students/ stakeholders. It may contain inappropriate language and/ or major errors when speaking or in writing.	The purpose of the communication is vague with clarifications after initial response from students/ stakeholders. The explanation is uneven and may be difficult to follow. There are few errors in speaking or writing.	The purpose of the communication is clear to all and the content is appropriate and connects with students’/ stakeholders’ knowledge and experience. There are no errors in speaking or writing.	The purpose of the communication is clear to all and the content is differentiated to meet the needs of the readers. There are no errors in speaking and writing.
Critical Attributes	<ul style="list-style-type: none"> • The school counselor rarely shares information with students and/or the information may or may not be accurate. • The school counselor does not seek 	<ul style="list-style-type: none"> • The school counselor periodically shares information with students. • The school counselor seeks feedback/input from students but does not utilize the input. 	<ul style="list-style-type: none"> • The school counselor consistently communicates appropriate and accurate information with students. • The school counselor regularly seeks feedback/input from students and acts on such input. 	<ul style="list-style-type: none"> • The school counselor collaborates with students in a consistent, accurate, and effective manner. • The school counselor extensively gathers feedback/input from students

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Counselor

	<p>feedback/input from students.</p> <ul style="list-style-type: none"> The school counselor’s written and oral communication contains many errors. 	<ul style="list-style-type: none"> The school counselor’s written and oral communication contains few errors. 	<ul style="list-style-type: none"> The school counselor's written and oral communication are error free. 	<p>to make program improvements.</p> <ul style="list-style-type: none"> The school counselor's written and oral communication are differentiated to meet the needs of students.
Possible Examples	<ul style="list-style-type: none"> Student says, “My school counselor hasn’t responded to my requests for assistance in completing my SAT fee waiver.” The school counselor does not respond to student self-referral. School counselor communicates with students via social media. And others... 	<ul style="list-style-type: none"> The school counselor frequently cancels small group sessions and does not communicate changes to the group members. The school counselor gives unclear instructions during a counseling lesson and causes confusion. And others... 	<ul style="list-style-type: none"> The school counselor gives clear and accurate instructions for their classroom counseling lessons. The school counselor discusses confidentiality with a student before starting an individual session and the possibility that information may need to be shared if the student is unsafe. And others... 	<ul style="list-style-type: none"> During an advisory council meeting, the school counselor solicits feedback from first generation college students about the College Application Week activities and uses it to inform change. The school counselor meets individually with students to discuss options and pathways for their future success and arranges for a job shadowing experience. And others...

2d Delivery of Services to Students or Clients

The specialist is responsive to the identified needs of the students or clients and meets the standards of professional practice. The resources and materials are suitable and match the needs of the students or clients. The delivery of service is coherent.

Indicators:

- The school counselor identifies appropriate curriculum aligned to the ASCA Mindsets and Behaviors for Student Success.
- The school counselor utilizes a variety of resources and counseling theories in the delivery of individual counseling, group counseling, or classroom lessons and activities that address the students’ needs.

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Counselor

- The school counselor models classroom management and instructional skills.
- The school counselor establishes an environment that is accessible and safe for all students.

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	The setting is not safe and/ or some students/ stakeholders do not have appropriate access to services. Considerable time is lost in delivery of services due to the managing of procedures by the specialist. Routines are ineffective resulting in significant loss of time. Standards of conduct are not clearly established and result in loss of time. National standards/models of delivery are not the focus of the specialist.	The setting is safe, and at least essential services are accessible to most students/ stakeholders. Some time is lost in the delivery of services due to the managing of procedures by the specialist. Routines function moderately well with some loss of time. Standards of conduct may be established but are not consistent. National standards/ models of delivery are present and beginning to be implemented.	The setting is safe, and the services are equally accessible to all students/ stakeholders. Effective systems for the delivery of services result in little loss of instructional time. Routines occur smoothly with little loss of time. Standards of conduct are established and generally consistent. National standards/ models of delivery are present and support the success of the program.	The specialist advocates for accessibility of services for all students/ stakeholders. Systems for performing delivery of services are well established and optimize the time for services. Routines are seamless and optimize the time for delivery of services. Standards of conduct are well established and consistent. National standards/models of delivery are well established and reflect the high involvement of the specialist within and outside of the school setting.
Critical Attributes	<ul style="list-style-type: none"> ● The school counselor implements minimal direct services to students that may not be aligned to the ASCA Model and may not meet student needs. ● No expectations of student conduct are evident. ● The school counselor does not consider or is unaware of 	<ul style="list-style-type: none"> ● The school counselor implements some direct services to students that are partially aligned to the ASCA Model and meet student needs. ● Expectations of student conduct have been established but are not consistently applied or 	<ul style="list-style-type: none"> ● The school counselor implements direct services to students that are aligned to the ASCA Model and meet student needs. ● Establishes and monitors expectations of student conduct. ● The school counselor makes a concerted effort to make the 	<ul style="list-style-type: none"> ● The school counselor implements direct services to students that are data informed, fully aligned to the ASCA Model, and are differentiated to meet student needs at all levels. ● The students are involved in the development of appropriate behavioral

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Counselor

	<p>the need to arrange the counseling space.</p>	<p>monitored by the school counselor.</p> <ul style="list-style-type: none"> • The school counselor attempts to arrange the setting or office and makes the space inviting. 	<p>counseling setting inviting and accessible for students.</p>	<p>guidelines that are self- and peer-monitored.</p> <ul style="list-style-type: none"> • The school counselor solicits and implements innovative ideas from multiple sources to make the counseling setting inviting and accessible for students.
<p>Possible Examples</p>	<ul style="list-style-type: none"> • The school counselor conducts an individual counseling session in the cafeteria while students are eating lunch. • The counselor is not aware that students are engaged in side conversations. • And others... 	<ul style="list-style-type: none"> • The school counselor inconsistently shares confidential information with teachers. • The counselor ineffectively addresses student misbehavior during a classroom lesson. • And others... 	<ul style="list-style-type: none"> • The counselor has arranged the space for the group session. • The counselor is actively engaged and appropriately redirects students. • The counselor circulates throughout the classroom and students are engaged and on-task. • And others... 	<ul style="list-style-type: none"> • Students take initiative in organizing the space for the group session. • The counselor works with student leaders to design and implement an anti-bullying assembly. • The school counselor creates an environment in which students actively monitor each other's behavior. • And others...

Component Three: Professional Consultation and Collaboration

The nature of specialists’ assignments requires them to form partnerships with families, staff, and/or external agencies. They are skillful in establishing these relationships and understand that the interactions between these parties impact student learning. They understand that they are valued members of the school learning community and that part of their responsibility is to assist clients in addressing school-wide issues, problems, and concerns. This often includes training others and providing awareness of problems and concerns.

Specialists have a wide range of school-based resources that they share with staff and families. Specialists often identify resources and make them available to those who need them. In addition, they may assist staff members in securing resources to meet the individual needs of students, such as technology or materials in other languages.

There are times when a specialist needs to maintain student/client confidentiality. Such circumstances may be related to families, students, staff, or other LEA employees. Specialists know the appropriate authorities to address issues and make those contacts for the client when appropriate.

3a. Collaborating with Others (Optional)

The specialist develops partnerships with school, LEA staff, and external agencies to provide integrated services that meet student or client needs.

Indicators:

- The school counselor collaborates with school and community stakeholders to meet the needs of all students.
- The school counselor collaborates with school and community stakeholders to meet the needs of the school and/or LEA.
- The school counselor participates in school/LEA/state committees to ensure student needs are addressed appropriately.
- The school counselor participates in school/LEA/state committees to ensure services address school and/or LEA needs.
- The school counselor will maintain and utilize referral sources for current community agencies and service providers to effectively address issues.

	Ineffective	Needs Improvement	Effective	Highly Effective
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Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Counselor

Rubric	The specialist declines or resists collaboration with others in the design of the program to meet the needs of the school.	The specialist collaborates with others in the design of the program but is only partially successful in meeting the needs of the school.	The specialist collaborates with others in the design of the plan and meeting the needs of the school.	The specialist collaborates with others in the design of the plan and seeks input from all levels to assure the needs of the school/LEA are being met.
Critical Attributes	<ul style="list-style-type: none"> ● The school counselor’s interaction with other counselors and colleagues is characterized by negativity or combativeness. ● The school counselor purposely avoids involvement in school/LEA events, committees, and projects. ● The school counselor does not review or update community agencies and service providers. 	<ul style="list-style-type: none"> ● The school counselor engages in interactions with colleagues to fulfill department mandates, but does not initiate collaborative, professional conversations. ● When asked, the school counselor participates in school/LEA events, committees, and projects. ● The school counselor infrequently reviews and updates community agencies and service providers to support student needs. 	<ul style="list-style-type: none"> ● The school counselor has supportive, collaborative, and professional interactions with other counselors and colleagues to meet student needs. ● The school counselor frequently volunteers to participate in school/LEA events, committees, and projects. ● The school counselor regularly reviews and updates community agencies and service providers to support student needs. 	<ul style="list-style-type: none"> ● The school counselor initiates and models collaborative interactions with other counselors and colleagues to meet student needs. ● The school counselor contributes to and leads significant school/LEA and community projects. ● The school counselor participates in state initiatives that advocate for increased community agencies and service providers to support student needs.
Possible Examples	<ul style="list-style-type: none"> ● The school counselor does not share positive behavioral intervention strategies with the teachers of a student on his/her caseload. ● The school counselor does not serve on any committees 	<ul style="list-style-type: none"> ● The school counselor reluctantly shares department goals with the building leadership team. ● The school counselor attended a meeting with the Intervention Support team 	<ul style="list-style-type: none"> ● The school counselor frequently volunteers to share department goals with the building leadership team. ● The school counselor actively participates and collaborates with colleagues on the Intervention Support Team. 	<ul style="list-style-type: none"> ● The school counselor mentors other counselors and colleagues as they work with students to implement new strategies (PBS, ASCA Model). ● The school counselor creates a webinar to share program

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Counselor

	<p>because he says his workday is from 7:15am – 2:45pm.</p> <ul style="list-style-type: none"> • The school counselor is on the professional learning committee agenda to present program information about community resources, but does not attend the meeting. • And others... 	<p>but did not actively participate.</p> <ul style="list-style-type: none"> • The school counselor provides a parent with three options for mental health therapists; not realizing one is no longer in business. • And others... 	<ul style="list-style-type: none"> • The school counselor shares updated contact information for The Center for Child Development with other counselors in the building. • And others... 	<p>information with parents who could not attend a meeting.</p> <ul style="list-style-type: none"> • The school counselor leads a group of counselor mentors that is devoted to supporting novice counselors. • The school counselor meets with a new teacher to brainstorm behavior management strategies that are specific to the students in her class. • And others...
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3b. Serving as a Consultant to the School Community

The specialist shares his or her expertise with the school staff to assist them in their work or to respond to school-wide issues, problems, or concerns.

Indicators:

- The school counselor shares information about services with colleagues in the school/LEA/state.
- The school counselor provides information about services in multiple formats.
- The school counselor seeks opportunities to provide expertise in appropriate venues and formats.
- The school counselor serves as a resource to his or her colleagues.

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	The specialist declines or resists serving as a consultant to the school community.	The specialist serves as a consultant to the school	The specialist serves as a consultant to the school	The specialist serves as a consultant to the school community and seeks ways to

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Counselor

		community, but the services may be inconsistent.	community and shares expertise with others frequently.	share expertise within the school setting and beyond.
Critical Attributes	<ul style="list-style-type: none"> The school counselor does not take initiative to create partnerships with teachers, administrators, community leaders, and other education stakeholders. The school counselor does not seek resources through the school or outside of the LEA to expand his or her knowledge. The school counselor is unable to identify or suggest resources that meet the needs of the students. 	<ul style="list-style-type: none"> The school counselor creates limited partnerships with teachers, administrators, community leaders, and other education stakeholders. The school counselor sometimes seeks resources through the school or outside of the LEA to expand his or her knowledge. The school counselor has limited suggestions of resources to meet the needs of students. 	<ul style="list-style-type: none"> The school counselor collaborates with teachers, administrators, community leaders, and other education stakeholders to promote educational equity, student achievement and success. The school counselor shares knowledge of school, LEA, and community resources with students, families, and staff. The school counselor utilizes various resources to extend their own personal skills and knowledge to assist students. 	<ul style="list-style-type: none"> The school counselor makes extensive use of partnerships with school, LEA, community, and external resources to promote educational equity, student achievement and success. The school counselor proactively and routinely shares knowledge of school, LEA, and community resources with colleagues, students, families, and all relevant stakeholders. The school counselor works collaboratively with colleagues, families, and students to create a list of evidence-based resources that will support the needs of a diverse student population.
Possible Examples	<ul style="list-style-type: none"> The school counselor declines to participate in the DSCA Winter and Spring Conferences. The school counselor does not support a classroom teacher who needs assistance with the implementation of 	<ul style="list-style-type: none"> The school counselor registers for the DSCA Spring Conference every other year. The school counselor provides limited support to a classroom teacher who needs assistance with the implementation of a 	<ul style="list-style-type: none"> The school counselor develops and implements sensitivity training with all school staff during a faculty meeting. The school counselor attends a professional development session regarding mental 	<ul style="list-style-type: none"> The school counselor creates an extensive online resource library and regularly communicates the availability of those resources to school staff. The school counselor shares his or her expertise with

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Counselor

	accommodations for a student. <ul style="list-style-type: none"> ● And others... 	student's behavior support plan. <ul style="list-style-type: none"> ● And others... 	health and shares out during a PLC. <ul style="list-style-type: none"> ● And others... 	other school counselors as a session presenter at the DSCA Spring Conference. <ul style="list-style-type: none"> ● And others...
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3c. Providing Resources and Access

The specialist provides school, LEA, or external-based resources to appropriate staff, students, or clients and gives information about the effective use of the resources.

Indicators:

- The school counselor shares information about external resources and/or services with students, staff, and other stakeholders.
- The school counselor helps students, staff, and other stakeholders access services and/or resources, as appropriate.

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	The specialist fails to locate and provide the resources to support the needs to the students/ stakeholders or must be directed to do so. The specialist is not accessible to students/ stakeholders.	The specialist locates resources to support the program but they may be limited to only giving them to the student/ stakeholder when requested to do so. The specialist is accessible to the students/ stakeholder upon request.	The specialist locates resources to support the program that supports the needs of the school and clients. The specialist is accessible and shares his/her expertise with the staff to support the accurate use of the resources.	The specialist locates resources to support the program and the needs of the school and clients. The specialist is accessible and shares his/her expertise with the staff to support the accurate use of the resources. The specialist seeks and provides resources beyond the school setting to enhance the program.
Critical Attributes	<ul style="list-style-type: none"> ● The school counselor does not seek resources outside the LEA. ● The school counselor is unable to suggest or identify 	<ul style="list-style-type: none"> ● The school counselor sometimes seeks resources outside the LEA. ● The school counselor has limited suggestions for 	<ul style="list-style-type: none"> ● The school counselor knows how to gain access to resources outside the LEA and effectively shares them with 	<ul style="list-style-type: none"> ● The school counselor proactively and routinely seeks resources outside the LEA and makes an extensive

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Counselor

	resources to meet the needs of the student population.	resources to meet the needs of the student population.	students, staff, and other stakeholders. ● The school counselor accesses evidence-based resources to address the needs of a diverse student population.	effort to share with students, staff, and other stakeholders. ● The school counselor works collaboratively with outside agencies to access evidence-based resources to address the needs of a diverse student population.
Possible Examples	<ul style="list-style-type: none"> ● The school counselor cannot help a family access a therapist for their child’s suicidal thoughts. ● The school counselor gives the same college information to all students, regardless of their career plans. ● And others... 	<ul style="list-style-type: none"> ● The school counselor hands a family a list of providers, but cannot share the most appropriate provider to meet the student's needs. ● The school counselor has a unique population (autism, LGBTQIA) but does not seek information and resources to support that population. ● And others... 	<ul style="list-style-type: none"> ● The school counselor meets with a family to provide them with a list of local providers that can appropriately meet the needs of that student. ● The school counselor organizes “Adopt-a-Family” for the holidays. ● And others... 	<ul style="list-style-type: none"> ● The school counselor forms a partnership with an outside therapist who will conduct individual sessions with students during the school day. ● The school counselor organizes a tour of University of Delaware for 5th grade students and their families to promote early college awareness. ● And others...

3d. Maintaining Professional Standards

The specialist adheres to his or her professional standards of practice, including issues surrounding confidentiality.

Indicators:

- The school counselor implements a comprehensive school counseling program in alignment with ASCA National Standards, Ethical Standards, and School Counselor Competencies.
- The school counselor follows local, state, and national standards for student confidentiality.

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Counselor

- The school counselor follows local, state, and national standards for recording and sharing of data.
- The school counselor studies current trends in his or her professional practice and shares those findings with others.
- The school counselor maintains current and valid credentials.

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	The specialist resists application of adopted professional standards and may select inappropriate means of delivering the program and/or does not follow established procedures and guidelines.	The specialist attempts to apply the adopted standards but may do so inconsistently. The specialist does follow the established procedures and guidelines.	The specialist applies the adopted standards consistently in the school setting. The specialist follows all established procedures and guidelines. The specialist shares findings, as appropriate.	The specialist applies the adopted standards consistently in the school setting. The specialist follows all established procedures and guidelines. The specialist draws from a broad repertoire of strategies and shares expertise and findings with others, as appropriate.
Critical Attributes	<ul style="list-style-type: none"> ● The school counselor has no system for recordkeeping. Records provide incorrect or confusing information. ● The school counselor does not know how to record and share data. ● The school counselor resists application of professional standards and/or does not follow established procedures and guidelines. ● The school counselor is not aware of nor do they apply confidentiality rules and/or 	<ul style="list-style-type: none"> ● The school counselor has a process for recording information; however, it is out of date, incomplete, or inaccurate. ● The school counselor has limited knowledge of how to record and share data. ● The school counselor is aware of confidentiality rules and ASCA Ethical Standards for School Counselors but applies them inconsistently. ● The school counselor is aware of current trends but does 	<ul style="list-style-type: none"> ● The school counselor’s process for recordkeeping and reporting is efficient and effective. ● The school counselor has a clear understanding of how to record and share data. ● The school counselor adheres to confidentiality rules and to ASCA Ethical Standards for School Counselors. ● The school counselor uses current trends to inform his/her professional practice. 	<ul style="list-style-type: none"> ● The school counselor maintains efficient and effective recordkeeping and shares data with others, as appropriate. ● The school counselor adheres to and educates others about confidentiality rules and the ASCA Ethical Standards for School Counselors. ● The school counselor uses current trends to inform his/her professional practice and shares expertise and findings with others.

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Counselor

	<p>ASCA Ethical Standards for School Counselors.</p> <ul style="list-style-type: none"> The school counselor is not aware of current trends in professional practice. 	<p>not apply them in his/her professional practice.</p>		
Possible Examples	<ul style="list-style-type: none"> The school counselor engages in a conversation in the hallway about a parent's infidelity. The school counselor is overheard at Acme talking with a parent about another student's grades. The school counselor uses videos with outdated content to teach a classroom lesson. And others... 	<ul style="list-style-type: none"> The school counselor requires parental consent for a grief group but not a divorce group. The school counselor attends a College Board workshop and learns about fee waivers but does not inform students about them during College Application Week. The school counselor inconsistently reviews confidentiality rules with students during individual sessions. And others... 	<ul style="list-style-type: none"> The school counselor reviews data and shares it at a PBS meeting. The school counselor reads an article in The ASCA School Counselor magazine about career counseling and plans a Career Cafe for their elementary students. The school counselor explains to a teacher why he/she cannot reveal what was discussed during a student session. And others... 	<ul style="list-style-type: none"> The school counselor maintains a daily, weekly, monthly, and yearly calendar aligned to the ASCA Model. The school counselor and teacher review grade reports and collaborate to plan a classroom lesson addressing study skills. The school counselor reviews and compiles data from the entire year and presents it at a school board meeting to advocate for additional counselor positions. And others...

3e. Using Assessment Data in Planning and Delivery of Services

The specialist uses data to inform planning and delivery of services and shares data with others, as appropriate, to enhance overall services for the student or client.

Indicators:

- The school counselor shares data with school and community stakeholders, if permitted/appropriate.

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Counselor

- The school counselor provides accurate, constructive, substantive, specific, and timely feedback to students.
- The school counselor analyzes individual and school data to assess student progress.
- The school counselor uses process, perception, and outcome data to drive the creation of core curriculum, small group and closing-the-gap action plans.

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	The specialist fails to seek and use data to inform the planning and delivery of services to the school and/or the data is in disarray.	The specialist seeks and uses data to inform some aspects of planning and delivery of services, but implementation is inconsistent.	The specialist seeks and uses data to inform planning and delivery of services. The specialist shares the data with others as appropriate to enhance the services provided to students and stakeholders.	The specialist seeks and uses data to inform planning and delivery of services. The specialist shares the data with others as appropriate to enhance the services provided to students and stakeholders. The specialist uses the data to inform those at the LEA level of progress.
Critical Attributes	<ul style="list-style-type: none"> ● The school counselor does not use school data to guide his/her comprehensive school counseling program. ● The school counselor does not analyze student data. 	<ul style="list-style-type: none"> ● The school counselor sometimes uses school data to guide his/her comprehensive school counseling program. ● The school counselor inconsistently analyzes student data. 	<ul style="list-style-type: none"> ● The school counselor uses attendance, discipline and academic data to guide his/her comprehensive school counseling program. ● The school counselor analyzes student data to develop an action plan. 	<ul style="list-style-type: none"> ● The school counselor works collaboratively with the Advisory Council to review school data and improve the comprehensive school counseling program. ● The student reviews and analyzes his/her data with the school counselor and implements an action plan.
Possible Examples	<ul style="list-style-type: none"> ● The school counselor does not know how many students are failing. ● The school counselor makes statements such as, "I don't 	<ul style="list-style-type: none"> ● Instead of using teacher referrals, the school counselor forms a girl's group by randomly selecting female students. 	<ul style="list-style-type: none"> ● The school counselor runs attendance data biweekly to determine those students who are in need of interventions. 	<ul style="list-style-type: none"> ● The school counselor partners with students to develop an incentive program to address discipline issues. ● The school counselor leads a conference breakout session

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Counselor

	<p>need to use data” or “I don’t know where to find the data.”</p> <ul style="list-style-type: none"> • And others... 	<ul style="list-style-type: none"> • The school counselor reviews academic grades in the fourth marking period. • And others... 	<ul style="list-style-type: none"> • The school counselor reviews GPA and SAT scores and assists students in exploring possible college and career options. • And others... 	<p>about how to use data to implement a comprehensive school counseling program.</p> <ul style="list-style-type: none"> • And others...
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Component Four: Professional Responsibilities

Not everything that specialists do can be captured through viewing their practice. They engage in many activities that lie outside of their offices, as they improve services and build an understanding of their program. Component Four addresses such activities but is not expected to be an inclusive document of all professional growth activities. It is intended to focus on professional growth activities within the context of school, LEA, and student. For Component Four, specialists and administrators gather artifacts of evidence for each of the criteria to be presented during any conference during the school year. Administrators review the evidence presented and make recommendations and/or request additional evidence.

4a. Communicating with Families and Clients

The specialist communicates with families about the progress of the student or client. Such communication is two-way, ongoing, and interactive. When possible, the specialist involves the students in the conversations. They inform their administrators of the communications when appropriate.

Indicators:

- The school counselor provides frequent information about the ASCA National Model program in a format(s) accessible to all parents/guardians.
- The school counselor provides information about student progress to parents/guardians.
- Information should be communicated in person, via telephone, in writing, or electronically, as appropriate.
- The school counselor provides information using understandable language and terms and in a culturally competent manner.
- Communication between the school counselor and parents/guardians is two-way and ongoing, and involves the student when appropriate.
- The school counselor adheres to the rules regarding confidentiality and the unique legal and ethical principles of working with minor students in a school setting.

	Ineffective	Needs Improvement	Effective	Highly Effective
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Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Counselor

<p>Rubric</p>	<p>The specialist provides little or no information about the program to families or clients. The communication with others may be inappropriate and insensitive. The communication is not provided in a timely manner.</p>	<p>The specialist participates in required activities related to communication but offers little additional information. Responses to families/ clients are minimal. The specialist makes modest and partially successful attempts to engage families and others in the program. Information is provided in a timely manner.</p>	<p>The specialist provides frequent information to families and clients about the program. Communication about progress and other related information is on a regular basis and addresses the concerns of the families/clients. The specialist is successful in engaging others within the school in the program. Information is provided in a timely manner.</p>	<p>The specialist provides frequent information about the program and seeks additional input on how to improve the program. Communication about progress and other related information is frequent and addresses the concerns of the families/clients. The specialist is successful in engaging the program both inside the school setting and beyond. Information is provided in a timely manner and is thorough.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> ● The school counselor does not comply with school/LEA procedures for communication with families. ● The school counselor has no knowledge of what information is confidential, and inappropriately shares information. ● The school counselor provides limited or inaccurate information about the counseling program to parents and other stakeholders. ● The school counselor does not consider culturally competent communication. 	<ul style="list-style-type: none"> ● The school counselor complies with some school/LEA procedures for communicating with families, but efforts are inconsistent. ● The school counselor has limited knowledge of what information is confidential; timing, content, and audience for sharing information is inconsistent. ● The school counselor infrequently provides information about the counseling program to stakeholders; parents are inconsistently informed. 	<ul style="list-style-type: none"> ● The school counselor complies with all school /LEA procedures for communicating with families and successfully engages them at the appropriate time. ● The school counselor is aware of what information is confidential; timing, content, and audience for sharing information is always appropriate. ● The school counselor regularly makes information about the program available and uses more than one means to disseminate 	<ul style="list-style-type: none"> ● The school counselor complies with all school/LEA procedures and initiates additional interactions, encouraging collaboration with all stakeholders. ● The school counselor serves as the LEA consultant for the appropriate dissemination of records and educates all stakeholders about confidentiality policies. ● The school counselor uses innovative methods in finding multiple means to provide information to all stakeholders.

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Counselor

	<ul style="list-style-type: none"> • The school counselor does not communicate the mission and vision of the school counseling program. 	<ul style="list-style-type: none"> • The school counselor inconsistently seeks input from stakeholders regarding the most effective, culturally competent means of communication. • The school counselor infrequently communicates the mission and vision of the of the school counseling program. 	<p>information to parents and stakeholders.</p> <ul style="list-style-type: none"> • The school counselor seeks input from all stakeholders regarding the most effective, culturally competent means of communication. • The school counselor communicates the mission and vision of the school counseling program. 	<ul style="list-style-type: none"> • The school counselor is a leader in facilitating a communication network of LEA and diverse community organizations and seeks input from stakeholders from the most effective, culturally competent means of communication. • The school counselor engages stakeholders, particularly the Advisory Council, in conversations about the mission and vision of the school counseling program, focusing on plans for the future of the program.
<p>Possible Examples</p>	<ul style="list-style-type: none"> • The school counselor posts the incorrect date and time on Schoology about an upcoming college fair. • The school counselor discusses a student’s failing grades in front of other students. • The school counselor says she only sends information to parents via email and if families do not have email at 	<ul style="list-style-type: none"> • The school counselor posts information on Schoology about a college fair the morning of the event. • At the beginning of the school year, the school counselor only informs half the students on his/her caseload about confidentiality in classroom lessons. • A parent says, “I wish I could find out more about the counseling program and 	<ul style="list-style-type: none"> • The school counselor posts frequent updates on Schoology to inform students/ parents of important events/ deadlines such as college fairs and college application deadlines. • At the beginning of the school year, the school counselor informs all students about confidentiality in classroom lessons and reviews the information prior to small group and individual sessions. 	<ul style="list-style-type: none"> • The school counselor surveys students and parents about where they prefer to receive information. After reviewing the results, the counselor posts all updates on Schoology and through Parent Portal. • The school counselor meets with translators to inform them of confidentiality guidelines. • The school counselor sends home translated copies of the

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Counselor

	<p>home they can go to the library.</p> <ul style="list-style-type: none"> • And others... 	<p>registration online, but there is little information posted.”</p> <ul style="list-style-type: none"> • And others... 	<ul style="list-style-type: none"> • A parent found information about participating in the upcoming school clothing drive through the Schoology page, Parent Portal, and weekly-automated call. • And others... 	<p>weekly newsletter to Spanish-speaking families.</p> <ul style="list-style-type: none"> • And others...
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4b. Recording Data in a Student Record System

The specialist collects and reports accurate information about their clients and maintains confidentiality when appropriate.

Indicators:

- Records are organized, accurate, and timely.
- The school counselor records and maintains student data in appropriate data systems.
- The school counselor shares data appropriately with his or her colleagues.
- The school counselor records, shares, and archives data in accordance with local, state, and national guidelines.
- The school counselor uses appropriate data to inform the comprehensive school counseling program.

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	The record keeping system is limited to entries of completion only and in disarray. There is no apparent system for maintaining information related to students/ stakeholders/ program or it is in disarray. The specialist records are in such disarray that it results in error and/or confusion.	The record keeping system is rudimentary and only partially effective. The information related to students/ stakeholders/ program is partially present. The records are accurate but require frequent monitoring by the specialist to avoid errors or confusion.	The record keeping system is complete and effective. The information on progress of students/ stakeholders/ program is complete and used to effectively report progress. The information is effectively used to improve the program or services.	The record keeping system is complete and effective, and the specialist seeks input from others. The information is complete and effectively used to report progress. The input from others is used to improve services.

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Counselor

<p>Critical Attributes</p>	<ul style="list-style-type: none"> ● The school counselor has no system for recordkeeping. ● School counselor records are in disarray and provide incorrect or confusing information. ● The school counselor does not maintain and submit records/ reports in a timely manner when requested. ● The school counselor does not know how to use data to inform a comprehensive school counseling program. 	<ul style="list-style-type: none"> ● The school counselor has a process for recording information; however, it is out of date, incomplete, or inaccurate. ● The school counselor inconsistently maintains and submits records/reports. ● The school counselor has limited knowledge of how to use data to inform a comprehensive school counseling program. 	<ul style="list-style-type: none"> ● The school counselor’s process for recordkeeping is efficient and effective. ● The school counselor consistently maintains and submits records/ reports in a timely manner. ● The school counselor has a clear understanding of how to use data to inform a comprehensive school counseling program. 	<ul style="list-style-type: none"> ● The school counselor collaborates with colleagues regarding best practice for recordkeeping and shares systems and processes. ● The school counselor consistently makes records/ reports available to stakeholders to support self-advocacy and future planning. ● The school counselor engages and educates appropriate stakeholders on how to use data to inform a comprehensive school counseling program.
<p>Possible Examples</p>	<ul style="list-style-type: none"> ● The school counselor says, “I don’t have time to look at student data and don’t know why I should; I am a counselor!” ● The school counselor does not maintain a weekly calendar and misses a 504 meeting. ● A student is not recognized at the senior award ceremony because the counselor failed 	<ul style="list-style-type: none"> ● The school counselor says, “I met with several students, but forgot to record notes on some of the meetings in my daily journal.” ● The school counselor inconsistently reviews attendance data prior to meeting with a student who is truant. ● The school counselor collects data of students failing one or 	<ul style="list-style-type: none"> ● The school counselor maintains a confidential daily journal that contains a record of meetings. ● The school counselor records the dates and times a student uses his fast pass to come to her office in I-Tracker so teachers and administrators have access to the information. 	<ul style="list-style-type: none"> ● The school counselor uses college ready/college potential data from the PSAT to design a professional development workshop for AP teachers addressing inequitable enrollment of underrepresented student populations in these classes. ● The school counselor analyzes data from a confidential student survey

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Counselor

	<p>to keep accurate records of college acceptances and scholarships.</p> <ul style="list-style-type: none"> ● The school counselor destroys all records at the end of each year. ● And others... 	<p>more core subjects after the first marking period, but is unsure of how to use the data to improve academics.</p> <ul style="list-style-type: none"> ● And others... 	<ul style="list-style-type: none"> ● The counselor uses eSchool to view college application entries to track college ready/college potential seniors. ● And others... 	<p>about bullying to support the proposal for a new program addressing the issue.</p> <ul style="list-style-type: none"> ● And others...
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4c. Growing and Developing Professionally

The specialist grows as a professional throughout their career. They understand that their practices are constantly evolving so there is a need to stay current in the field. Their professional growth may include topics related to new practices and/or strategies.

Indicators:

- The school counselor seeks opportunities to enhance his or her knowledge and/or skills.
- The school counselor seeks and participates in opportunities related to education research and best practices to stay current in the field.
- The school counselor selects professional goals directly related to ASCA National Standards, improving student learning, and school improvement.
- The school counselor encourages feedback from colleagues and supervisors.
- The school counselor provides professional development to his or her colleagues, as appropriate.
- The school counselor participates in school, LEA, and/or state committees and/or councils, as appropriate.

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	The specialist does not demonstrate how he/she takes part in professional development and uses the knowledge to improve practice. The specialist does not take an active part in	The specialist demonstrates how he/she has taken part in professional development that is required and makes some connections to how the knowledge was used to improve	The specialist demonstrates how he/she has actively sought professional development related to the program and used it to improve practice. The specialist takes an active role in	The specialist demonstrates how he/she takes an active part in professional development through a leadership role and how he/she helps others to use the knowledge to better practice.

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Counselor

	the professional learning community both within the school setting and beyond.	practice. The specialist takes part in the professional learning community only to the extent to which it is required	the professional learning community within the school setting.	The specialist leads the professional learning community within the school setting and contributes to the professional learning community at the local and state level.
Critical Attributes	<ul style="list-style-type: none"> • The school counselor does not participate in school counseling-related professional development. • The school counselor purposefully resists feedback from school supervisor and school staff. • The school counselor is not a member of professional committees/organizations. 	<ul style="list-style-type: none"> • The school counselor participates in school counseling-related professional development when required or provided by LEA. • The school counselor reluctantly accepts feedback from school leaders. • The school counselor is a member of professional committees/ organizations. 	<ul style="list-style-type: none"> • The school counselor seeks counselor-specific opportunities for continued professional development. • The school counselor is an active member of school/LEA/state professional committees/organizations. • The school counselor uses feedback from school leaders and colleagues to improve his/her comprehensive program. 	<ul style="list-style-type: none"> • The school counselor regularly seeks counselor-specific opportunities for continued professional development including initiating research and leading. • The school counselor holds a leadership role on school/LEA/ state professional committees/ organizations. • The school counselor uses personal reflection, peer feedback, and observations to promote professional development and growth.
Possible Examples	<ul style="list-style-type: none"> • The school counselor misses a professional development workshop and does not inquire about information missed. • The school counselor is not a member of ASCA or DSCA. 	<ul style="list-style-type: none"> • The school counselor attends LEA workshops but does not share or apply the knowledge. • The school counselor joined ASCA and DSCA initially but 	<ul style="list-style-type: none"> • The school counselor attends the optional summer training for the Counselor Mentoring Program. • The school counselor annually renews ASCA and DSCA memberships. 	<ul style="list-style-type: none"> • The school counselor leads a session on suicide prevention with all lead counselors in the state. • The school counselor is on the board of DSCA.

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Counselor

	<ul style="list-style-type: none"> ● A teacher emails the school counselor with feedback on a classroom lesson and the counselor does not respond. ● And others... 	<p>allowed both memberships to lapse.</p> <ul style="list-style-type: none"> ● The school counselor listens to a teacher’s suggestion from a classroom lesson but does not apply it to future lessons. ● And others... 	<ul style="list-style-type: none"> ● The school counselor emails freshman teachers a survey asking for feedback from a classroom lesson on study skills and mindset. ● And others... 	<ul style="list-style-type: none"> ● The school counselor worked with a group of seniors in the teacher academy to develop a new lesson plan on college application procedures based on feedback from previous lessons. ● And others...
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4d. Reflecting on Professional Practice

The specialist is part of the learning community of their school(s) or LEA. They take an active role in their school(s) and participate in activities that will enhance their professional practice and improve student learning. They reflect on their practice and consider how to improve their skills, knowledge, and/or instruction. They assess their performance against standards, set goals to improve their practice, and document their progress.

Indicators:

- The school counselor accurately assesses his or her effectiveness using the components of the framework for specialists.
- The school counselor assesses his or her own performance using the ASCA School Counselor Professional Standards and Competencies.
- The school counselor sets goals to improve professional practice and document progress toward these goals.
- The school counselor uses personal reflection, consultation, and supervision to promote professional growth and development.
- The school counselor conducts and analyzes self-appraisal and assessments related to school counseling skills and programming.

	Ineffective	Needs Improvement	Effective	Highly Effective
Rubric	The specialist does not know whether the program was effective, or the goals were achieved using data. The specialist has no suggestions for how the program could be	The specialist has a generally accurate impression of the program’s effectiveness and the extent to which goals were met using data. He/she can make general suggestions about how	The specialist makes an accurate assessment of the effectiveness of the program and the extent to which goals were met using data. He/she can make a few specific suggestions of what could be	The specialist makes a thorough and accurate assessment of the effectiveness of the program and the extent to which they met goals with data. He/she draws upon an extensive repertoire of skills and offers specific alternate

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Counselor

	improved or how the goals could have been met.	to improve the program or to meet goals for the next cycle.	tried to improve the program and meet the goals for the next cycle.	actions on how to improve the program and meet the goals.
Critical Attributes	<ul style="list-style-type: none"> The school counselor is unaware of the ASCA School Counselor Professional Standards & Competencies and does not conduct any self-appraisals or assessments. The school counselor does not use the results of self-appraisals and assessments to develop professional goals. The school counselor does not conduct school counseling program assessments. 	<ul style="list-style-type: none"> The school counselor inconsistently conducts self-appraisals and assessments using the ASCA School Counselor Professional Standards & Competencies related to school counseling skills and programming. The school counselor inconsistently uses the results of self-appraisals and assessments to develop professional goals. The school counselor inconsistently conducts a school counseling program assessment. 	<ul style="list-style-type: none"> The school counselor uses the ASCA School Counselor Professional Standards & Competencies to consistently conduct self-appraisals and assessments related to school counseling skills and programming. The school counselor uses the results of self-appraisals and assessments to develop professional goals. The school counselor conducts and analyzes the school counseling program's assessment data. 	<ul style="list-style-type: none"> The school counselor uses the ASCA School Counselor Professional Standards & Competencies to consistently conduct and analyze self-appraisals and assessments related to school counseling skills and programming. The school counselor uses the results of self-appraisals and assessments to develop professional goals in collaboration with others. The school counselor, along with stakeholders, uses school counseling program's assessment data to inform the creation of program goals and action plans.
Possible Examples	<ul style="list-style-type: none"> The school counselor does not complete a self-assessment. The school counselor teaches the same classroom lessons each year because the students seem to enjoy the lessons. 	<ul style="list-style-type: none"> The school counselor completes a self-assessment but does not use it to set professional goals. The school counselor conducts the program assessment but does not make any adjustments. 	<ul style="list-style-type: none"> The school counselor uses the results of their self-assessment to set a goal to increase collaboration with outside agencies. The school counselor conducts a program assessment and realizes they did not conduct any small groups, so they adjust the 	<ul style="list-style-type: none"> The school counselor uses the results of their self-assessment to set a goal to increase collaboration with outside agencies and regularly reviews progress towards the goal. The school counselor conducts the program assessment and collaborates

Delaware Framework for Specialists
Critical Attributes and Possible Examples
School Counselor

	<ul style="list-style-type: none"> ● The school counselor does not track his or her use of time. ● And others... 	<ul style="list-style-type: none"> ● The school counselor tracks his or her use of time ● And others... 	<p>number of classroom lessons to accommodate small groups.</p> <ul style="list-style-type: none"> ● The school counselor tracks his or her time regularly and uses it to adjust the program. ● And others... 	<p>with school leaders to modify their program.</p> <ul style="list-style-type: none"> ● The school counselor tracks his or her use of time and shares it with leadership to advocate for change. ● And others...
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