LOUISIANA DEPARTMENT OF EDUCATION

Louisiana Counselor Rubric and Evaluation Handbook

Released September 2025

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Acknowledgements

This handbook would not have been possible without the contributions, insights, and support of many individuals dedicated to advancing the field of school counseling.

First and foremost, Louisiana school counselors whose daily commitment to students' academic, attendance, behavioral, college, career, military readiness, and social, personal needs and success inspired this work. Your voices, practices, and perspectives were instrumental in shaping the content and purpose of this guide.

Special thanks to the school counselors, administrators, and systemwide and state leaders who provided invaluable feedback and shared best practices that ensure school counseling programs are effective. Your role in supporting and assessing the work of counselors is crucial in maintaining a culture of accountability and continuous improvement.

The Louisiana Counselor Evaluation Handbook was developed through a collaborative effort of the Louisiana Department of Education (LDOE), the National Institute for Excellence in Teaching (NIET), and a committee of Louisiana school counselors. It is with particular acknowledgement that the following individuals be recognized for giving their time, talents, wisdom, and experience in serving as the Louisiana Counselor Handbook Collaborative Team:

- Tristen Bergholtz, M. Ed., LPC, Assistant Director of Student Health and Wellness, Louisiana Tech University
- Dr. Vanessa Bowles, School Counselor, Duplessis Primary School, Ascension Parish
- Dr. Bernell L. Elzey, Jr., LPC, NCC, NCSC, Teaching Faculty, Low-Residency Counseling Program at Antioch University and Past President of the Louisiana School Counselor Association
- Sonia Hartley, M. Ed., Student Services Coordinator, Lafayette Parish
- Katie Heck, School Counselor, Math, Science, and Arts Academy- East, Iberville Parish
- Candace Joseph, Ed.S., LPC-S, NCC, NCSC, Education Consultant, Louisiana Department of Education
- Charlene Lilly, Ed. S., LPC, Federal Programs Coordinator, Livingston Parish
- Tara Washington, NCC, NCSC, School Counselor, Woodlawn Middle School, East Baton Rouge Parish

To the educators, researchers, and policy advocates whose work laid the foundation for many of the practices discussed within these pages, thank you for your continued advocacy for student-centered counseling practices.

It is with great hope that this handbook will serve as a practical and reflective tool for counselors and those who guide and evaluate their work.

Introduction

School counselors are guided by the **Louisiana Department of Education (LDOE)'s Louisiana Counselor Rubric** (LCR) and professional counseling frameworks. The LDOEhas specific expectations for what school counselors should do to support students' academic, social, personal, and career development needs. Here are some key responsibilities that align with the state's vision for school counselors:

1. **Promote Academic Success**
   - **Support Academic Achievement**: Counselors work with students to remove barriers to learning, provide academic guidance, and monitor student progress to ensure that all students succeed academically. They help students identify their strengths and challenges and develop effective study habits.
   - **Create Individualized Plans**: Counselors often help students create personalized academic plans to set realistic goals and work toward graduation. This includes helping students choose appropriate courses, participate in extracurricular activities, and identify their post-graduation paths.
2. **Career, Military, and College Readiness**
   - **Provide Career or Military Guidance**: Counselors help students explore various career or military options, develop skills needed for future employment or military service, and connect students with career or military exploration opportunities.
   - **Prepare for Post-Secondary Education**: Counselors assist high school students in navigating the college application process, applying for financial aid, and preparing for entrance exams. They also support students in considering vocational training, apprenticeships, and other career paths.
3. **Social and Personal Development**
   - **Support Mental Health and Well-Being**: Counselors play a crucial role in promoting students' mental health. They help students cope with personal challenges such as stress, anxiety, depression, and family issues. Counselors may offer one-on-one sessions or group counseling.
   - **Address Social Skills**: Counselors support students in developing strong interpersonal skills, including communication, empathy, and conflict resolution. They help address behavioral issues, peer relationships, and bullying.
4. **Create a Safe School Environment**
   - **Ensure a Safe School Climate**: Counselors work to promote a safe and positive learning environment. They help create anti-bullying initiatives, foster a sense of belonging, and ensure students feel respected and valued.
   - **Crisis Intervention**: Counselors are trained to handle crises, such as traumatic events, grief, or student violence, providing immediate support and referring students to appropriate services if necessary.
5. **Collaboration with Parents, Teachers, and Administrators**
   - **Consult with Parents and Teachers**: Counselors collaborate with teachers, school administrators, and parents to ensure a comprehensive support system for students. They provide advice on academic, social/personal, and behavioral concerns and work together to develop solutions for students who may be struggling. They also connect families with outside agencies and resources as needed.
   - **Parent Education and Support**: Counselors also provide parents with resources and guidance on how to best support their children's academic and personal development at home.
6. **Implement Preventative Programs**

- **Proactive Guidance**: Counselors are also involved in creating and leading preventative programs that promote healthy behaviors and life skills, such as conflict resolution, social/personal regulation, and decision-making.
- **Character Education**: Counselors often implement programs focused on character education, helping students develop positive attitudes, respect for others, and a sense of responsibility.

7. Advocate for Students

- **Ensure Access**: Counselors work to ensure that all students have access to the resources and support they need to succeed.
- **Support At-Risk Populations**: Counselors also focus on helping at-risk students, such as those with disabilities, those from low-income families, or those facing family instability, by providing tailored support and resources.

8. Professional Learning

- **Ongoing Learning**: Counselors are expected to stay current with best practices, training, and certifications in school counseling. This ensures they are up to date on effective counseling techniques and able to meet the evolving needs of their students.
  Structured Approach: Counselors are encouraged to use data driven practices and work as part of the overall school team to improve student development and outcomes.

Overall, the LDOE believes that school counselors should be proactive, student-centered professionals who work to remove barriers, promote success, and support students' overall well-being.

These beliefs provide a lens through which the LDOE views the LDOE views its efforts to support school counselors. These beliefs are the foundation upon which trainings, services, and supports are built. The Louisiana Counselor Rubric reflects these beliefs.

To measure counseling skills, the LDOE has defined a set of professional indicators that are recommended for school counselors. A comprehensive rubric has been developed to measure performance in each of those indicators. It is essential that counselors develop an in-depth understanding of counseling expectations, as well as how a counselor's performance will be measured using this rubric.

The Louisiana Counselor Rubric is divided into five domains, as shown in the overview on page seven. Within each domain, performance indicators are listed with bulleted descriptors and three specific performance levels for measuring actual counselor performance. Performance definitions are provided at levels 5, 3, and 1, but evaluators can also score performance at levels 2 or 4 based on their professional judgment and preponderance of evidence. Counselors earn a score of 1, 2, 3, 4, or 5 for each indicator.

Throughout this document, the "exemplary" column is used as a platform to discuss each indicator. Use of the exemplary descriptor is done to ensure that every aspect of each descriptor is considered. It should be noted that a counselor exhibiting consistent traits associated with the "proficient" column is considered a "rock solid" counselor who has modeled effective counseling practices.

Each person, both counselor and counselor evaluator, must develop his/her skills to frame and reference each indicator with practical application. Understanding and expertise will be increased through exposure and engagement in practice and real-life application. This practice will define

the observer's and the counselor's understanding, and the skills of each will be advanced. Most importantly, the holistic nature of the rubric will become increasingly evident. The rubric is not a "checklist" of behaviors, but rather a highly interconnected set of indicators that define counseling actions that build instructional coherence, a vision of excellence, high expectations, accessible opportunities, and capacity-building of others in an environment characterized by integrity and trust.

Therefore, this handbook serves as a guide for school counselors, supervisors of counselors, and other evaluators of counselors in implementing the Louisiana Counselor Rubric. Counselors are encouraged to use this handbook as a resource for understanding and implementing best practices in counseling. This handbook explains each domain, indicator, and descriptor, as well as opportunities for capturing evidence for each indicator and possible coaching/reflection questions. Understanding the indicators in isolation, however, does not guarantee that counselors will accurately and consistently implement them. Counselors also need to see what each indicator looks like in the context of their counseling practice to understand how they are accurately applied.

This handbook also emphasizes the responsibility of the counselor to reflect on his/her professional practice. The use of the rubric as a tool for continuous growth and as a coaching instrument is strongly recommended.

Louisiana Counselor Rubric

Released May 2024

The Louisiana Counselor Rubric was designed through a partnership with the LDOE and the National Institute for Excellence in Teaching (NIET) to directly support improvements in school counselor practices. By clearly defining excellence in school counseling, this rubric supports counselors in establishing programs that address academic achievement, college and career readiness, and personal and social development. This research-based rubric provides counselors with a common understanding and language for supporting student growth and success represented in five key domains, as shown in the overview below.

Within each domain, performance indicators are listed with bulleted descriptors and a rubric specifying three performance levels for measuring actual counselor performance. Performance definitions are provided at levels 5, 3, and 1, but raters can also score at levels 2 or 4 based on the consistency of the evaluatee's actions related to the descriptors and specific evidence to merit the rating. Counselors earn a score of 1, 2, 3, 4, or 5 for each indicator. The domains and their research-based performance indicators serve as a tool for counselor coaching, support, and evaluation.

Louisiana Counselor Rubric Domains and Indicators

COUNSELING PROGRAM VISION, STRATEGIC GOAL SETTING, AND ACTION PLANNING	STUDENT SERVICES	LEADERSHIP, ADVOCACY, AND REFLECTION
1. Development and Communication of Vision 2. Goal Setting, Action Planning, and Monitoring 3. Expectations	1. Student Support and Data Collection 2. Meeting Students' Needs 3. Organization and Management of Time and Student Records	1. Leadership and Advocacy 2. Reflective Practices
PROFESSIONALISM AND INTEGRITY	**SCHOOL AND COMMUNITY ENGAGEMENT**	
1. Professional Behavior 2. Integrity 3. Confidentiality	1. Collaboration with School Personnel 2. Collaboration with All Stakeholders	

Counseling Program Vision, Strategic Goal Setting, and Action Planning			
	Significantly Above Expectations (5) Exemplary	**At Expectations (3) Proficient**	**Significantly Below Expectations (1) Unsatisfactory**
Development and Communication of Vision	The counselor **consistently** and **effectively**: • Invests in and seeks input from all stakeholders in the development of the vision for the counseling program, recognizing the importance of ownership in achieving the vision. • Develops and communicates to all stakeholders a clear and compelling vision for the counseling program that is aligned with the school's overall vision and goals for school improvement. • Communicates the vision to all stakeholders through various mediums, ensuring all stakeholders understand their role and how stakeholders can support achievement of the vision.	The counselor **usually**: • Seeks input from school leaders and teachers in the development of the vision for the counseling program. • Develops and communicates to school leaders and teachers a vision for the counseling program that is aligned to the school's vision and goals for school improvement. • Communicates the vision to all stakeholders, ensuring all stakeholders understand their role in achieving the vision and how stakeholders can support achievement of the vision.	The counselor **inconsistently** and/or **ineffectively**: • Seeks input from school leaders and teachers in the development of the vision for the counseling program. • Develops and communicates to school leaders and teachers a vision for the counseling program that is aligned to the school's vision and goals. • Communicates the vision to school leaders and teachers, ensuring they understand their role in achieving the vision.
Goal Setting, Action Planning, and Monitoring	The counselor **consistently** and **effectively**: • Demonstrates the ability to collect, synthesize, and use both qualitative and quantitative student data from a variety of sources (e.g., surveys, academic records, attendance reports, discipline records, resource allocation information) to identify trends that impact students' academic achievement, self-development, and growth to inform goal setting and action plans. • Develops counseling goals and action plans that are ambitious and aspirational, aligned with the identified gaps in one or more of the following: student achievement, attendance, discipline, college and career planning, crisis prevention, and/or social development, ensuring goals prioritize closing achievement gaps. • Monitors student progress toward counseling goals and adjusts support	The counselor **usually**: • Collects and analyzes student data from various sources (e.g., academic records, attendance reports, discipline records) to identify trends to inform goal setting and action plans. • Develops counseling goals and action plans that are aligned with identified gaps in one or more of the following: student achievement, attendance, discipline, college and career planning, crisis intervention, and/or social development. • Monitors progress toward counseling goals and adjusts support strategies in action plans as needed, demonstrating flexibility in response to changing student needs.	The counselor **inconsistently** and/or **ineffectively**: • Collects and analyzes student data from limited sources (e.g., attendance reports, discipline records). • Develops counseling goals and action plans that are aligned with identified gaps in one or more of the following: student achievement, attendance, discipline, college and career planning, crisis intervention, and/or social development. • Monitors progress toward counseling goals and adjusts support strategies in action plans as needed.

	strategies in action plans as needed, demonstrating agility in response to changing student needs.		
Expectations	The counselor **consistently** and **effectively**: ● Provides strategic, focused support for students experiencing academic and/or behavioral challenges. ● Assists students in setting academic and/or behavioral goals to establish educational plans. ● Conducts individual and group counseling sessions with students to address identified concerns and challenges. ● Responds to immediate and urgent concerns, such as emotional crises or traumatic events. ● Uses an assessment tool to determine students' academic and/or social/behavioral needs to identify support for students.	The counselor **usually**: ● Provides support for students experiencing academic and/or behavioral challenges. ● Assists students in setting academic and/or behavioral goals to establish educational plans. ● Conducts individual and group counseling sessions with students to address identified concerns and challenges. ● Responds to immediate and urgent concerns, such as emotional crises or traumatic events. ● Uses an assessment tool to determine students' academic and/or social/behavioral needs to identify support for students.	The counselor **inconsistently** and/or **ineffectively**: ● Provides support for students experiencing academic and/or behavioral challenges. ● Assists students in setting academic and/or behavioral goals to establish educational plans. ● Conducts individual and group counseling sessions with students to address identified concerns and challenges. ● Responds to immediate and urgent concerns, such as emotional crises or traumatic events. ● Uses an assessment tool to determine students' academic and/or social/behavioral needs to identify support for students.

Student Services			
	Significantly Above Expectations (5) Exemplary	**At Expectations (3) Proficient**	**Significantly Below Expectations (1) Unsatisfactory**
Student Support and Data Collection	The counselor **consistently** and **effectively**: ● Demonstrates exceptional knowledge and understanding of school counseling theories, techniques, evidence-based practices, and resources that address student challenges and established goals. ● Identifies and facilitates lessons and/or sessions that are relevant, engaging, and developmentally appropriate for students to ensure impact on students' overall development and growth. ● Collects, analyzes, and uses student data	The counselor **usually**: ● Demonstrates knowledge and understanding of counseling theories, techniques, evidence-based practices, and resources that address student challenges and established goals. ● Identifies and facilitates lessons and/or sessions that are relevant, engaging, and developmentally appropriate for students to ensure impact on students' overall development and growth. ● Collects and uses available student data	The counselor **inconsistently** and/or **ineffectively**: ● Demonstrates knowledge and understanding of counseling theories, techniques, evidence-based practices, and resources that address student challenges and established goals. ● Facilitates lessons and/or sessions that impact students' overall development and growth. ● Uses available student data to determine trends and patterns to document impact

	from multiple sources to determine trends and patterns to document impact and inform next steps. ● Promotes collaboration through frequent engagement with school leaders, teachers, and other support staff to ensure the implementation of identified next steps in daily practices.	to determine trends and patterns to document impact and inform next steps. ● Engages with school leaders, teachers, and other support staff to support the implementation of identified next steps in daily practices.	and inform next steps. ● Engages with school leaders, teachers, and other support staff to support the implementation of identified next steps in daily practices.
Meeting Student Needs	The counselor **consistently** and **effectively**: ● Uses multiple data sources to facilitate systematic change across multiple student need areas (e.g., discipline, attendance, course enrollment patterns, achievement, opportunity, academic, mental health and well-being, career support). ● Conducts thorough needs assessments to design targeted action plans for support, instruction, and intervention. ● Implements student support plans that include tailored interventions that are aligned to identified needs (e.g., discipline, attendance, course enrollment patterns, achievement, opportunity, academic, mental health and well-being, career support) to enhance students' overall self-development, academic achievement, and resilience. ● Creates lesson plans/counseling sessions that are aligned to students' well-being, and/or academic needs, providing opportunities for differentiation that accommodate various learning styles.	The counselor **usually**: ● Uses data sources to demonstrate a need for change schoolwide (e.g., discipline, attendance, achievement). ● Conducts needs assessments to design action plans for support, instruction, and intervention. ● Implements student support plans that include tailored interventions that are aligned to identified needs (e.g., discipline, attendance, course enrollment patterns, achievement, opportunity, academic, mental health and well-being, career support) to enhance students' overall self-development, academic achievement, and resilience. ● Creates lesson plans/counseling sessions that are aligned to students' well-being, and/or academic needs, providing opportunities for differentiation that accommodate various learning styles.	The counselor **inconsistently** and/or **ineffectively**: ● Uses data to demonstrate a need for change. ● Conducts needs assessments to identify support, instruction, and interventions. ● Implements support plans that address student needs. ● Creates lesson plans/counseling sessions that are aligned to students' well-being, and/or academic needs, providing opportunities for differentiation that accommodate various learning styles.
Organization and Management of Time and Student Records	The counselor **consistently** and **effectively**: ● Prioritizes and manages the allocation of time to optimize opportunities to address the needs of all students (e.g., use of calendars, meetings, lessons, deadlines). ● Organizes accurate records of all counseling activities. ● Maintains student documentation that is thorough, error-free, and easily accessible,	The counselor **usually**: ● Prioritizes and manages the allocation of time to optimize opportunities to address the needs of all students (e.g., use of calendars, meetings, lessons, deadlines). ● Organizes accurate records of most counseling activities. ● Maintains student documentation	The counselor **inconsistently** and/or **ineffectively**: ● Prioritizes and allocates time effectively to address student needs. ● Organizes records of a few counseling activities. ● Maintains student documentation, including limited

	including records of behavior, academic performance, and relevant communication with parents.	that is complete and mostly error-free, including records of behavior, academic performance, and relevant communication with parents.	examples of behavior, academic performance, and relevant communication with parents.

Leadership, Advocacy, and Reflection			
	Significantly Above Expectations (5) Exemplary	**At Expectations (3) Proficient**	**Significantly Below Expectations (1) Unsatisfactory**
Leadership and Advocacy	The counselor **consistently** and **effectively**: ● Acts as a system advocate for student access for all to instructional programs and activities. ● Demonstrates and promotes leadership skills in advocating and fostering positive change within the comprehensive school counseling program through effective communication, responsiveness, empathy, decision-making, and adept problem-solving. ● Develops, implements, and supports effective crisis management skills outlined in the school sytem and school crisis plan during a challenging situation to ensure effective safety measures are taken. ● Facilitates effective communication channels, coordinates resources, and leverages expertise, contributing to a cohesive and supportive response during a crisis. ● Participates in the school improvement process with the instructional leadership team to ensure the inclusion of the school counseling perspective into the development of school goals.	The counselor **usually**: ● Advocates for student access to instructional programs and activities. ● Demonstrates leadership skills in advocating and fostering positive change within the comprehensive school counseling program through effective communication, responsiveness, empathy, decision-making, and adept problem-solving. ● Implements crisis management skills during a crisis to take prompt and appropriate safety measures. ● Engages actively with colleagues, students, parents, and relevant community members to ensure a comprehensive approach to crisis management during a crisis. ● Participates in the school improvement process with the instructional leadership team to provide the school counseling perspective into the development of school goals.	The counselor **inconsistently** and/or **ineffectively**: ● Advocates for variety in instructional programs and activities. ● Demonstrates leadership skills in advocating and fostering positive change within the comprehensive school counseling program through effective communication, responsiveness, empathy, decision-making, and adept problem-solving. ● Implements crisis management skills during a crisis. ● Engages with colleagues, students, parents, and relevant community members to ensure a comprehensive approach to crisis management during a crisis. ● Informs the school improvement process and the instructional leadership team of the school counseling perspective.
Reflective Practices	The counselor **consistently** and **effectively**: ● Demonstrates a profound understanding of personal values and beliefs. ● Engages in insightful and critical	The counselor **usually**: ● Demonstrates an understanding of personal values and beliefs. ● Engages in self-reflection and analysis of	The counselor **inconsistently** and/or **ineffectively**: ● Demonstrates awareness of personal values and beliefs.

	self-reflection and analysis of counseling sessions/lessons, identifying key moments of growth, challenges, and areas for improvement. • Demonstrates a proactive approach to ongoing professional learning by developing a yearly professional learning plan that includes personal self-reflections, consultation, and supervision to promote professional growth and development.	counseling sessions/lessons, identifying challenges and areas for improvement. • Engages in ongoing professional learning (e.g., crisis management, assessment and data analysis, research-based interventions) that is aligned to the vision and goals for the counseling program.	• Engages in self-reflection on counseling sessions/lessons, identifying next steps for future sessions. • Engages in professional learning that is related to school counseling.

Professionalism and Integrity			
	Significantly Above Expectations (5) Exemplary	**At Expectations (3) Proficient**	**Significantly Below Expectations (1) Unsatisfactory**
Professional Behavior	The counselor **consistently** and **effectively**: • Demonstrates an understanding of relevant professional codes through the application of the key principles and guidelines that govern professional behaviors. • Demonstrates and promotes strong decision-making skills by engaging in critical thinking and/or consulting with relevant resources when faced with complex dilemmas.	The counselor **usually**: • Demonstrates an understanding of relevant professional codes through the application of the key principles and guidelines that govern professional behaviors. • Demonstrates strong decision-making skills by engaging in critical thinking and/or seeking appropriate guidance during challenging situations and complex dilemmas.	The counselor **inconsistently** and/or **ineffectively**: • Demonstrates understanding of relevant professional codes. • Demonstrates decision-making skills when seeking appropriate guidance during challenging situations and complex dilemmas.
Integrity	The counselor **consistently** and **effectively**: • Serves as a role model of professional integrity, honesty, and accountability within the school community and counseling profession. • Demonstrates and promotes accountability among teachers and staff for each student's well-being and success. • Initiates collaboration with other school counselors, education professionals, counseling experts, and legal professionals as a proactive measure to gain multiple perspectives.	The counselor **usually**: • Upholds and demonstrates professional integrity, honesty, and accountability within the school community. • Demonstrates accountability among teachers and staff for all students' well-being and success. • Engages in collaboration with other professionals to gather different perspectives.	The counselor **inconsistently** and/or **ineffectively**: • Demonstrates professional integrity, honesty, and accountability within the school community.. • Demonstrates accountability among teachers and staff for students' well-being and success. • Engages in collaboration with other professionals.

Confidentiality	The counselor **consistently** and **effectively**: ● Models and applies legal obligations to families, teachers, school leaders, and other school staff. ● Demonstrates an exceptional commitment to maintaining client confidentiality by taking proactive measures to safeguard client information and following guidelines related to privacy.	The counselor **usually**: ● Applies legal obligations to families, teachers, school leaders, and other school staff. ● Maintains and upholds client confidentiality and follows guidelines related to client privacy.	The counselor **inconsistently** and/or **ineffectively**: ● Applies legal obligations to families, teachers, school leaders, and other school staff. ● Maintains client confidentiality, with occasional minor lapses that are promptly addressed, and takes appropriate steps to protect client privacy.

School and Community Engagement			
	Significantly Above Expectations (5) Exemplary	**At Expectations (3) Proficient**	**Significantly Below Expectations (1) Unsatisfactory**
Collaboration with School Personnel	The counselor **consistently** and **effectively**: ● Maintains ongoing collaboration with the school leadership team, teachers, and other agencies as appropriate to address student needs (e.g., academic, well-being, and/or physical). ● Establishes protocols to consult with other school personnel and community resources, as appropriate, before making a referral to ensure a comprehensive understanding of the student's situation. ● Communicates and maintains high expectations for all students.	The counselor **usually**: ● Collaborates with the school leadership team, teachers, and other agencies as appropriate to address student needs (e.g., academic, well-being, and/or physical). ● Consults with fellow school personnel and community resources, as appropriate, before making a referral to ensure a comprehensive understanding of the student's situation. ● Communicates high expectations for all students.	The counselor **inconsistently** and/or **ineffectively**: ● Collaborates with the school leadership team to address student needs (e.g., academic, well-being, and/or physical). ● Makes appropriate referrals to school and community resources. ● Communicates high expectations for most students.
Collaboration with All Stakeholders	The counselor **consistently** and **effectively**: ● Initiates, leads, and influences collaboration with families, teachers, leaders, other school staff, and education stakeholders that positively impact the professional environment and student success. ● Explains and provides adequate evidence of progress toward school and student goals to all stakeholders. ● Establishes strong partnerships with	The counselor **usually**: ● Collaborates with families, teachers, school leaders, other school staff, and education stakeholders to impact the success of students. ● Discusses and provides documentation of progress toward school and student goals with school leaders, teachers, and students. ● Establishes partnerships with relevant agencies.	The counselor **inconsistently** and/or **ineffectively**: ● Collaborates with teachers and school leaders to impact the success of students. ● Discusses progress toward school goals with school leaders and teachers. ● Establishes partnerships with relevant agencies. ● Attends and participates in teacher collaboration.

	relevant agencies. • Attends and meaningfully contributes school counseling expertise (e.g., crisis management strategies, mentorship, interventions) during teacher collaboration.	• Attends and provides school counseling information (e.g., attendance records, discipline records, achievement data) during teacher collaboration.	

SCHOOL COUNSELING VISION, STRATEGIC GOAL SETTING, AND ACTION PLANNING DOMAIN

Development and Communication of Vision

In education, the **Development and Communication of Vision** is critical to a school counselor's role because it ensures that their work is strategic, aligned with student needs, and effectively supports the school community. It is a specific, prospective explanation that communicates the school counselor's commitment to serving the school as a whole (administration, staff, teachers, students, parents, other stakeholders). The vision for the counseling program is aligned with the school's goal while narrowing the focus to aspects of the school's goal that the counseling program supports. The vision creates a clear picture of success for all students while describing the future where student outcomes are successfully achieved. Development of a data-informed program ensures counseling services are tailored to students' needs based on school and individual data. Here's why it matters:

1. **Guides Comprehensive Counseling Programs**
    - A **clear vision** provides direction for the counseling program, ensuring it aligns with school and system goals and student success.
    - It helps counselors design interventions that support academic achievement, social and personal growth, and life readiness.
2. **Aligns Stakeholders Around a Common Goal**
    - Communicating a shared vision fosters collaboration among administrators, teachers, parents, and students.
    - When all stakeholders understand the counseling program's purpose, they are more likely to support and utilize its resources.
3. **Enhances Advocacy and Leadership**
    - A strong vision empowers counselors to **advocate for student needs** and influence school policies.
    - Counselors can use their vision to push for systemic changes that benefit students, such as mental health initiatives or college/career/military readiness programs.
4. **Improves Accountability and Effectiveness**
    - A well-defined vision sets measurable goals, allowing counselors to assess their impact and make data-driven decisions.
    - It ensures the program remains proactive rather than reactive, addressing long-term student development instead of only responding to crises.
5. **Promotes Student-Centered Support**
    - When counselors clearly communicate their vision, students are more likely to engage with counseling services.
    - A strong vision reinforces that counseling is about **growth, empowerment, and success**, not just consultation or crisis intervention.

The vision is usually communicated in both electronic and written form.

Exemplary Descriptors for Development and Communication of Vision

The school counselor consistently and effectively:

1. Invests in and seeks input from all stakeholders in the development of the vision for the counseling program, recognizing the importance of ownership in achieving the vision.
2. Develops and communicates to all stakeholders a clear and compelling vision for the counseling program that is aligned with the school's overall vision and goals for school improvement.
3. Communicates the vision to all stakeholders through various mediums, ensuring all stakeholders understand their role and how stakeholders can support the achievement of the vision.

Descriptor 1

Invests in and seeks input from all stakeholders in the development of the vision for the counseling program, recognizing the importance of ownership in achieving the vision.

To develop and promote a strong counseling vision and program for a school, a school counselor must consider and include input from all stakeholders. Involving students, families, staff, administration, and community partners in defining the vision of the counseling program enhances ownership and shared responsibility for all stakeholders in achieving the counseling program's goals. By including all stakeholders in this process, the counselor shows that they value collaborative decision-making and feedback to inform the program's purpose and priorities. When developing the counseling vision and program, the school counselor should consider the most productive ways to communicate with and seek input from clearly identified stakeholders. Additionally, when it relates to stakeholder ownership, the school counselor must consider how to ensure that stakeholders also understand their role in shaping and supporting the vision and program.

Descriptor 2

Develops and communicates to all stakeholders a clear and compelling vision for the counseling program that is aligned with the school's overall vision and goals for school improvement.

The school counselor must create a strategic vision for the counseling program that supports student achievement, attendance, behavior, college/career/military readiness, and social and personal development. The vision is aligned with and supports the school's broader mission and school improvement goals, ensuring counseling efforts contribute to overall student growth and success. Then, the school counselor must clearly articulate this vision to all stakeholders, including students, parents, teachers, administrators, and community partners, so they understand the purpose and priorities of the program. The vision serves as a guiding framework for counseling initiatives, interventions, and services. The counselor must actively engage stakeholders to ensure a shared understanding and investment in the program's goals.

Descriptor 3

Communicates the vision to all stakeholders through various mediums, ensuring all stakeholders understand their role and how stakeholders can support the achievement of the vision.

The school counselor must actively share the vision of the counseling program with all stakeholders, ensuring clarity and accessibility. Communication should be intentional and strategic, using multiple methods to reach different audiences, such as students, parents, teachers, administrators, and community partners. The counselor should help stakeholders understand their role in supporting the vision, making it clear how they can contribute to the success of the program. The counselor integrates the vision into all counseling activities, making sure that individual counseling sessions, classroom presentations, group activities, and parent meetings reflect the overarching goals. As a result, the vision is embedded in the school practices.

Possible Sources of Evidence for Development and Communication of Vision

Example 1: Needs Assessment

The school counselor conducts a digital needs assessment for all stakeholders, including students, parents, faculty and staff, and community members, to gather data on the needs of the school and community. This data assists counselors in prioritizing services and supports based on real needs rather than assumptions. The needs assessment is developed with the following questions in mind:

- What academic, social, personal, or career development needs do students have?
- How effective are current counseling services?
- What do students, teachers, and parents perceive as the most pressing student issues?

Aggregating data from the needs assessment along with School Improvement Plan (SIP) data and student outcome data (e.g., attendance, achievement, behavior) guides the creation of the school counseling vision. Some possible sources of artifacts and evidence include the needs assessment data, drafts of the vision statement, notes from the aggregation of data/data summary, Google forms, social media, school app, and student email.

Elementary version of a needs assessment: Student voice activities are provided, including classroom discussions or drawings about what a “happy and safe school” looks like. Communicate the school counseling program vision to elementary students, a small piece at a time in age-appropriate language (e.g., security, personal development, productive citizens). Some possible sources of artifacts and evidence include student drawings, student reflections from class discussion, scripts, or videos of morning announcements about vision.

Example 2: Coffee with the Counselor

The school counselor offers meetings with parents and community stakeholders at times convenient for attendees. Coffee and donuts are provided. During the informal meeting, the school counselor provides a draft of the school counseling program vision and offers time for attendees to give feedback to refine the draft, as well as brainstorm ways that stakeholders can support the vision. This type of meeting can also be utilized at any time of the school year to communicate data that exhibits the progress of the school counseling program.

Example 3: Counselor Videos

To communicate the school counseling program vision to all stakeholders, the counselor, with the help of media students, creates an age-appropriate, high-quality video in which she introduces herself, explains her role as a school counselor, and presents the school counseling program vision. This video can be posted on the school's social media accounts, as well as shown in classrooms, at parent meetings, and/or student assemblies.

Elementary: In addition to the introductory video, elementary counselors may want to make a poster version with pictures to place in lower elementary classrooms. Communicate the school counseling program vision to lower elementary students, a small piece at a time, in age-appropriate language during morning announcements, classroom lessons, or assemblies.

Suggested Reflection/Coaching Questions on Development and Communication of Vision

- What are the key components of a successful school counseling program for your students? What data led you to those components?
- How does this vision align with the school's goals, and how will it support student achievement, attendance, and behavioral goals?
- Who was involved in the development of the vision, and how did their involvement shape the vision?
- What communication strategies have been most effective in engaging stakeholders?
- What evidence shows that the vision is guiding counseling services and interventions?

Goal Setting, Action Planning, and Monitoring

In education, mission and vision both relate to a system's or school's purpose and are usually communicated in electronic and written form. When it comes to the school counseling program, goal setting is critical. The counselor must identify specific, measurable goals aimed at addressing gaps in areas such as student achievement, attendance, discipline, college and career planning, crisis intervention, and social development. All of these areas serve to support the needs of students in the school. Counseling goals should also align with school improvement priorities and the overall vision of the counseling program. Then, the school counselor should engage in action planning with defined steps, timelines, and responsibilities to achieve the goals that are defined, ensuring alignment with the school's vision and student needs. Lastly, the counselor should have a method of regularly monitoring and tracking the progress of students, the effectiveness of implemented strategies, and collecting and analyzing data to adjust the plan as necessary to ensure success and respond to evolving student needs.

Exemplary Descriptors for Goal Setting, Action Planning, and Monitoring

The school counselor consistently and effectively:

1. Demonstrates the ability to collect, synthesize, and use both qualitative and quantitative student data from a variety of sources (e.g., surveys, academic records, attendance reports, discipline records, resource allocation information) to identify trends that impact students' academic achievement, self-development, and growth to inform goal setting and action plans.

2. Develops counseling goals and action plans that are ambitious and aspirational, aligned with the identified gaps in one or more of the following: student achievement, attendance, discipline, college and career planning, crisis prevention, and/or social development, ensuring goals prioritize closing achievement gaps.
3. Monitors student progress toward counseling goals and adjusts support strategies in action plans as needed, demonstrating agility in response to changing student needs.

Descriptor 1

Demonstrates the ability to collect, synthesize, and use both qualitative and quantitative student data from a variety of sources (e.g., surveys, academic records, attendance reports, discipline records, resource allocation information) to identify trends that impact students' academic achievement, self-development, and growth to inform goal setting and action plans.

The counselor must gather data from multiple sources (both quantitative-based and qualitative-experience-based) to fully understand student needs. Quantitative data includes measurable information such as grades, attendance, discipline records, and survey statistics. Qualitative or experience data includes observations, student/teacher/parent feedback, and case studies. The counselor must analyze this data to identify patterns and trends affecting student success. The insights from this analysis should guide decision-making, help set goals, create action plans, and implement interventions tailored to student needs.

Descriptor 2

Develops counseling goals and action plans that are ambitious and aspirational, aligned with the identified gaps in one or more of the following: student achievement, attendance, discipline, college and career planning, crisis prevention, and/or social development, ensuring goals prioritize closing achievement gaps.

Action plans must reflect ambitious and realistic counseling goals that push for meaningful improvements in student outcomes. Goals must be data-driven, directly addressing identified gaps in key areas such as academic performance, behavior, attendance, social and personal development, or post-secondary planning. Action plans must prioritize fairness, ensuring that students who are struggling the most receive the necessary support to succeed. Action plans must be strategic and targeted, including specific interventions and supports to address the root causes of student challenges.

Descriptor 3

Monitors student progress toward counseling goals and adjusts support strategies in action plans as needed, demonstrating agility in response to changing student needs.

The counselor tracks student progress on counseling-related goals (e.g., academic improvement, attendance, behavior, social growth, personal growth, college/career/military readiness). Data is continuously reviewed, and the counselor uses it to assess the effectiveness of interventions. The counselor remains flexible and responsive, making timely adjustments to support strategies when students' needs change. Support is personalized and proactive, ensuring that interventions remain relevant and effective over time.

Possible Sources of Evidence for Goal Setting, Action Planning, and Monitoring

Example 1: Needs Assessment

The school counselor delivers a digital needs assessment to all stakeholders, including students, parents, faculty and staff, and community members, to gather data regarding the needs of the school and community. This data assists counselors in prioritizing services and supports based on real needs rather than assumptions. The needs assessment is developed with the following questions in mind:

- What academic, social, personal, or career development needs do students have?
- How effective are current counseling services?
- What do students/teachers/parents perceive as the most pressing student issues?

Aggregating data from the needs assessment along with school improvement data and student outcome data (e.g., attendance, achievement, behavior) guides the creation of the school counseling vision. Some possible sources of artifacts and evidence include the needs assessment data, drafts of the vision statement, notes from the aggregation of data/data summary, Google forms, social media, school app, and student email.

Elementary version of a needs assessment: Student voice activities, including classroom discussions or drawings about what a "happy and safe school" looks like.
Communicate the school counseling program vision to elementary students, a small piece at a time in age-appropriate language (e.g., security, personal development, productive citizens). Some possible sources of artifacts and evidence include student drawings, student reflections from class discussion, scripts, or videos of morning announcements about vision.

Example 2: School Counseling Program Calendar

The school counselor creates a yearly calendar of events, including classroom lessons, group sessions, and individual support plans. The calendar is posted on the school website, newsletter, social media, and in a visible area of the school.

Example 3: Data Dashboards

The counselor uses software such as the School Counselor Use of Time Analysis (SCUTA) to track school counseling program metrics, as well as individual student progress toward counseling goals.

Example 4: Book Club

When reviewing the school-wide testing data, the counselor notices that students in Response to Intervention (RTI) for behavior have lower standardized test scores in English language arts than students not in RTI for behavior. Along with the librarian, the counselor starts a book club with a group of the targeted students, combined with students with no behavior referrals. The students earn incentives for improved behavior and for participating in the book club reading activities. As a result, the discipline referrals for this group are reduced by 20%, and the

students become confident in their reading skills.

Suggested Reflection/Coaching Questions on Goal Setting, Action Planning, and Monitoring

- Why is it important for a school counselor to collect, synthesize, and use both qualitative and quantitative student data from a variety of sources (e.g., surveys, academic records, attendance reports, discipline records, resource allocation information) to identify trends that impact students' academic achievement, self-development, and growth when setting goals and developing action plans?
- How do you collect, synthesize, and use both qualitative and quantitative student data from a variety of sources (e.g., surveys, academic records, attendance reports, discipline records, resource allocation information) to identify trends that impact students' academic achievement, self-development, and growth when setting goals and developing action plans?
- Why is it important for a school counselor to develop counseling goals and action plans that are ambitious and aspirational, aligned with the identified gaps in one or more of the following: student achievement, attendance, discipline, college and career planning, crisis prevention, and/or self-development?
- How do you ensure that the counseling goals and action plans are ambitious and aspirational, aligned with the identified gaps in one or more of the following: student achievement, attendance, discipline, college and career planning, crisis prevention, and/or self-development?
- Why is it important for a school counselor to monitor student progress toward counseling goals and adjust support strategies in action plans as needed, to demonstrate agility in response to changing student needs?
- How do you monitor student progress toward counseling goals and adjust support strategies in action plans as needed, demonstrating agility in response to changing student needs?

Expectations

Connected to the school's mission, vision, and goals, the counselor serves on the instructional leadership team (ILT). This indicator reflects the counselor's ability to set and maintain high, developmentally appropriate expectations for all students, ensuring they are both challenged and supported in achieving academic, social, personal, and career-related success. The counselor believes in the potential of all students and communicates high yet attainable expectations. Expectations should be clear, consistent, and impartial, ensuring that all students, regardless of background or ability, are encouraged to reach their full potential. The counselor models and reinforces behaviors, skills, and mindsets that lead to student success. Support systems are in place to help students meet and exceed expectations, rather than lowering expectations based on perceived limitations. These expectations are displayed by the counselor engaging in and promoting a growth mindset, encouraging students to take academic and personal challenges seriously.

Exemplary Descriptors for Expectations

The school counselor consistently and effectively:

1. Provides strategic, focused support for students experiencing academic and/or behavioral challenges.
2. Assists students in setting academic and/or behavioral goals to establish educational plans.
3. Conducts individual and group counseling sessions with students to address identified concerns and challenges.
4. Responds to immediate and urgent concerns, such as emotional crises or traumatic events.
5. Uses an assessment tool to determine students' academic and/or social/behavioral needs to identify support for students.

Descriptor 1

Provides strategic, focused support for students experiencing academic and/or behavioral challenges.

The counselor helps identify students who are struggling with academic performance and/or behavioral issues and provides targeted, individualized support. Support for students is strategic, meaning it is intentional, data-driven, and goal-oriented rather than reactive or one-size-fits-all. The counselor collaborates with teachers, parents or guardians, administrators, and support staff to develop a comprehensive intervention plan. Counseling interventions should be focused on specific challenges (e.g., organization, motivation, conflict resolution, personal regulation) to help students develop skills for long-term success.

Descriptor 2

Assists students in setting academic and/or behavioral goals to establish educational plans.

The counselor guides students in identifying meaningful, personalized academic and behavioral goals. Goal-setting is student-centered, helping students take ownership of their education and personal growth. The counselor helps students develop clear, actionable plans to achieve their goals, outlining the necessary steps, strategies, and support required. Goals are aligned with students' strengths, needs, and future aspirations, ensuring they are both challenging and achievable. The counselor monitors progress, adjusting plans and suggesting interventions as needed.

Descriptor 3

Conducts individual and group counseling sessions with students to address identified concerns and challenges.

The counselor provides individual and group counseling to support students facing a variety of challenges, including academic, behavioral, social, personal, or attendance-related issues. These counseling sessions are designed to help students develop coping strategies, build resilience, enhance their skills, and work through any barriers they may face. Counseling sessions are goal-oriented and focus on addressing specific student needs as identified through data (e.g., academic records, attendance, discipline, self-reports). The counselor uses evidence-based

practices to guide students toward positive outcomes. Group sessions enable students to connect with peers who share similar concerns, fostering a sense of community and shared support while maintaining confidentiality.

Descriptor 4

Responds to immediate and urgent concerns, such as emotional crises or traumatic events.

The counselor is prepared to handle urgent situations that may arise, such as a student in personal distress, experiencing trauma, or facing a crisis (e.g., suicidal thoughts, severe anxiety, family issues). The counselor responds promptly and effectively, providing immediate support to ensure the student's safety and well-being. The counselor employs crisis intervention strategies, providing a safe space for students to express themselves and initiate the process of addressing their immediate concerns. The counselor collaborates with other school staff, community resources, and families when necessary, ensuring that the student receives the proper care and long-term support.

Descriptor 5

Uses an assessment tool to determine students' academic and/or social/behavioral needs to identify support for students.

This descriptor emphasizes the counselor's ability to utilize data-driven methods and tools that they are qualified and allowed to administer (e.g., standardized tests, surveys, questionnaires, observational data) to assess students' academic performance and behavioral needs, thereby identifying specific areas of support needed for each student. Assessment tools can be formal or informal, including classroom performance data, teacher recommendations, self-assessments, and behavior checklists. The counselor uses the data to create personalized interventions and support plans tailored to each student's individual needs. These assessments provide quantifiable data that helps the counselor understand the strengths and challenges students are facing. The counselor uses the data from these assessments to make informed decisions when creating interventions or action plans.

Possible Sources of Evidence for Expectations

Example 1: Strategic and Focused Support
The school counselor provides strategic and focused support to students experiencing academic and/or behavioral challenges. Using data such as grades, discipline referrals, teacher input, and attendance records, the counselor will identify students who require targeted support. The school counselor collaborates with teachers, parents or guardians, administrators, and support staff to develop individualized, goal-oriented intervention plans. The school counselor monitors student progress using pre- and post-assessments, behavior charts, academic tracking tools, and RTI documentation.
Example 2: Goal Setting and Educational Planning

The school counselor assists students in setting personalized academic and/or behavioral goals by guiding them through a reflective, student-centered process. Evidence of this work may include completed goal-setting worksheets, individual counseling notes, and academic or behavior plans that outline specific, measurable objectives aligned with each student's strengths, needs, and aspirations. The counselor supports students in developing step-by-step action plans and identifying strategies and resources needed to reach their goals. Documentation may include follow-up meeting logs, progress monitoring tools, and student self-assessments. Adjustments to goals and plans based on ongoing progress reviews will also serve as evidence of the counselor's active role in helping students take ownership of their growth and maintain focus on future success.

Example 3: Individual and Small Group Counseling

The school counselor conducts individual and group counseling sessions to address students' academic, behavioral, social, personal, or attendance-related concerns. Evidence may include counseling session logs, referral forms, and needs assessments that identify specific challenges faced by individual students. Documentation of goal-setting forms, progress notes, and pre- and post-surveys will demonstrate the use of data-informed and evidence-based practices. For group counseling, sign-in sheets (with student confidentiality maintained), group outlines, and session evaluations will demonstrate how students with similar concerns are supported in a structured and confidential environment.

Example 4: Crisis Intervention

The school counselor responds promptly and effectively to immediate and urgent concerns, such as emotional crises, trauma, or personal distress. Evidence may include crisis response documentation, intervention logs, debrief summaries, and referrals to school-based or community mental health services. The counselor applies established crisis intervention protocols based on school system policy and creates a safe, confidential space for students to express their concerns. Collaboration with administrators, support staff, families, and external agencies is documented through communication logs and meeting notes. Additional evidence may include safety plans, follow-up documentation, and case management records that reflect ongoing efforts to ensure student well-being and access to continued support.

Example 5: Use of Assessment Tools

The school counselor utilizes appropriate assessment tools - both formal and informal - to identify students' academic and/or social-behavioral needs. Evidence may include completed assessments such as student self-assessments, behavior checklists, needs surveys, observational notes, and academic performance data. The counselor applies professional judgment to interpret the data and determine specific areas where support is needed. Teacher referrals and input, along with parent communication logs, may also support the identification process. Data gathered through these tools informs the development of individualized interventions or action plans tailored to student needs.

Suggested Reflection/Coaching Questions on Expectations

- How do you identify which students need targeted academic or behavioral support?
- What tools or data sources do you use to ensure interventions are strategic and goal-oriented?
- How do you guide students in setting realistic and meaningful academic or behavior goals?
- How do you monitor and adjust students' goals over time?
- How do you determine which students should receive individual versus group counseling?
- Which evidence-based practices do you use in counseling to address student needs?
- How do you assess the effectiveness of your counseling sessions?
- What is your process for responding to students in crisis or experiencing trauma?
- How do you ensure student safety and emotional support during and after a crisis?
- In what ways do you collaborate with staff, families, and community resources during critical situations?
- What assessment tools do you regularly use to understand student academic and behavioral needs?

STUDENT SERVICES DOMAIN

Student Support and Data Collection

This indicator aligns with the counselor's role in providing targeted support for students based on data-driven insights. It involves using various forms of data to identify student needs, track progress, and ensure that interventions are effective. The focus is on continuously collecting and analyzing data to make informed decisions about how to best support students' achievement, behavior, and attendance needs, as well as college/career/military readiness.

This can look a variety of ways. It could be that the counselor gathers data from a variety of sources (e.g., academic performance, behavior reports, attendance records, surveys, assessments) to evaluate students' needs. Then, student support is personalized, utilizing the data to design interventions that address specific challenges (e.g., academic struggles, behavioral needs, or attendance issues). The counselor may also monitor and track student progress over time, adjusting interventions as necessary to ensure effectiveness and continued improvement. However, it is critical for the counselor to rely on data to evaluate the success of interventions, determine if goals are being met, and adjust support strategies to maximize outcomes. This is ultimately successful when the counselor collaborates with all stakeholders, such as parents or guardians (as necessary), teachers, and administrators, as the critical keys to gathering comprehensive data and ensuring that support strategies align with school-wide goals.

Exemplary Descriptors for Student Support and Data Collection

The school counselor consistently and effectively:

1. Demonstrates exceptional knowledge and understanding of school counseling theories, techniques, evidence-based practices, and resources that address student challenges and established goals.
2. Identifies and facilitates lessons and/or sessions that are relevant, engaging, and developmentally appropriate for students to ensure impact on students' overall development and growth.
3. Collects, analyzes, and uses student data from multiple sources to determine trends and patterns to document impact and inform next steps.
4. Promotes collaboration through frequent engagement with school leaders, teachers, and other support staff to ensure the implementation of identified next steps in daily practices.

Descriptor 1

Demonstrates exceptional knowledge and understanding of school counseling theories, techniques, evidence-based practices, and resources that address student challenges and established goals.

This descriptor refers to a counselor's ability to use a solid foundation of theoretical knowledge, practical techniques, and research-backed strategies to support students in overcoming challenges and achieving their goals. The counselor must possess a deep knowledge of counseling theories and frameworks that guide effective interventions for students, such as

cognitive-behavioral therapy (CBT), solution-focused brief therapy (SFBT), and mindfulness-based techniques. These theories guide the counselor in understanding students' thoughts, behaviors, and emotions, and they provide a framework for identifying the most appropriate interventions. The counselor should be familiar with evidence-based practices, strategies, and approaches that have been empirically proven to be effective in addressing common student challenges (e.g., academic, attendance, behavioral, college/career/military readiness, social development, personal development) and how to implement them. Some examples include relaxation exercises, cognitive restructuring, and social skills training to address specific student needs, such as academic pressure, personal regulation, or behavioral challenges. Therefore, the counselor should be proficient in using a wide range of tools, techniques, and resources to support students, tailoring interventions to meet specific student needs and established goals. This expertise allows the counselor to implement best practices that promote positive student outcomes, whether through individual counseling, group counseling, or school-wide programs. Lastly, the counselor should be able to adapt techniques and resources to fit the unique needs of their student population, ensuring that interventions are relevant, effective, and based on current data and research. Counselors must also be well-versed in referral processes and understand the importance of collaboration with other professionals (e.g., social workers, psychologists) to provide holistic support. They must also stay updated on new findings in the field of school counseling to ensure the strategies and practices they employ are current and have strong support from the broader counseling field. This descriptor shows that the counselor is not just applying generic methods but is actively using strong, evidence-based, and theoretical approaches to help students meet their academic, attendance, behavior, college/career, social, and /personal goals.

Descriptor 2

Identifies and facilitates lessons and/or sessions that are relevant, engaging, and developmentally appropriate for students to ensure impact on students' overall development and growth.

The counselor designs and leads lessons or sessions that are tailored to the developmental stage of students, ensuring that the content is both age-appropriate and engaging. These lessons or sessions are directly linked to students' needs, addressing areas like academic growth, attendance, behavioral skills, college/career/military readiness, social development, and personal development. The counselor ensures that the activities are interactive and involve the students in the learning process, rather than passive listening. The goal is to ensure that each lesson or session has a meaningful impact on the student's development, promoting growth in critical areas such as self-regulation, decision-making, and interpersonal skills. The counselor must also be mindful of the needs of individual students and their backgrounds, making sure that the lessons are relatable and meet the varying needs of all students.

Descriptor 3

Collects, analyzes, and uses student data from multiple sources to determine trends and patterns to document impact and inform next steps.

The counselor gathers a variety of data from different sources (e.g., academic performance data, behavior reports, attendance reports, surveys, assessments, parent/guardian or teacher

feedback) to assess students' needs and progress. The counselor analyzes this data to identify trends and patterns, such as academic challenges, attendance rates, behavioral issues, or progression in social development and personal development, that might inform their interventions. Data-driven decisions are made based on the analysis, which helps the counselor determine what is working, what needs adjustment, and what the next steps should be to support students effectively. The counselor uses the data to document the impact of their interventions, demonstrating how their actions have affected student outcomes (e.g., improvement in academic achievement, attendance, behavior, social development, personal development, or overall well-being). The counselor continuously refines and adapts their approach based on the data to ensure they are meeting the needs of all students.

Descriptor 4

Promotes collaboration through frequent engagement with school leaders, teachers, and other support staff to ensure the implementation of identified next steps in daily practices.

The counselor actively fosters collaboration among school leaders, teachers, and other support staff (e.g., school nurses, school resource officers, secretaries, special education staff, tutors) to ensure that students' needs are addressed across all areas of their school experience. The counselor ensures that next steps — determined through administration of assessments, data analysis, and meetings of groups such as the school counseling advisory committee — are shared and implemented consistently within the school environment, particularly in daily practices such as lesson planning, classroom management, or individualized student support. By engaging with a wide range of school stakeholders, the counselor aims to ensure that everyone is on the same page, working towards common goals for student success, whether that's academic achievement, attendance, behavioral support, college/career/military readiness, social development, or personal development. This collaborative approach ensures that interventions and support strategies are coordinated, holistic, and sustained across different tiered settings (e.g., Tier 1: school-wide initiatives; Tier 2: small group counseling; Tier 3: individual counseling), classrooms, counseling sessions, and school-wide initiatives.

Possible Examples for Student Support and Data Collection

Example 1: Daily Behavior Trackers
Following a parent-teacher conference, the teacher informs the school counselor of both parties' shared concerns regarding a student's classroom behavior. The counselor gathers as much information as possible from the teacher to determine the function of the behavior: what is the behavior, who is involved, when does the behavior occur, where does the behavior occur, and why does the behavior occur. The counselor may conduct a classroom observation of the student to gather additional data points, if necessary or possible. The counselor then meets with the student to discuss their classroom performance and asks for information from the student about their behavior. The counselor and student work together to identify one behavior and a student-chosen (e.g., choice board, survey), counselor-led reward (e.g., stickers, positive phone call home). The school counselor creates a daily behavior tracker or check-in/check-out (CICO) form with routine checkpoints throughout the day to monitor

behavior. This form is turned in to the counselor at the end of each day. A successful day (as defined and agreed upon by the student and counselor) will result in a positive reward. The counselor will contact the parent/guardian to inform them of the behavior tracker. After three to four weeks of successful days (e.g., student is meeting the established goal), the identified behavior can be modified or the counselor can transition the student off the behavior tracker.

Example 2: Developmentally Appropriate Classroom Lessons

Developing interpersonal skills is essential to students' personal growth. The school counselor can identify areas of personal growth by strategically offering a needs assessment. The counselor can support adaptive interpersonal skill development by considering students' developmental age. Classroom counseling lessons on appropriately interacting with peers (e.g., conflict resolution, interpersonal skills, empathy) would look different depending on the developmental age of students. Some examples of how these lessons would be differentiated include:

- PreK-2nd grades resolving playground conflicts (e.g., playing nicely on the playground)
- 3rd-7th grades managing relational aggression (e.g., spreading rumors and gossip)
- 8th-12th grades developing digital citizenship (e.g., engaging safely and respectfully in online spaces)

Example 3: Closing the Achievement Gap

The school counselor wants to contribute to efforts to "close the achievement gap" on their campus. After reviewing and disaggregating attendance data, the counselor found the following trends: equal rates of unexcused absences by gender, equal rates of unexcused absences by grade level, and disproportionate rates of unexcused absences for English learners (EL) compared to their peers.

The counselor solicited feedback from students, bus drivers, the attendance clerk, teachers, administrators, and parents/guardians to gain a better understanding of potential causes for this gap. After identifying several barriers, the counselor created a focus group for this population of students. With a focus on attendance, the counselor utilized translation technology to improve communication with students and families and collaborated with the EL coordinator to host an open house for EL families. At the end of the year, the school saw improvements in this target group of students' academics, behavior, and attendance.

Example 4: A Seat at the Table for Counselors

In an effort to be proactive and accurately identify the needs of the students the school counselor serves, he/she attends and actively participates in the school instructional leadership team, school improvement plan team, grade-level or teacher collaboration meetings, and faculty meetings. Additionally, the counselor hosts regular school counseling advisory committee meetings. Using information gathered during these collaborative times, the counselor makes adjustments to the services provided to best meet students' needs.

Suggested Reflection/Coaching Questions on Student Support and Data Collection

- What counseling theories, techniques, evidence-based practices, and resources do you use to address student challenges and establish goals?
- How do you identify and facilitate lessons and small group sessions that are relevant, engaging, and developmentally appropriate for students?
- Why is it important for a counselor to measure the impact that lessons and group sessions have on students' overall development and growth? How do you measure this impact?
- How does collecting and using available student data help you determine trends and patterns to document impact?
- How does data inform your next steps? What are your next steps?
- How does engaging with school leaders, teachers, and other support staff support the implementation of identified next steps in daily practices?

Meeting Student Needs

Because every student has different learning preferences, background knowledge, life experiences, cognitive skills, processing habits, interests, challenges, and strengths, the counselor must be responsive to the needs of all students, recognizing that students may face challenges across multiple areas (e.g., academic, behavioral, personal, social). The counselor works to identify and address barriers to students' success, such as difficulties in learning, social challenges, mental health issues, or family-related problems. Tailored interventions are developed for each student or group, based on their specific needs. This ensures that each student receives the appropriate level of support to succeed. The counselor proactively connects students with resources through in-school services (e.g., academic support, counseling, behavioral intervention) or external community resources (e.g., mental health professionals, after-school programs). The counselor ensures that support strategies are implemented and evaluated for effectiveness, adjusting interventions based on students' progress or changing needs.

Exemplary Descriptors for Meeting Student Needs

The school counselor consistently and effectively:

1. Uses multiple data sources to facilitate systematic change across multiple student need areas (e.g., discipline, attendance, course enrollment patterns, achievement, opportunity, academic, mental health and well-being, career support).
2. Conducts thorough needs assessments to design targeted action plans for support, instruction, and intervention.
3. Implements student support plans that include tailored interventions aligned to identified needs (e.g., discipline, attendance, course enrollment patterns, achievement, opportunity, academic, mental health, well-being, career support) to enhance students' overall self-development, academic achievement, and resilience.
4. Creates lesson plans/counseling sessions aligned to students' well-being, and/or academic needs, providing opportunities for differentiation that accommodate various learning styles.

Descriptor 1

Uses multiple data sources to facilitate systematic change across multiple student need areas (e.g., discipline, attendance, course enrollment patterns, achievement, opportunity, academic, mental health and well-being, career support).

The counselor collects and analyzes data from various sources (e.g., academic records, attendance reports, discipline records, surveys, assessments, teacher and student feedback) to assess and identify areas of need across the whole student experience. The counselor uses this data to identify patterns and trends that affect students' success in different areas, such as academic achievement, attendance, mental health, or career readiness. Based on this analysis, the counselor takes a proactive approach to create systemic change, implementing targeted strategies and interventions across multiple areas (e.g., improving attendance, reducing discipline issues, enhancing academic support). The counselor works to address disparities and gaps in resources, opportunities, and support, ensuring that every student has access to what they need to succeed. The counselor continuously monitors the effectiveness of these efforts, using data to evaluate progress and adjust interventions as needed.

Descriptor 2

Conducts thorough needs assessments to design targeted action plans for support, instruction, and intervention.

The counselor conducts comprehensive assessments to identify the specific needs of students or groups of students. These assessments can involve gathering qualitative and quantitative data (e.g., academic performance, behavioral data, student surveys, attendance records, interviews). The counselor analyzes the data to identify any gaps or challenges students face, including academic difficulties, behavioral concerns, or personal or social needs. After identifying these needs, the counselor designs targeted action plans that are customized to address those specific needs. These plans are focused on providing appropriate support, instruction, or intervention in areas where students require improvement or assistance. The action plans are aimed at delivering effective and relevant interventions that will help students achieve their goals and overcome any barriers to success. The counselor monitors and adjusts the action plans based on ongoing assessments and feedback to ensure that the interventions are working and leading to progress.

Descriptor 3

Implements student support plans that include tailored interventions aligned to identified needs (e.g., discipline, attendance, course enrollment patterns, achievement, opportunity, academic, mental health, well-being, career support) to enhance students' overall self-development, academic achievement, and resilience.

The counselor puts into action student support plans designed to address specific needs identified through assessments or data (e.g., discipline problems, attendance issues, academic struggles, mental health challenges). The support plans focus on tailored interventions, meaning that they are customized to the unique needs of each student or group of students, ensuring that the interventions are relevant and effective. The counselor aims to help enhance students' overall self-development, which includes improving academic achievement, building resilience,

and addressing other factors (e.g., career readiness, personal well-being). The counselor ensures that these interventions are holistic and considers the whole student and the various areas of their development (e.g., academic, behavioral, mental health). The counselor works to provide sustained support, using strategies that will help students build resilience (the ability to overcome challenges) and self-development (such as skills for managing emotions, solving problems, and making positive decisions).

Descriptor 4

Creates lesson plans/counseling sessions aligned to students' well-being, and/or academic needs, providing opportunities for differentiation that accommodate various learning styles.

The counselor designs counseling sessions or lessons tailored to address specific student needs, whether academic (e.g., improving study skills or understanding a subject) or related to well-being (e.g., personal support, building resilience, or developing social skills). The counselor ensures that these lessons or sessions are aligned with students' needs by using data, feedback, or assessments to guide the content and structure of the lesson. Differentiation means that the counselor adapts the lesson or session to meet the needs of all students, recognizing that students have different learning styles, strengths, and challenges. This could involve offering multiple ways to engage with content (e.g., visual, auditory, kinesthetic learning activities) or providing different levels of support based on students' needs. The counselor considers the different backgrounds and learning styles of the students, ensuring that each student has the opportunity to learn in the best way for them. This could include varying the mode of delivery (e.g., one-on-one counseling, group work, digital tools) to suit different learning preferences.

Possible Sources of Evidence for Meeting Student Needs

Example 1: Tiered Pathways of Support (Intervention)
During grade-level quarterly meetings, the school counselor participates in the Tiered Pathways of Support meetings by reviewing a variety of data sources, such as academic reports, student attendance, and discipline referrals. The counselor provides feedback and makes suggestions based on the student data. The counselor contributes to discussions to determine interventions for identified students. Interventions can include Positive Behavior Interventions and Supports (PBIS) at each tier for behavior and/or attendance (e.g., Functional Behavioral Analysis (FBA), daily check-in/out (CICO), needs assessments). The counselor provides and/or assists in determining the types of academic interventions and evaluations that should be initiated for students who are at risk of failing, such as tutoring, 504/1508 evaluations, study skills groups, etc.
Example 2: Needs Assessment Analysis
The counselor develops a needs assessment for students, teachers, and parents that identifies current student needs. The assessment can include areas that address student counseling topics, counseling referrals for students, teachers, and parents, academics, secondary and post-secondary goals, etc. During the school's open house, the school

counselor introduces the needs assessment that will be used to gain feedback from parents, students, and teachers. The counselor includes the needs assessment in a Google Classroom for students, parents, and teachers to access. Results from the assessment assist the counselor in identifying areas where additional support is needed. Based on the data analyzed from the needs assessment, the counselor develops counseling lessons to assist students. Counseling lessons can include topics such as anger management, conflict resolution, social skills, empathy, etc.

Example 3: Student Support Plans

During systemwide professional development days, school counselors from each grade level meet, discuss, and brainstorm ways to align their work with the Tiered Pathways of Support to develop a comprehensive school counseling program.

In order to support students, counselors can develop tiered interventions for direct and indirect student services based on academic data, needs assessments, attendance data, and discipline data. Examples of tiered interventions can include:

- Tier 1 interventions, such as whole-group classroom lessons and school-wide programs.
- Tier 2 interventions such as small group and individual counseling, creating daily progress reports for at-risk students, and collaboration with all stakeholders.
- Tier 3 student support services, such as Behavior Intervention Plans (BIPs), Functional Behavior Analysis (FBA), crisis plans, and individual counseling through collaboration, consultation, and facilitation of referrals.

Example 4: Counseling Program

During monthly collaboration meetings, school counselors can develop lessons based on best practices to proactively address all student needs, including academic achievement, attendance, behavior, career/military/college readiness, social and personal needs, etc.

Utilizing their knowledge of the skills and attitudes students need to achieve academic success, school counselors may develop counseling sessions for individuals and small groups to include lessons to help students overcome problems hindering their success, help students identify problems, causes, and consequences to help them make healthy choices, and help students learn coping strategies and allow them to practice new skills in a safe and nonjudgmental setting.

Example 5: School Attendance Team

As a participant on the school's attendance team, the school counselor assists in analyzing monthly school attendance. The data can be used to determine what students are at risk for becoming chronically absent as well as underlying factors that may be the root cause of attendance challenges.

As a member of the attendance team, the counselor assists in analyzing the Average Daily

Attendance (ADA) to determine the grade level with the highest ADA and the homeroom class with the highest ADA. The counselor assists in planning activities for the winners, such as organizing incentive activities and announcing winners on morning announcements. The counselor also develops ways to engage parents and families on the importance of school attendance.

Suggested Reflection/Coaching Questions on Meeting Student Needs

- How do you use various data sources to assess and identify areas of student need?
- How do you analyze data to establish student interventions?
- What does a comprehensive needs assessment include?
- Why is it important to evaluate academic and behavioral progress after interventions?
- How do you systematically identify students requiring additional academic and behavioral support?
- How do you create support plans that tailor interventions to students' needs?
- Why is it important to provide all students with standards-based counseling instruction that addresses academic, career, military, or college readiness, and/or social and personal development?
- How do you ensure all students receive standards-based counseling instruction that addresses their academic, career, military, or college readiness, and/or social and personal development?
- How do you collaborate with teachers, parents, and other professionals to create student support plans?
- Why is it important to provide both group and individual counseling to students to address their different needs?
- How do you decide whether a student needs individual or group counseling?

Organization and Management of Time and Student Records

The counselor must manage their time efficiently, ensuring that all students receive the support they need without neglecting other responsibilities. This includes prioritizing tasks, planning counseling sessions, classroom lessons, and interventions to ensure follow-up actions are completed on time. This means that the counselor organizes and maintains student records (e.g., counseling session notes, assessments, progress reports, behavioral data) in a way that is both systematic and accessible. This ensures that relevant information is easy to retrieve when needed and helps the counselor track the progress of interventions. Effective time management also involves balancing individual counseling sessions, group sessions, classroom lessons, administrative duties, meetings, and other responsibilities without compromising the quality of student support. The counselor ensures that all records are kept accurate, confidential, and compliant with regulations such as the Family Educational Rights and Privacy Act (FERPA), providing a clear account of student progress and needs.

Exemplary Descriptors for Management of Time and Student Records

The school counselor consistently and effectively:

1. Prioritizes and manages the allocation of time to optimize opportunities to address the needs of all students (e.g., use of calendars, meetings, lessons, deadlines).

2. Organizes accurate records of all counseling activities.
3. Maintains student documentation that is thorough, error-free, and easily accessible, including records of behavior, academic performance, and relevant communication with parents.

Descriptor 1

Prioritizes and manages the allocation of time to optimize opportunities to address the needs of all students (e.g., use of calendars, meetings, lessons, deadlines).

The counselor strategically organizes and assesses the use of their time based on data to ensure they can meet the needs of all students. This means the counselor carefully plans and allocates time to the most critical tasks, activities, and responsibilities, while making sure that no student's needs are neglected. The counselor uses tools like calendars, schedules, and deadlines to ensure they are effectively balancing individual counseling, group counseling, classroom lessons, administrative duties, and other tasks (e.g., parent meetings, teacher consultations, professional development). Prioritization involves recognizing which tasks or students need attention first, whether due to emergencies, immediate needs, or long-term goals that require consistent and ongoing support. The counselor works to ensure that he/she is addressing the needs of all students, regardless of the area (e.g., academic, personal, behavioral), through efficient time management. Optimization means using time in a way that allows the counselor to provide meaningful support to all students, including those who may need more frequent check-ins or targeted interventions.

Descriptor 2

Organizes accurate records of all counseling activities.

The counselor keeps precise and comprehensive records of all counseling-related activities, ensuring that all relevant interactions, interventions, and student progress are documented accurately. These records can include session notes, progress reports, action plans, student goals, and other documentation that tracks the counselor's work with individual students, groups, or the school as a whole. Accuracy is critical, meaning the counselor ensures that the information recorded is correct, up-to-date, and reflects the reality of the student's situation, progress, or any interventions. The counselor systematically organizes these records, making it easy to locate and retrieve specific information when needed. This could involve digital or physical filing systems that categorize records based on criteria like student names, topics, dates, or types of interventions. The counselor must also ensure that records are kept confidential and meet any relevant privacy standards or laws, such as FERPA, to protect the privacy of students and their families.

Descriptor 3

Maintains student documentation that is thorough, error-free, and easily accessible, including records of behavior, academic performance, and relevant communication with parents.

The counselor ensures that all student documentation is comprehensive, capturing the full scope of a student's concerns, support efforts across different areas (e.g., behavioral issues, academic performance, and communication with parents), and progress. The counselor must

ensure the records are free of errors, meaning they should be accurate, reflecting the actual status of the student, the interventions used, and the outcomes. This includes making sure that information is entered correctly, dates are accurate, and that the records are up to date. The counselor also ensures that documentation is easily accessible, using a systematic filing or digital database system that allows the counselor to quickly find and reference student records when needed. The documentation includes a variety of data points related to the student's behavior, academic performance, and interactions with the student's parents or guardians. This is important because it provides a complete picture of the student's needs and progress, which helps inform counseling decisions and interventions.

Possible Sources of Evidence for Management of Time and Student Records

Example 1: Prioritizing and Managing Allocation of Time
During the beginning-of-year (BOY) conference with the administrator, the counselor discusses the data used to support the counselor's use of time (e.g., weekly and annual calendars) and how organizing and managing time will best meet the student needs and the school-wide goals. During this meeting, the counselor and administrator identify common goals and a common vision for the counseling program. The counselor will share calendars and data results with the administrator at predetermined future meeting dates.
Example 2: Organization of Accurate Records of Counseling Activities
To keep an accurate record of counseling activities delivered to each and every student, the counselor creates a Google form for students, staff, and parents/guardians to complete when a student needs to see a counselor. With the data collected from these referrals, the counselor can identify topics of concern that affect students across the campus. With this in mind, the counselor creates classroom lessons, small group activities, parent workshops, and teacher tips to address this concern with all stakeholders. The counselor then tracks the referral data to determine a change in referral rate as a result of the interventions.
Example 3: Counseling Records
The counselor keeps a confidential log of students seen individually and in groups, noting date seen, reason/topic for the meeting (e.g., academic, behavior, personal, social, attendance, RTI), and any parent or teacher contact regarding the student. This log can be used by the counselor to track progress toward goals and to determine the type of interventions needed.

Suggested Reflection/Coaching Questions on Organization and Management of Time and Student Records

- How can publishing an annual and weekly calendar keep you more focused on the goals of your counseling program and help you advocate for your role in student and school growth?
- How can sharing your annual and weekly calendar with teachers help them understand how the counselor can support the academic process?

- Why is it important for the counselor to be transparent with all stakeholders about how time is spent during the day?
- Describe your process for creating annual and weekly calendars.
- What kind of data would you keep track of to show growth for students in RTI for behavior?
- How do you maintain confidentiality with counseling records while working with minors in the school setting? What are some complex dilemmas you face, and how do you make decisions to move forward?

LEADERSHIP, ADVOCACY, AND REFLECTION DOMAIN

Leadership and Advocacy

In the Louisiana Counselor Rubric (LCR), the indicator "Leadership and Advocacy" refers to the counselor's role in driving positive change within the school community by actively leading initiatives, advocating for students, and influencing school-wide policies to ensure access to resources and opportunities. A school counselor demonstrates leadership by their ability to take initiative, guide others, and make strategic decisions that drive positive change within the school community. It involves not only overseeing counseling programs but also being a leader in creating a supportive school environment for all students. School counselors must advocate for and support championing the needs of students, especially those at risk. The counselor works to ensure that students have access to the resources, support, and opportunities they need to succeed. The counselor acts as an advocate for impartiality and fairness, ensuring that students receive appropriate services and that barriers to success (such as personal, academic, attendance, or behavioral challenges) are addressed. Together, leadership and advocacy involve the counselor's responsibility to influence and shape policies and practices at both the school and system levels, advocating for student success and teacher effectiveness through proactive leadership actions. There are several key components to this indicator:

1. **Leadership in School Counseling**:
   - The counselor takes an active leadership role in developing and implementing initiatives that support student academic, attendance, and behavioral growth.
   - They serve as a trusted advisor to school staff and administration, providing expertise on student needs and effective interventions.
   - They help shape school policies and programs that promote a positive learning environment for all students.
2. **Advocacy for Students and Families**:
   - The counselor champions student needs by ensuring that all students receive access to academic support, community support resources, and college and career planning services.
   - They consider barriers that may hinder student success, such as discipline policies, disparities in course placement, or a lack of college, career, or military readiness opportunities.
   - They empower students and families by educating them about their rights, available support services, and pathways to success.
3. **Systemic Change and Collaboration**:
   - The counselor collaborates with school leaders, teachers, and external organizations to drive systemic changes that positively impact students.
   - They work on school-wide and system-wide initiatives, such as developing programs for well-being awareness, bullying prevention, crisis intervention, and post-secondary planning.
   - They build partnerships with external agencies (e.g., community support service

providers, colleges, workforce development programs) to expand resources for students.

Exemplary Descriptors for Leadership and Advocacy

The counselor consistently and effectively:

1. Acts as a system advocate for student access to all instructional programs and activities.
2. Demonstrates and promotes leadership skills in advocating and fostering positive change within the comprehensive school counseling program through effective communication, responsiveness, empathy, decision-making, and adept problem-solving.
3. Develops, implements, and supports effective crisis management skills outlined in the school system and school crisis plan during a challenging situation to ensure effective safety measures are taken.
4. Facilitates effective communication channels, coordinates resources, and leverages expertise, contributing to a cohesive and supportive response during a crisis.
5. Participates in the school improvement process with the instructional leadership team to ensure the inclusion of the school counseling perspective into the development of school goals.

Descriptor 1

Acts as a system advocate for all students' access to all instructional programs and activities.

This descriptor means that the school counselor must actively work to eliminate barriers and ensure access to educational opportunities for all students. As an advocate for student success, the counselor must engage in the following actions:

1. **Ensuring Access**:
   - The counselor advocates for students who may face challenges in accessing academic programs, extracurricular activities, or special services.
   - This includes students from a broad range of backgrounds, those with disabilities, English learners (ELs), and those from low-income families.
2. **Removing Systemic Barriers**:
   - The counselor identifies and challenges policies or practices that may unintentionally exclude or disadvantage certain student groups.
   - They work with teachers, administrators, and families to ensure fairness in course placement, discipline policies, and access to advanced learning opportunities.
3. **Promoting Student Involvement**:
   - They encourage students to participate in academic programs, college and career exploration, extracurricular activities, and leadership opportunities.
   - They provide guidance and support to help students access these resources, such as mentorship programs, scholarship opportunities, and community partnerships.

Descriptor 2

Demonstrates and promotes leadership skills in advocating and fostering positive change within the comprehensive school counseling program through effective communication, responsiveness, empathy, decision-making, and adept problem-solving.

This descriptor means that a school counselor takes on a leadership role by actively working to

improve the counseling program, advocating for student needs, and collaborating with stakeholders. This work of the counselor includes consideration in the following areas and actions:

1. **Leadership in Counseling Programs:**
   - The counselor proactively identifies areas for growth within the counseling program and implements improvements that benefit students.
   - They take the initiative to align counseling services with student needs, school goals, and best practices.
2. **Advocacy for Students and the Counseling Program:**
   - The counselor advocates for student well-being, ensuring that academic needs, attendance, and behavior remain priorities.
   - They work with school leadership, teachers, and families to promote student success and well-being.
   - They also advocate for necessary resources, such as additional staff, interventions, or curriculum enhancements.
3. **Effective Communication & Responsiveness:**
   - The counselor clearly articulates the goals and impact of the counseling program to teachers, administrators, students, and families.
   - They respond promptly and appropriately to student concerns, crises, and feedback.
   - They create an environment of openness and trust, where students and staff feel comfortable seeking support.
4. **Empathy and Relationship-Building:**
   - The counselor demonstrates genuine care and understanding of student challenges.
   - They foster strong relationships with students, families, and colleagues to create a supportive school environment.
5. **Strong Decision-Making and Problem-Solving:**
   - The counselor analyzes student data, school trends, and feedback to make informed decisions.
   - They proactively address challenges that arise, whether related to individual student needs or school-wide counseling initiatives.
   - They use collaborative problem-solving to develop solutions that are practical and sustainable.

Descriptor 3

Develops, implements, and supports effective crisis management skills outlined in the school system and school crisis plan during a challenging situation to ensure effective safety measures are taken.

The counselor is responsible for following and implementing school system-developed crisis management plans and skills as part of the school's broader crisis plan, which outlines protocols for responding to emergency or high-stress situations (such as natural disasters, student mental health crises, school violence, or other emergencies). The counselor needs to be prepared for a variety of potential crises, ensuring they know how to manage these situations effectively while maintaining a focus on student safety and well-being. This role involves supporting the implementation of these strategies during an actual crisis and supporting school leaders and other staff in acting quickly and effectively to protect students and maintain order. The

counselor provides feedback about the comprehensiveness of the crisis management plan and its alignment with school system guidelines. This feedback will support school and school system leaders in ensuring that the necessary training, resources, and support systems are in place to handle a crisis effectively. When navigating crises, the counselor's ability to remain calm under pressure and use sound decision-making during a crisis allows them to support and address students' needs during or after the event.

Descriptor 4

Facilitates effective communication channels, coordinates resources, and leverages expertise, contributing to a cohesive and supportive response during a crisis.

Leveraging expertise means the counselor draws on their skills, as well as those of other school staff or community partners, to ensure a well-rounded and comprehensive response to the crisis. This could involve consulting with mental health professionals, working with school leaders, and bringing in additional support staff as needed. By leveraging their expertise in crisis response, they help create a well-coordinated, effective plan of action that prioritizes student and staff well-being.

Descriptor 5

Participates in the school improvement process with the instructional leadership team to ensure the inclusion of the school counseling perspective into the development of school goals.

This descriptor means that the school counselor actively collaborates with the instructional leadership team to ensure that the counseling program is integrated into the school improvement process. The counselor provides insight into how academic achievement, attendance, behavior, and other counseling-related factors contribute to the school's goals and overall school success. By participating in leadership discussions, the counselor helps shape school goals that address the holistic needs of students.

Possible Sources of Evidence for Leadership and Advocacy

Example 1: A System Advocate
The school counselor actively advocates for all students' access to academic programs, extracurricular activities, and school-based opportunities. Evidence may include advocacy efforts documented through meeting notes, parent or teacher communications, and student support plans. The counselor identifies and addresses barriers, such as tracking practices, discipline disparities, or limited access to advanced coursework, that may prevent students from fully participating in instructional programs. Efforts to promote opportunities for students with disabilities, English learners, and those from underrepresented or economically disadvantaged backgrounds may be reflected in collaboration logs, access-focused initiatives, or revised policies and procedures. The counselor also encourages students to participate in leadership roles, enrichment programs, and post-secondary planning, providing resources such as scholarship information, mentoring referrals, and career exploration tools.

Example 2: Demonstration of Leadership Skills to Foster Positive Change
The school counselor demonstrates leadership by identifying areas for growth within the comprehensive school counseling program and implementing improvements that align with student needs and school goals. Evidence may include program needs assessments, updated counseling plans, and alignment with nationally recognized school counselor standards and guidance or school system frameworks. The counselor advocates for students and the counseling program by promoting academic, behavioral, and well-being, and requesting necessary resources such as staff, curriculum, or interventions. Documentation may include communication logs, meeting agendas, stakeholder presentations, and advocacy letters. The counselor builds trust through timely and empathetic responses to student and staff concerns, fostering strong relationships with students, families, and colleagues. Evidence of effective decision-making and problem-solving may include data reports, action plans, collaboration notes, and school-wide initiatives that address identified needs.
Example 3: Effective Crisis Management Skills
The school counselor supports the development, implementation, and execution of crisis management strategies in alignment with school system and school crisis plans. Evidence may include participation in crisis team meetings, documentation of roles and responsibilities during drills or real incidents, and communication logs with school leadership and emergency responders. The counselor follows established protocols during emergencies, such as mental health crises, school violence, or natural disasters, while helping maintain a safe and supportive environment for students. Following the crisis, the counselor may document debriefings, provide referrals, and conduct follow-up counseling to address the needs of both students and staff. Feedback submitted to school or school system leaders on the effectiveness of the crisis response and suggestions for improvement also serves as evidence of leadership and preparedness. The counselor's ability to remain composed, make sound decisions under pressure, and prioritize student well-being during a crisis reflects effective implementation of crisis management skills.
Example 4: Facilitation of Effective Communication Channels
The school counselor facilitates effective communication and coordination during a crisis by ensuring all stakeholders — students, staff, families, and community partners — are informed and supported. Evidence may include communication logs, crisis response team notes, and documentation of collaboration with mental health professionals, school leadership, and external agencies. The counselor draws on their crisis intervention training and consults with experts to develop and implement a cohesive response plan. They help coordinate resources such as counseling support, follow-up care, or outside referrals, ensuring a comprehensive, trauma-informed approach.
Example 5: Participation in the School Improvement Process
The school counselor actively contributes to the school improvement process by participating in instructional leadership team meetings and providing input that reflects the counseling

perspective. Evidence may include meeting agendas, minutes, or sign-in sheets documenting the counselor's participation and contributions. The counselor offers data and insights related to student achievement, attendance, behavior, and personal needs to help inform the development of schoolwide goals. Documentation of school improvement plans that incorporate counseling-related strategies, such as interventions, social and personal development initiatives, or attendance improvement plans, can demonstrate the integration of counseling services into broader school objectives. This collaborative involvement ensures that student well-being and access to services and resources are prioritized within the school's continuous improvement efforts.

Suggested Reflection/Coaching Questions on Leadership and Advocacy

- What leadership skill do you want to strengthen this year and why (e.g., communication, data use, collaboration)?
- How can you more effectively advocate at the policy level (school, school system, or state)?
- What partnerships can you develop to expand resources and opportunities for students?
- What feedback have you received about your advocacy or leadership, and how have you used it for growth?
- How do you act as an advocate for student access to all instructional programs and activities?
- How do you demonstrate and promote leadership skills while advocating and fostering positive change within the comprehensive school counseling program through effective communication? Responsiveness? Empathy? Decision-making? Adept problem-solving?
- Why is it important to develop, implement, and support effective crisis management skills outlined by the school system and school crisis plans? How do you ensure effective safety measures are taken?
- What channels do you use to facilitate effective communication and coordination of resources and to leverage expertise during a crisis?
- What role do you play in the school improvement process with the instructional leadership team?
- How do you ensure the school counseling perspective is included in the development of the school's goals?

Reflective Practices

Research shows that without reflection, there can be no growth. As noted by Pete Hall in his book *Creating a Culture of Reflective Practice*, "The key to increasing our impact – to raising student achievement – lies in our ability to engage in frequent, accurate, and deep self-reflection." The indicator, Reflective Practices, describes a counselor's ability to be reflective and set measurable goals that will lead to student achievement. Reflecting on counseling practices is the cornerstone for a counselor's continued development and growth.

Therefore, the counselor should regularly engage in self-assessment to evaluate their counseling practices, effectiveness, and the impact of their work on students. Reflection is not just about evaluating what happened, but also about considering how to

improve future practices. This process includes analyzing personal performance, seeking feedback, and making data-driven decisions to improve student outcomes. With regular self-reflection, the counselor can make necessary adjustments to counseling strategies, interventions, and communication methods to better support students' needs. Reflective practices support continuous professional growth and development, allowing the counselor to refine their skills, adapt to new challenges, and stay aligned with best practices in counseling. By embracing reflective practices, school counselors contribute to a dynamic educational environment that prioritizes both their professional development and the holistic success of their students.

Exemplary Descriptors for Reflective Practices

The counselor consistently and effectively:

1. Demonstrates a profound understanding of personal values and beliefs.
2. Engages in insightful and critical self-reflection and analysis of counseling sessions/lessons, identifying key moments of growth, challenges, and areas for improvement.
3. Demonstrates a proactive approach to ongoing professional learning by developing a yearly professional learning plan that includes personal self-reflections, consultation, and supervision to promote professional growth and development.

Descriptor 1

Demonstrates a profound understanding of personal values and beliefs.

This descriptor highlights the need for the school counselor to be deeply aware of their own values, beliefs, and how these factors influence their interactions with students, staff, and families. They must engage in regular self-reflection and ensure their personal perspectives do not interfere with their ability to provide unbiased and student-centered support.

Descriptor 2

Engages in insightful and critical self-reflection and analysis of counseling sessions/lessons, identifying key moments of growth, challenges, and areas for improvement.

The school counselor must actively reflect on their counseling sessions and lessons, critically analyzing what worked well, what challenges arose, and where improvements can be made. The counselor uses self-reflection to refine their approach, enhance effectiveness, and continuously grow in their practice.

Descriptor 3

Demonstrates a proactive approach to ongoing professional learning by developing a yearly professional learning plan that includes personal self-reflections, consultation, and supervision to promote professional growth and development.

School counselors must take an active role in their professional learning by creating and following a structured growth plan each year. The plan should be informed by self-reflection, feedback from colleagues, and guidance from supervisors or mentors. The goal is to continuously improve their counseling skills, stay updated on best practices, and enhance their impact on students and the school community.

Possible Sources of Evidence for Reflective Practices

Example 1: Understanding Student Values and Beliefs
While creating a school data report, the counselor realizes that 26% of the total student population is Limited English Proficient and 30% of those students have been in the United States less than three years. To better support these students and families, the counselor makes it part of her professional growth plan to learn more about the backgrounds and experiences represented by these students through professional development.
Example 2: Reflection and Data Analysis to Determine Needs
During the fall semester, the middle school counselor taught several classroom lessons and presented a workshop to prepare the 8th-grade students and their parents/guardians for the transition to high school. Each student and parent/guardian completed a pretest of knowledge before the lessons and workshop, and a post-test of knowledge at the end of the series. Through this, the counselor realized that the students and families needed more information on how to choose the correct courses for the freshman year of high school. The counselor collaborated with the freshman counselor at the high school and set up another scheduling workshop at the high school campus for students and parents/guardians.
Example 3: Professional Growth Conferences
As the school counselor prepared for his middle-of-year (MOY) conference and reflected on progress toward the school-wide goal of reducing chronic absenteeism, the counselor was able to identify that counseling lessons and parent meetings completed thus far had not decreased the absenteeism rate. During the MOY conference, the counselor collaborated with the school administrator to revise his action plan. After the MOY conference, the counselor engaged in a consultation with the school system counselor supervisor and other counselors at a school system meeting. As a result, the counselor registered for an upcoming Child Welfare and Attendance Conference to learn more about barriers to attendance and how the school can help with those barriers.
Example 4: Time Analysis
The counselor takes time to analyze how his/her time is being spent at least twice during the school year. Because of this practice, the counselor realizes that too much time is being spent on individual students with behavior issues and not enough time is being spent reaching every student to teach proactive skills that will prevent behavior issues. After a discussion with the administrator, the counselor's schedule is adjusted to include more time for classroom lessons to reach all students on the caseload.
Example 5: Professional Growth Peer Observations
At the beginning-of-year (BOY) conference with the school administrator, the counselor

identifies offering parent/guardian workshops and activities to support families as a potential area for growth for the counseling department. After reflecting on this as an area of need, the counselor reaches out to other school counselors and begins to attend some of their parent/guardian workshops and presentations to gain knowledge and confidence in presenting to families.

Suggested Reflection/Coaching Questions on Reflective Practices

- Why is it important to understand students' personal values and beliefs? In what ways do you engage in learning and understanding of students' personal values and beliefs?
- Why is insightful and critical self-reflection and analysis of counseling sessions/lessons critical to the success of a school counseling program?
- What have you learned about your counseling practice through self-reflection? Did anything surprise you?
- During the reflection process, what strengths have you identified, and what areas would you like to improve on?
- How can pre- and post-tests for a series of small group sessions or classroom lessons build your capacity as a counselor?
- How do you demonstrate a proactive approach to ongoing professional learning and development?
- What role does an advisory council play in supporting your professional growth and supporting your counseling goals?
- What do you see as your strengths as a counselor and a possible area of growth?

PROFESSIONALISM AND INTEGRITY DOMAIN

Professional Behavior

This indicator describes the foundational aspects or qualities that all school counselors must possess to promote and support an environment of respect and integrity that allows all staff, students, and stakeholders to work, grow, and learn. A highly effective school counselor will consistently model professional behavior and serve as an example for all adults in the building by consistently focusing on what is best for students. In the Louisiana Counselor Rubric (LCR), the indicator, Professional Behavior, pertains to the conduct and demeanor expected of school counselors, emphasizing integrity, confidentiality, and collaboration. Professional behavior for counselors encompasses the following elements:

- **Honor, Integrity, and Confidentiality**: Adhering to conscientious decision-making, maintaining confidentiality, and demonstrating honesty in all interactions is critical for counselors. Upholding honesty and strong moral principles in all professional actions is key. This includes protecting the privacy of student information and sharing it only when necessary and appropriate, according to laws and guidelines.
- **Collaboration**: Working effectively with school personnel and all stakeholders to support student success. This expectation is a critical practice for counselors.
- **Professionalism and Reliability**: A school counselor must also model professionalism and be reliable to fulfill the important duties and responsibilities to all school stakeholders. This includes being punctual, prepared, and dependable when fulfilling responsibilities.
- **Commitment to Growth**: Engaging in professional learning and self-reflection to improve counseling practices is a key practice and expectation for counselors to ensure that the counseling program is supporting the success and progress of all stakeholders.
- **Advocacy for Students**: Counselors must act in the best interests of students by promoting their academic, social, personal, and career development in a variety of ways.

Exemplary Descriptors for Professional Behavior

The counselor consistently and effectively:

1. Demonstrates an understanding of relevant professional codes through the application of the key principles and guidelines that govern professional behaviors.
2. Demonstrates and promotes strong decision-making skills by engaging in critical thinking and/or consulting with relevant resources when faced with complex dilemmas.

Descriptor 1

Demonstrates an understanding of relevant professional codes through the application of the key principles and guidelines that govern professional behaviors.

The counselor must be knowledgeable of and adhere to professional standards and guidelines that regulate school counseling practices. This includes standards set by nationally recognized school counselor organizations and state and school system policies. The counselor applies

these principles in daily decision-making, interactions, and responsibilities to ensure professional and upstanding conduct. This involves confidentiality, informed consent, professional boundaries, and impartial treatment of all students, ensuring the counselor upholds the highest standards for professional behavior. The counselor also models professionalism, demonstrating integrity, responsibility, and adherence to legal responsibilities such as:

- maintaining student confidentiality, ensuring that sensitive student information is only shared when legally required or when it is in the student's best interest;
- following school system and state policies regarding student records, mandated reporting, and appropriate counselor-student relationships;
- advocating for objective and fair decision-making, ensuring that all students receive access to support and services;
- handling complex dilemmas professionally, consulting with colleagues, supervisors, or professional organizations when faced with difficult situations; and
- engaging in ongoing professional learning to stay current with evolving standards and best practices in school counseling.

Descriptor 2

Demonstrates and promotes strong decision-making skills by engaging in critical thinking and/or consulting with relevant resources when faced with complex dilemmas.

The counselor must carefully analyze complex situations, considering multiple perspectives before making decisions. Then, decisions are made demonstrating sound judgment, ensuring alignment with nationally recognized standards for school counseling, best practices in school counseling, and students' well-being. When faced with difficult situations, the counselor seeks input from reliable sources, such as school administrators, school system policies, nationally recognized standards and protocols for school counseling, or legal advisors. The counselor must also model and encourage effective decision-making among staff, students, and families by fostering problem-solving skills and strategic thinking. This means that counselors are expected to:

- **Engage in Critical Thinking**: Analyze situations thoroughly, considering various factors and potential outcomes before making decisions.
- **Consult Relevant Resources**: Seek guidance from colleagues, professional literature, or policy documents when faced with complex dilemmas.

Possible Sources of Evidence for Professional Behavior

Example 1: Leadership in Confidentiality Protocols
The school counselor proactively designed and led a professional development session for all school staff focused on the Family Educational Rights and Privacy Act (FERPA) and school system confidentiality protocols. By incorporating real-world case studies and interactive discussion, the counselor facilitated the staff's in-depth understanding of legal responsibilities in student support. The counselor's expertise and facilitation strengthened schoolwide confidentiality practices and contributed to a shared atmosphere of accountability. As a result, the counselor was designated as the school's confidentiality liaison and is regularly sought out by administrators and colleagues for guidance on complex privacy

decisions.
Example 2: Model Confidentiality Practices
In response to a student mental health crisis, the school counselor calmly and clearly communicated the boundaries of confidentiality, ensuring the student understood their rights and the limits of privacy. The counselor activated appropriate support systems, including school-based mental health personnel and caregivers, and documented each step in accordance with legal guidelines. Their thoughtful, student-centered approach upheld the student's dignity, maintained compliance with mandated reporting laws, and preserved trust among the student, family, and school community, preventing further escalation and reinforcing a safe, supportive environment.
Example 3: Policy Development Advocate
The school counselor partnered with school system leadership to review and revise policies related to informed consent for individual and group counseling services. They ensured all forms and procedures were aligned with nationally recognized school counselor standards for professional behavior and school system guidelines, integrating clear language for students and families. Their contributions led to the adoption of updated, legally compliant consent tools across multiple schools, enhancing transparency, protecting student rights, and supporting consistent, appropriate counseling practices systemwide.
Example 4: Ongoing Professional Learning and Adaptation
The counselor demonstrated a sustained commitment to excellence by attending local, state, and national school counselor conferences (e.g., LSCA, LCA) and earning over 12 National Board for Certified Counselors (NBCC)- approved continuing education units In response to current trends in counseling, including digital confidentiality, tele-counseling, and student mental health, the counselor adopted updated practices to enhance service delivery. The counselor created a resource toolkit for school-based counselors and led a systemwide professional learning session to share these innovations. The counselor's leadership reinforced a schoolwide atmosphere of fair, relevant, and student-centered counseling that promotes access, growth, and belonging for all students.
Example 5: Collaborative Problem-Solving
The school counselor led a complex multidisciplinary meeting to support a student experiencing homelessness, coordinating efforts with teachers, the school social worker, and community agencies to develop a comprehensive wraparound plan. In high-stakes situations, such as when a student disclosed suicidal ideation, the counselor swiftly activated the school system's crisis protocol, collaborated with the school psychologist and administrator, and ensured timely referrals to appropriate services. Through clear documentation, family engagement, and responsiveness, the counselor modeled calm, student-centered decision-making and strengthened trust among all stakeholders involved in the student's care.

Example 6: Crisis Response and Consultation
When addressing a student's discipline referral, the school counselor focused on ensuring a fair, supportive response aligned with the school's commitment to student success. The counselor consulted with school leadership, reviewed relevant behavioral data, and facilitated a problem-solving meeting with the student and teacher. Through this approach, the counselor helped develop a constructive plan that maintained accountability while keeping the student engaged in the school community. This outcome supported a positive learning environment where all students have access to support and opportunities to grow, and their actions reflect not just responsiveness but exemplary judgment under pressure.
Example 7: Empowering Critical Thinking in Others
The counselor actively participates in teacher collaboration meetings, guiding colleagues in navigating complex dilemmas using nationally recognized school counselor decision-making models. Through case study analysis and open dialogue, the counselor models reflective thinking and promotes awareness among peers. In one instance, the counselor led a multidisciplinary team to address a student's chronic absenteeism tied to family instability. They facilitated a strategic, student-centered response by presenting attendance data, incorporating school policy, and coordinating with social services. Their leadership fostered collaborative decision-making and resulted in a coordinated support plan that increased the students' attendance by 40% within one semester.
Example 8: Informed Decision-Making Through Continued Professional Growth
The school counselor actively pursued professional development by attending national and state conferences where they engaged in sessions focused on legal updates, objective and fair decision-making, and crisis response. Applying key insights from these trainings, the counselor revised their tier 2 intervention approach to better support students facing complex challenges. They developed a decision-making checklist grounded in nationally recognized school counselor decision-making models and shared it with colleagues as a practical tool. The counselor also mentored a new school counselor, using the checklist to guide responsive decision-making in a sensitive referral case involving parent hesitation and conflicting perspectives, demonstrating leadership through applied learning and peer support.

Suggested Reflection/Coaching Questions on Professional Behavior

- How do you ensure that your day-to-day practices align with nationally recognized school counselor standards for professional behavior?
- How do you communicate confidentiality and its limitations to students and families?
- In what ways do you actively collaborate with teachers, administrators, and other staff to support student success?
- How do you navigate situations where collaboration involves conflicting perspectives or priorities?
- What recent professional development activities have you engaged in that support your role as a school counselor?

- How do you integrate what you've learned from professional learning (e.g., conferences, webinars) into your counseling program?
- How do you assess and reflect on your own professional growth and effectiveness?
- How do you advocate for access and opportunities for all students across academic, career and college, social, and personal domains?
- Can you describe a time when you advocated for a student or group of students in a way that made a meaningful difference?

Integrity

This indicator emphasizes the counselor's commitment to respect, honesty, and professionalism in all interactions and responsibilities. Counselors demonstrating integrity adhere strictly to professionalism guidelines and maintain honesty in their professional conduct. They ensure that their actions align with the expectations of the counseling profession, fostering trust and respect within the school community. This includes modeling objective and fair behavior, honesty, and professionalism in all interactions with students, staff, families, and the community. This consists of the counselor adhering to nationally recognized school counselor standards and following school, school system, and legal guidelines in decision-making. The counselor must also ensure confidentiality and trustworthiness, protecting student and family privacy while maintaining transparency in professional practices. Additionally, the counselor must act fairly and impartially, advocating for all students and making decisions that serve their best interests. Lastly, the counselor must take responsibility for actions and decisions, holding themselves accountable for their professional conduct.

Exemplary Descriptors for Integrity

The counselor consistently and effectively:

1. Serves as a role model of professional integrity, honesty, and accountability within the school community and counseling profession.
2. Demonstrates and promotes accountability among teachers and staff for each student's well-being and success.
3. Initiates collaboration with other school counselors, education professionals, counseling experts, and legal professionals as a proactive measure to gain multiple perspectives.

Descriptor 1

Serves as a role model of professional integrity, honesty, and accountability within the school community and counseling profession.

The counselor must exemplify objective behavior, professionalism, and transparency in all interactions with students, staff, families, and the broader school community. By ensuring that decisions and actions align with school counseling standards and best practices, the counselor demonstrates honesty and trustworthiness. The counselor also must take responsibility for their actions and decisions, acknowledging mistakes and working to correct them when necessary. Therefore, the counselor sets a positive example for colleagues and students, promoting honesty and respect. Lastly, the counselor must uphold professional expectations and best practices, adhering to local, state, and national guidelines for school counseling. Counselors are expected to:

- **Exemplify Integrity**: Adhere to professional guidelines and maintain consistency between their words and actions.
- **Demonstrate Honesty**: Communicate truthfully with students, parents, and colleagues, fostering trust.
- **Embrace Accountability**: Take responsibility for their decisions and actions, acknowledging and correcting mistakes when necessary.

Descriptor 2

Demonstrates and promotes accountability among teachers and staff for each student's well-being and success.

The counselor must advocate for a shared responsibility among all educators to support students' academic, social, and personal development (eg, actively participating in the school instructional leadership team). Then, as a shared leader on the campus, the counselor must collaborate with teachers and staff (within, but not limited to, regular teacher collaboration opportunities) to ensure they are actively engaged in supporting students' needs. Within this process, the counselor should hold colleagues accountable by providing data, strategies, and resources to help them address student challenges. Additionally, the counselor must model a student-centered approach, ensuring that decisions and interventions prioritize student well-being. Lastly, the counselor must promote an atmosphere of responsibility, where all staff members take ownership of student success rather than seeing it as solely the counselor's responsibility. These practices will ensure the holistic development and achievement of every student.

Descriptor 3

Initiates collaboration with other school counselors, education professionals, counseling experts, and legal professionals as a proactive measure to gain multiple perspectives.

This descriptor emphasizes the importance of a counselor's proactive engagement in collaborative efforts to enhance their practice and better support students. Rather than working in isolation, the counselor proactively engages with colleagues and experts to gain multiple perspectives, stay informed of best practices, and address student needs effectively. By seeking collaboration with other professionals on the campus, the counselor works to ensure comprehensive and informed decision-making in supporting students.

Within this descriptor, counselors are expected to:

- **Proactively Collaborate**: Take the initiative to engage with a broad range of professionals, including fellow school counselors, educators, counseling experts, and legal professionals, to enrich their understanding and approach.
- **Seek Multiple Perspectives**: Actively pursue varied viewpoints and expertise to inform decision-making and address complex student needs effectively.

Possible Sources of Evidence for Integrity

Example 1: Confidentiality
The school counselor keeps student information confidential, unless there is a legal obligation to disclose it, and only shares information with appropriate parties. The counselor is committed to maintaining the confidentiality of students to foster trust and open communication. Information shared in counseling sessions is considered confidential and is not disclosed without the student's consent, except in circumstances where the counselor is legally obligated to report. These exceptions include situations where a student is at risk of harm to themselves or others, suspected cases of child abuse or neglect, or when disclosure is mandated by a court order.
Example 2: Avoiding Personal Bias
The school counselor remains objective and avoids personal opinions to influence their counseling practice. The counselor recognizes and respects the backgrounds and needs of all students. This can include providing counseling materials for families in their native language. The counselor demonstrates respect with all students and staff, regardless of their background, beliefs, or circumstances. The counselor is open and responsive to counseling students who are from different backgrounds.
Example 3: Counselor Accountability
The school counselor takes responsibility for his/her actions and acknowledges any mistakes he/she makes, demonstrating accountability. The counselor maintains accurate and timely documentation of student meetings, interventions, and referrals. The counselor adjusts small group counseling sessions based on behavioral referral data. The counselor transparently reports any errors found during the state testing.
Example 4: Team Collaboration
The school counselor actively works to ensure students receive appropriate accommodations and support. • The counselor collaborates with administrators, teachers, and other staff, ensuring that accommodations are appropriately provided for any testing. • The counselor works with teachers to understand and address student behavior issues in the classroom and offer strategies and resources. • The counselor serves on multidisciplinary teams, such as Attendance or Positive Behavioral Interventions and Supports (PBIS) teams, to provide input and expertise. • The counselor provides input on Individualized Education Programs (IEPs), ensuring students with special needs receive appropriate support and accommodations. • The counselor participates in the 504 evaluation process by providing information on student behavior and possible accommodations that may benefit the student. The counselor observes students for the evaluation process and reports findings during team meetings.

Example 5: Advocating for Students

The school counselor advocates for the well-being and rights of students, even when it means advocating for change. The counselor actively listens to students' concerns and perspectives, validates their feelings, and helps them to find solutions. For example, the counselor listens and possesses empathy towards a student who is experiencing concerns related to teacher/student conflicts, behavioral, and disciplinary issues. The counselor approaches the situation by listening to the student's perspective without judgment or bias.

Example 6: Roles and Responsibilities

The school counselor understands his/her specific role and responsibilities, respecting the roles and expertise of other staff members, and avoids crossing professional boundaries. The counselor understands the importance of collaboration with other school counselors and professionals to gain knowledge and feedback. For example, the middle school counselor connects with feeder high school counselors to assist with completing student scheduling and Individual Graduation Plans (IGP) as well as planning for other opportunities at their schools, such as Career Tech Education (CTE) courses and participation in sports.

Middle and elementary counselors work together to plan elementary to middle school transition activities, such as meeting teachers, touring the school, and providing information about courses, sports, and activities at the school.

Example 7: Counselor Collaboration

The school counselor collaborates with other school professionals to address a student's well-being concerns or academic difficulties.

- The counselor collaborates with the student's teachers, family, school social worker, and school psychologist, regarding the best interventions based on the student's needs.
    - The counselor collaborates with the school psychologist on assessments, interventions, and behavior management strategies.
    - The counselor engages with the social worker to address student needs, including family issues and accessing community resources.
    - The counselor works with teachers to understand and address student behavior issues in the classroom, potentially offering strategies and resources.

The school counselor collaborates with school counselors at other schools in the school system, feeder schools, and/or neighboring school systems during system-level counselor meetings, teacher collaboration meetings, counselor institute sessions, etc.

The counselor avoids giving advice or diagnoses for students, which is beyond the scope of his/her job title as a school counselor. The school counselor will refer students to other professionals, such as a Licensed Professional Counselor (LPC), Licensed Clinical Social Worker (LCSW), or Licensed School Psychologist (LSP) when necessary.

Example 8: Parental/Family Engagement
The school counselor works with families and provides resources as needed in various areas. The counselor plans family engagement events for the school based on the school and student needs. The counselor develops and provides a list of resources for parents in various areas, such as mental health, housing, and the Louisiana Workforce Commission (LWC).
Example 9: Professional Development
The school counselor seeks ongoing professional development and reflection to ensure commitment to effective counseling. The counselor attends conferences and professional development opportunities that focus on students (e.g., LCA, LSCA). The school counselor attends professional development opportunities, such as local, state, and nationally recognized association conferences, to stay current with best practices, enhance his/her skills, and stay informed about the latest research and trends in the field, ultimately improving the counselor's ability to support students' overall development. The counselor can share knowledge gained, as appropriate, during systemwide counselor collaborative meetings, school instructional leadership team meetings, or school teacher collaboration meetings.

Suggested Reflection/Coaching Questions on Integrity

- How do you ensure confidentiality and trustworthiness, protecting student and family privacy while making unbiased decisions that serve the students' best interests?
- How do you model professional integrity, honesty, and accountability within your school community?
- How do you actively engage in supporting students' needs and model a student-centered approach to prioritize student well-being?
- How have you taken the initiative to engage with a variety of professionals to enrich your understanding and approach to all school counseling areas?
- How do you collaborate with school administrators, teachers, and staff, evaluation teams, etc., to gain multiple perspectives, stay informed on best practices, and address student needs effectively?

Confidentiality

Confidentiality is a critical indicator that underscores the importance of safeguarding student information and maintaining trust within the school community. Counselors must protect student information and ensure that sensitive details about students' academic, personal, and social well-being are handled objectively and legally. Counselors must also maintain professional boundaries, safeguard student privacy, and share information only when necessary and appropriate. The key practices highlight the expectations of counselors within this indicator. Counselors are expected to:

- **Protect Student Privacy**: Ensure that all personal and sensitive information shared by students is kept secure and disclosed only when legally mandated.
- **Adhere to School Counseling Standards**: Follow established guidelines and legal requirements related to confidentiality in the counseling profession.

Exemplary Descriptors for Continuous Improvement

The counselor consistently and effectively:

1. Models and applies legal obligations to families, teachers, school leaders, and other school staff.
2. Demonstrates an exceptional commitment to maintaining client confidentiality by taking proactive measures to safeguard client information and following guidelines related to privacy.

Descriptor 1

Models and applies legal obligations to families, teachers, school leaders, and other school staff.

This descriptor emphasizes the counselor's role in exemplifying and implementing legal responsibilities within the educational community. Additionally, it emphasizes that school counselors must not only understand but also model and educate others on legal responsibilities related to student welfare, confidentiality, and objective and legal counseling practices. Counselors must ensure that families, teachers, administrators, and other school staff are aware of and comply with laws, policies, and professional standards that impact students' rights and well-being. Within this descriptor, key expectations for counselors include:

- **Understanding Legal Requirements**: Possess a thorough knowledge of laws and regulations pertinent to their practice, including student rights, confidentiality, and mandatory reporting.
- **Exemplifying Compliance**: Consistently adhere to legal standards in their professional conduct, serving as a model for others.
- **Educating Stakeholders**: Inform and guide families, teachers, school leaders, and staff about relevant legal obligations to ensure collective compliance and awareness.

Descriptor 2

Demonstrates an exceptional commitment to maintaining client confidentiality by taking proactive measures to safeguard client information and following guidelines related to privacy.

This descriptor highlights the counselor's dedication and exceptional commitment to protecting student confidentiality by proactively safeguarding sensitive information and strictly adhering to legal privacy guidelines. It emphasizes going beyond basic compliance to actively ensure that student records, conversations, and counseling-related information remain secure. Within this descriptor, counselors are expected to:

- **Uphold Confidentiality**: Ensure that all client information is kept secure and is only disclosed when legally required.
- **Implement Proactive Measures**: Actively establish practices and safeguards to protect client data from unauthorized access or breaches.
- **Adhere to Privacy Guidelines**: Follow established legal and professional standards concerning client privacy, including those outlined in Louisiana's administrative code.

Possible Sources of Evidence for Confidentiality

Example 1: Maintaining Records
The school counselor maintains sole-possession records, including concise case notes on each student interaction, that are kept separate from the students' cumulative files. If the case notes are digital, the counselor ensures they are the only one with access and utilizes password protection as needed. Physical sole-possession files should be locked in an office and/or filing cabinet with single access. The counselor recognizes that case notes can be subpoenaed, but ensures they are physically and virtually inaccessible to members of their campus community and in the sole possession of the school counselor.
Example 2: Training Staff
As part of a faculty and staff in-service day, the school counselor provides a presentation related to confidentiality. During this presentation, the counselor explores topics such as FERPA, the limits of confidentiality in counseling, handling sensitive student information and/or personally identifiable information (PII), mandated reporting, and even crisis response protocols to protect sensitive student information. The counselor conducts a post-survey to check for understanding and offer the opportunity for questions and clarification.
Example: Purging Records
Contingent upon school system and/or school policy, the school counselor determines a timeline for purging records and ensures such records are thoroughly destroyed. The counselor should utilize sound judgment when determining whether to purge specific records, and consideration should be given to maintaining records for a longer period of time that may be needed by a court of law (e.g., child abuse). The counselor does not allow other members of the campus community to aid in purging or destroying student records.

Suggested Reflection/Coaching Questions on Confidentiality

- How do you ensure student confidentiality is maintained in accordance with nationally recognized standards for professional behavior, along with state and federal laws? How

do you stay up-to-date on changes to state and federal laws?

- How do you apply nationally recognized standards for school counselors to your responsibilities as a professional school counselor?
- Who do you consult or collaborate with when you encounter the boundaries of your legal expertise?
- How do you respond to requests for student information?
- How do you protect personally identifiable information (PII) and/or sensitive student information in both face-to-face and digital interactions?

SCHOOL AND COMMUNITY ENGAGEMENT DOMAIN

Collaboration with School Personnel

This indicator refers to the counselor's responsibility to work closely with teachers, administrators, and other school staff to ensure a cohesive and holistic approach to addressing student needs. Collaboration involves sharing insights, strategies, and data to improve student outcomes, develop intervention plans, and create a supportive school environment. It also emphasizes the counselor's role in fostering a team-based approach to student development and achievement.

Exemplary Descriptors for Collaboration with School Personnel

The counselor consistently and effectively:

1. Maintains ongoing collaboration with the school leadership team, teachers, and other agencies as appropriate to address student needs (e.g., academic, well-being, and/or physical).
2. Establishes protocols to consult with other school personnel and community resources, as appropriate, before making a referral to ensure a comprehensive understanding of the student's situation.
3. Communicates and maintains high expectations for all students.

Descriptor 1

Maintains ongoing collaboration with the school leadership team, teachers, and other agencies as appropriate to address student needs (e.g., academic, well-being, and/or physical).

This descriptor refers to the counselor's continuous efforts to collaborate with a variety of stakeholders, including the school leadership team, teachers, and external agencies, to address and meet the broad range of needs of students. Collaboration is ongoing, meaning the counselor is actively involved in regular communication, coordination, and problem-solving to ensure that students' academic, attendance, behavioral, college/career/military readiness, personal, and physical needs are being adequately supported and addressed. The counselor actively engages with various school personnel and external organizations to ensure students receive comprehensive support, as necessary. Comprehensive support involves individual counseling sessions as well as a team approach where the counselor, teachers, administrators, and outside agencies (e.g., mental health professionals, social services, health organizations) work together to address all aspects of a student's development while maintaining confidentiality.

In summary, maintaining ongoing collaboration leads to a more supportive school environment, better student outcomes, and stronger partnerships within the community.

Descriptor 2

Establishes protocols to consult with other school personnel and community resources, as

appropriate, before making a referral to ensure a comprehensive understanding of the student's situation.

This descriptor emphasizes that before making a referral to external services (e.g., mental health resources, social services), the counselor must establish and follow protocols that involve consulting with other school personnel (e.g., teachers, administrators) and community resources (e.g., family support services) as appropriate, to ensure that a comprehensive understanding of the student's needs and situation is achieved. This ensures that the referral process is well-informed, coordinated, and appropriate, ultimately benefiting the student. Therefore, the counselor should:

- **Consult** with appropriate school staff (e.g., administrators, teachers, support staff) to understand the full context of the student's situation, as needed.
- **Engage with community resources** (e.g., mental health professionals, social services, health care providers) if needed to gather insights or recommendations regarding the optimum intervention for the student, only with legal documentation to release information about private health, and only if necessary.
- **Ensure** they have all relevant information and context to make an informed and effective referral following an ethical decision-making model.

Descriptor 3

Communicates and maintains high expectations for all students.

This descriptor emphasizes the counselor's responsibility to set and communicate high standards for all students' academic achievement, attendance, behavior, college/career/military readiness, and personal development. This includes encouraging them to strive for their best in all areas of development. The counselor must create an environment where students feel empowered to meet these high expectations, ensuring that every student has the support and resources needed to succeed. The counselor must set a tone that all students are capable of achieving success, regardless of their background or challenges, and maintain that belief in all interactions with students and other school staff.

This also means that the counselor sets a positive, motivating atmosphere where students are encouraged to aim high, believe in their potential, and work toward achieving their best possible outcomes. The counselor does not lower expectations based on students' current performance, background, or challenges, but instead supports students in reaching their potential through encouragement, resources, and structured interventions that are realistic, achievable, and challenging for each student.

Possible Sources of Evidence for Collaboration with School Personnel

Example 1: School Improvement Plan Team
The school counselor attends and participates in School Improvement Plan (SIP) meetings where the school's achievement, behavior, and attendance needs, data, and goals are reviewed. The counselor identifies ways in which they can provide tiered school counseling

interventions to meet school-wide needs and/or specific needs of particular student groups. As the team reviews the high expectations for students, the counselor collaborates with school personnel to identify the best ways they can integrate components of the comprehensive school counseling program in an effort to meet those shared goals.

Example 2: Updated Referral Sources List

The school counselor annually verifies and updates the list of community referral resources by contacting various relevant agencies. After gaining a comprehensive understanding of a student's circumstances, to the greatest extent possible, the counselor can offer the referral source list to the student and his/her family in an effort to best meet the needs of the student.

Example 3: Quarterly Counselor's Corner Updates for Faculty

The school counselor regularly provides the faculty with updates, data, and future programming regarding the comprehensive school counseling program. This may include the number of classroom counseling lessons, number of small group sessions offered, topics covered in classroom and small group sessions, reduction in the number of students with failing grades within a designated time frame, reduction in the number of students with referrals when compared to previous time frames, decreased truancy and tardy rates compared to previous rates, and upcoming school-wide events or small group sessions that will be offered.

Suggested Reflection/Coaching Questions on Collaboration with School Personnel

- How do you maintain ongoing collaboration with the school leadership team? Teachers? Additional agencies?
- How does this ongoing collaboration assist you in addressing student needs?
- What protocols have you established to consult with school personnel and community resources before making a referral, if necessary?
- To the greatest extent possible, how do you gain a comprehensive understanding of a student's background, circumstances, and needs?
- How do you communicate and maintain high expectations for all students?

Collaboration with All Stakeholders

This indicator emphasizes the counselor's role in collaborating with all relevant stakeholders, including students, families, school staff, and community partners, to support the well-being and development of students. It underscores the importance of building strong, ongoing relationships with a variety of individuals and groups to ensure that students have a network of support. Collaboration is seen as essential for creating comprehensive, coordinated strategies that address students' academic, personal, and social needs.

Exemplary Descriptors for Collaboration with All Stakeholders

The counselor consistently and effectively:

1. Initiates, leads, and influences collaboration with families, teachers, leaders, other school

staff, and education stakeholders that positively impact the professional environment and student success.
2. Explains and provides adequate evidence of progress toward school and student goals to all stakeholders.
3. Establishes strong partnerships with relevant agencies.
4. Attends and meaningfully contributes school counseling expertise (e.g., crisis management strategies, mentorship, interventions) during teacher collaboration.

Descriptor 1

Initiates, leads, and influences collaboration with families, teachers, leaders, other school staff, and education stakeholders that positively impact the professional environment and student success.

Supporting relationships across a broad set of stakeholders is a fundamental responsibility of the school counselor. This descriptor focuses on the counselor's proactive role in leading and influencing collaboration among a wide range of stakeholders, including families, teachers, school leaders, and other education professionals. The counselor is expected to not only initiate these collaborative efforts but also guide and influence them in a way that improves the professional environment within the school and supports student success. This leadership role requires the counselor to create an atmosphere of teamwork and shared responsibility for student outcomes.

Descriptor 2

Explains and provides adequate evidence of progress toward school and student goals to all stakeholders.

This descriptor highlights the counselor's responsibility to explain and provide evidence of progress toward both school-wide and individual student goals to all relevant stakeholders (e.g., teachers, school leaders, parents, students). The counselor must ensure there is clear communication regarding how goals are being met, using data and evidence-based practices to demonstrate the success of strategies and interventions. This transparency is crucial for ensuring that all parties involved in a student's development are informed and engaged. These actions will ensure that stakeholders understand the impact of counseling initiatives on student success.

Descriptor 3

Establishes strong partnerships with relevant agencies.

This descriptor focuses on the counselor's ability to build and maintain effective partnerships with external agencies that provide critical support to meet the needs of students. These agencies can include mental health providers, social services, community organizations, juvenile justice agencies, post-secondary institutions, local businesses, and other service providers that address student needs such as academic support, post-secondary planning and decision making, career exploration and development, behavioral health, family assistance, and more. Establishing strong partnerships allows counselors to connect students and families to necessary resources and ensures that a holistic, coordinated approach is used in supporting the

well-being and success of students. By establishing and nurturing these partnerships, school counselors play a pivotal role in creating a supportive ecosystem that leverages community resources to promote student success.

Descriptor 4

Attends and meaningfully contributes school counseling expertise (e.g., crisis management strategies, mentorship, interventions) during teacher collaboration.

This descriptor highlights the counselor's role in actively participating in teacher collaboration meetings and contributing valuable expertise, insights, and strategies that align with student needs (areas such as crisis management strategies, mentorship, and interventions). The counselor is expected to bring their specialized knowledge and actionable strategies to these discussions, supporting teachers and school staff in effectively addressing student needs and improving overall student well-being and academic success.

Possible Sources of Evidence for Collaboration with All Stakeholders

Example 1: Engagement with the Tiered Pathways of Support Team
The school counselor is an active member of and collaborator with the school's Tiered Pathways of Support team. During a team meeting, the counselor provides recent student data related to academics, discipline, and attendance. The team ultimately decides to prioritize truancy, which appears to be affecting students in all grade levels. In partnership with parents, students, and teachers, the intervention team plans a school-wide activity for students who meet their attendance goal at the end of the second quarter. Directly following the event, the intervention team identifies a small group of students who were unable to attend due to excessive absences and who would benefit from tier 2 or tier 3 supports. As part of the team, the counselor aids in identifying and providing interventions to this group of students. All interventions are progress monitored, and results are shared with the intervention team. For two students who remain unresponsive to the team's interventions, the counselor seeks additional support for the students and their families by making a referral to Families in Need of Services (FINS).
Example 2: ACT Data Night
The school counselor hosts an ACT data night for teachers, students, families, and community members with a focus on the release of scores from a recent state-wide administration of the ACT. The counselor highlights the school system and school goals for the ACT and the impact of ACT scores on post-secondary opportunities. The counselor aids participants in understanding and analyzing both composite and sub-test scores and shows stakeholders the progression from the PreACT 8/9, to the PreACT, to the current ACT scores. The average composite score for each cohort is also displayed. The counselor provides opportunities for attendees to ask questions and provide input on a plan to improve scores, including free test preparation opportunities planned after school and on weekends with ACT-certified educators. The counselor provides resources related to upcoming testing dates, fee waivers, and test preparation. At the end of the meeting, parents and students

have the opportunity to register for the next ACT with assistance from the school counselor and representatives from the local community college.

Example 3: Financial Aid Night

The school counselor hosts a Financial Aid Night and includes representatives from both the Louisiana Office of Student Financial Aid (LOSFA) and the Louisiana Education Loan Authority (LELA). The counselor ensures that a variety of topics within financial aid are explored (e.g., TOPS, Pell Grants, student loans) and provides families with supplemental resources to take home. The counselor ensures attendees complete a post-survey to inform next steps. After reviewing survey results, the counselor identifies a need for additional opportunities to meet with families of graduating seniors needing assistance in completing the Free Application for Federal Student Aid (FAFSA). The counselor works with LOSFA to provide parents and guardians with a FAFSA workshop and assists with the completion of FAFSA applications on-site.

Example 4: Collaboration with Teachers

After administering a school-wide personal learning screener, the school counselor disaggregates the data and presents findings to grade-level teams during a professional development day or teacher collaboration meetings. The counselor not only reviews the grade-level specific data during the meetings, but also collaborates with teachers to develop action plans addressing tier 1 (universal) needs and supports. The counselor shares several universal social lessons with teachers, and they decide on topics that would be most beneficial to students based on the data. After lessons are presented, the counselor schedules follow-up meetings with grade-level teams to assess impact and review any pre-test and post-test information to inform next steps.

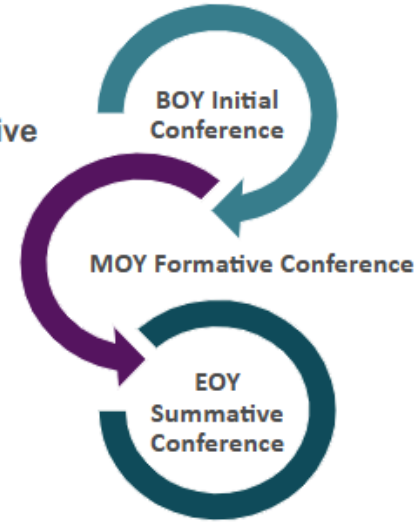
Suggested Reflection/Coaching Questions on Collaboration with All Stakeholders

- What systems have you implemented to improve collaboration and communication between faculty, staff, parents, students, and the community?
- What does your data suggest about your impact on improving collaboration amongst stakeholders?
- What agencies or community organizations have you developed relationships with or secured resources from this academic year? How does student data support continued partnerships with these organizations?
- How have you aided teachers in identifying and understanding student needs that may impact academic performance?
- What are some new ideas or best practices you delivered to teachers or leadership this year to support positive student outcomes?
- How do you keep the campus and community abreast of student progress towards the school vision and goals?

LOUISIANA COUNSELOR EVALUATION AND CONFERENCING PROCESS

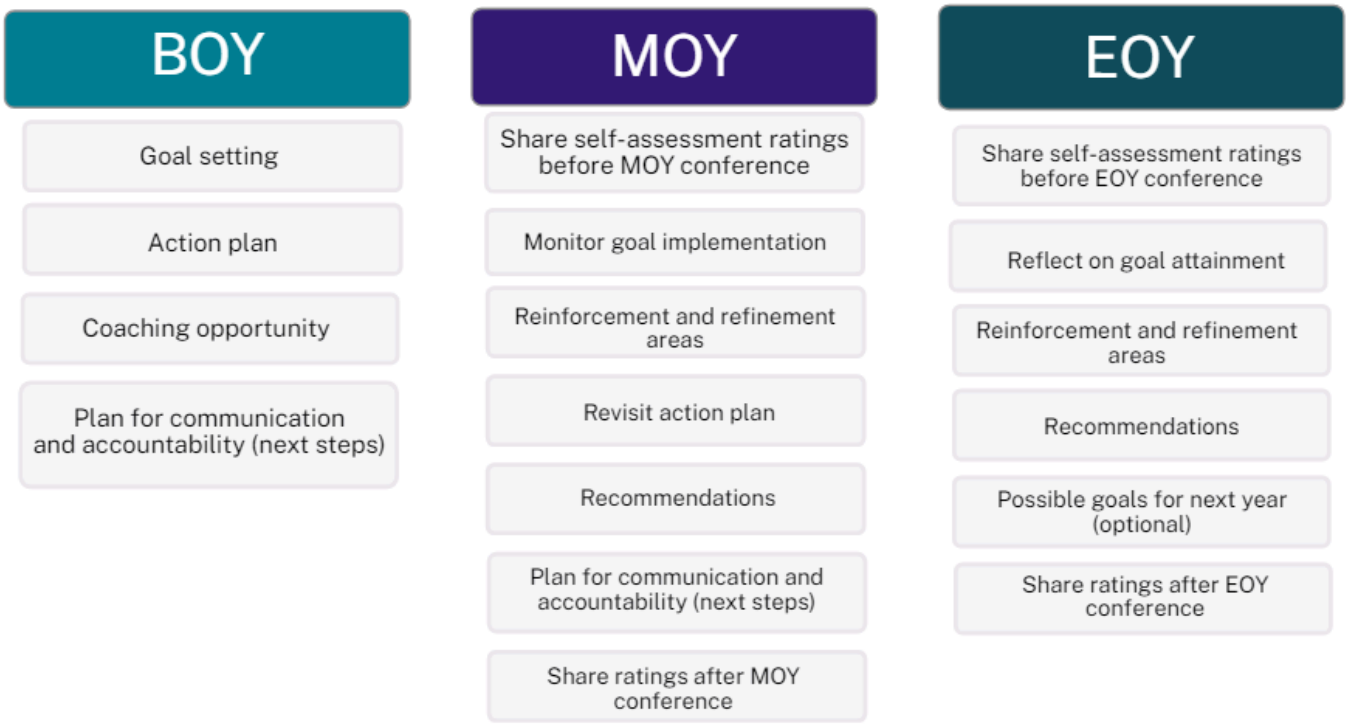
The Louisiana Counselor Evaluation process is intended as an opportunity for school counselors to reflect on their counseling practices, set goals that are aligned with the LCR, and develop an action plan with steps for reaching identified goals. The evaluation process also consists of the counselor receiving coaching, feedback, and support from an evaluator who is at the school or system level. Evaluators of school counselors are required to attend the Louisiana Leader and Counselor Rubric and Evaluation Training and pass the Louisiana Leader and Counselor Evaluator Certification Assessment annually. The counselor evaluation process consists of a minimum of three formal conferences at the beginning of the school year, middle of the school year, and at the end of the school year. The following provides detailed guidelines regarding counselor and evaluator responsibilities during and between each formal conference.

Middle-of-Year formative conference to review goals, the counselor's self-assessment, ask questions, provide coaching, and discuss next steps.



Beginning-of-Year initial conference with the counselor where rubric is reviewed, and the counselor shares his/her goals for the year in order to create an action plan.

End-of-Year summative conference with the counselor to review goals, the counselor's self-assessment, ask coaching questions, and discuss next steps.


BOY
Goal setting
Action plan
Coaching opportunity
Plan for communication and accountability (next steps)
MOY
Share self-assessment ratings before MOY conference
Monitor goal implementation
Reinforcement and refinement areas
Revisit action plan
Recommendations
Plan for communication and accountability (next steps)
Share ratings after MOY conference
EOY
Share self-assessment ratings before EOY conference
Reflect on goal attainment
Reinforcement and refinement areas
Recommendations
Possible goals for next year (optional)
Share ratings after EOY conference

Guidance for Beginning-of-Year (BOY) Conference

Suggested Time Period: August-September

Purpose

- Provides the evaluator and counselor an opportunity to build rapport with one another.
- Provides an opportunity for the counselor to ask clarifying questions about the rubric indicators and descriptors.
- Provides an opportunity for rubric-focused growth goals to be set and an action plan to be defined to achieve those goals.
- Allows the evaluator to begin the coaching process and address any issues that may negatively impact the counselor's ability to effectively support his/her campus.
- Allows discussion around school goals and the vision for the school, which directs the work of the counselor.

Components/Structure

There are five key components of the BOY conference. These components are reflected in the framework document that is designed to guide preparation and implementation of the BOY conference.

1. Goals
2. Self-analysis questions
3. Action Plan
4. Identify dates for campus visits and support opportunities

Preparation

The evaluator and the counselor must prepare for the BOY conference. A successful BOY conference requires careful and thorough planning by the counselor's evaluator and clear communication as to what he/she should prepare for the conference.

Evaluator Preparation

1. Instruct/notify the counselor to review the LCR and identify his/her strengths and possible areas for growth as it relates to the specific indicators/descriptors in the rubric.
2. Review available data such as: school goals, student attendance, behavior/disciplinary, and academic data, survey data.
3. Review any previous and available counselor evaluations and/or counselor self-assessments.
4. Prepare for self-analysis questions that are part of the BOY conference to anticipate possible responses and determine how to coach and redirect, if needed.

However, the evaluator should also prepare to:

- Establish a context for discussion of the three guiding questions:

    - What is your school counseling focus?
    - What data should you see move as a result of your school counseling focus?
    - What data might be important to monitor relative to your school counseling efforts?
- Be prepared to extend the self-analysis question in response to the counselor's response (e.g., the evaluator might simply ask, "What makes you say that?").
- If the evaluator is considering coaching the counselor towards a specific indicator on the rubric, the evaluator might prepare for additional "coaching/reflection questions" that follow this guidance.

School Counselor Preparation

1. Review the LCR from a personal vantage point. Identify any areas of the rubric for which you might want clarification.
2. Identify, within the rubric, the possible areas of reinforcement (strength) and refinement (areas for growth).
3. Consider ways (a plan of action) that a targeted area of growth might be addressed.

Step 1: Self-Analysis Questions
Within the BOY Conference Framework, there are three specific self-analysis questions around school data that the evaluator will pose and discuss with the leader during the conference. **School Data**: • What is your school counseling focus? • What data should you see move as a result of your school counseling focus? • What data will be important to monitor?
Self-Reflection in the Rubric: • Which areas on the rubric do you feel that you have consistently and effectively **exemplified** as a campus counselor? *(Note: For a new counselor, you might ask which area(s) of the rubric they feel most comfortable with and why?)* • What area(s) on the rubric do you feel that you would like to **strengthen or refine,** and why? *(Note: For a new counselor, you might ask which area(s) of the rubric they feel least comfortable with and why?)* • What **steps** would you like to take **to strengthen** these identified area(s) of the rubric? *(Note: The evaluator supports the counselor with developing the action plan that consists of intentional steps for strengthening identified area(s) of the rubric.)*
Step 2: Goal Setting
• The evaluator leads the counselor in the goal-setting process by engaging the counselor in a **discussion** of school data and areas of the rubric that the counselor has identified as strengths and growth opportunities. • The value of this part of the BOY conference lies in the **discussion** that **leads to goal setting**. • The evaluator utilizes the LCR Beginning-of-Year (BOY) Conference Framework to record

the notes from the discussion and the goal that is developed.
- The expectations around the number of goals a counselor sets is a local decision.

Step 3: Developing the Action Plan

The evaluator supports the counselor in developing an action plan with intentional steps for strengthening his/her identified area(s) of growth based on the counselor's reflection.

- What **steps/actions** would you like to take to strengthen these identified areas of growth from the rubric?
- What **data** will be monitored to **track progress** toward your goal(s)?
- What is the **timeline** for reaching your goal(s)?

Step 4: School Visits and Support Opportunities

School visits and support opportunities are based on the counselor's goal and action plan. The evaluator and counselor refer to their calendars and identify dates for visits and support in the first semester:

- When will the evaluator conduct school visits?
- What will be the purpose of each visit?
- What artifacts/evidence can be collected during the first semester that support the counselor's goal(s)?
- What support and coaching will the evaluator provide (action and follow-up)?

Louisiana Counselor Conference Framework

Beginning-of-Year (BOY) Initial Conference

Counselor_____School Name _____
School Year_____Evaluator_____
Beginning-of-Year (BOY) Meeting Date: _____

Self-Analysis Questions	
• **What is your school counseling focus?** • **What data should you see move as a result of your school counseling focus?** • **What data will be important to monitor?**	
Which areas on the rubric do you feel that you have consistently and effectively exemplified as a campus Counselor? *(Note: For a new counselor, you might ask which area(s) of the rubric they feel most comfortable with and why.)*	
Which area(s) on the rubric do you feel that you would like to strengthen or refine, and why? *(Note: For a new counselor, you might ask which area(s) of the rubric they feel least comfortable with and why.)*	

What steps would you like to take to strengthen these identified area(s) of the rubric? *(Note: The evaluator supports the counselor with developing the action plan that consists of intentional steps for strengthening identified area(s) of the rubric.)*	
Counselor Goal(s)	**Action Plan to Reach Goal(s)**

Planned Informal Meetings/Campus Visits *(First Semester)*
**Based on the above Action Plan, list the date and planned activities/campus visits that will support the counselor with implementation.*

Date	Activity

Additional Support/Coaching Opportunities *(Between BOY and MOY Conferences)*

Date	Action/Outcome	Follow-up

Guidance for Middle-of-Year (MOY) Formative Conference

Suggested Time Period: January

Purpose

The purpose of the middle-of-year conference is for the counselor and evaluator to formally meet and monitor the implementation of the action plan and to discuss steps taken towards meeting goal(s), and to identify additional plans to meet goal(s). The middle-of-year conference **does** include counselor self-ratings and evaluator ratings. The LCR Conferencing Framework is intended to be a living document. The evaluator should enter the conference with some evidence and sense of the counselor's performance levels relative to rubric domains/indicators. During the mid-year conference, the reflection on the goals the counselor has set will provide the evaluator with additional evidence that speaks to how the counselor has performed on the LCR indicators.

All visits and communication should be documented on the framework, and the counselor should be provided with the updated framework after each formal conference. The evaluator facilitates the conference to discuss the following components.

Components/Structure

There are several key components of the MOY conference.

1. Counselor self-assessment
2. Revisit goals
3. Identify reinforcement and refinement areas
4. Make recommendations for continued improvement
5. Revise the action plan, as needed
6. Identify dates for campus visits (if not evaluated by a school leader) and support opportunities
7. Continue the coaching process: Next Steps

Preparation: *Before* the MOY Conference

The evaluator and the counselor must prepare for the MOY conference. A successful MOY conference requires careful and thorough planning by the counselor's evaluator and clear communication as to what he/she should prepare for the conference.

Evaluator Preparation

1. Schedule the MOY conference with the school counselor.
2. Ask the counselor to complete and submit the *Counselor Self-Assessment Report* before the conference to provide his/her self-ratings on the rubric indicators (timeframe for the counselor submitting self-assessment to the evaluator is a local decision). The counselor identifies the steps that have been taken to reach the goal(s) set at the beginning of the year. The counselor identifies an area(s) of strength (reinforcement) and an area(s) for continued growth (refinement). The counselor's selected reinforcement and refinement areas can be selected

from any domain of the rubric.

3. Review the school counselor's self-assessment report before the MOY conference so as to anticipate counselor responses and how to best guide (direct or re-direct) the conversation as it relates to their goals and actions.
4. Review and categorize available evidence/artifacts gathered during observations, interactions, campus visits, informal meetings, and digital communication with the school counselor and other stakeholders, determine preliminary scores for indicators, identify areas of reinforcement and refinement and recommendations, and prepare coaching questions. Then, complete the MOY Conference Framework to be used to guide the MOY conversation with the school counselor.
    a. Establish a context for discussion with guiding questions aligned to the counselor's goals, actions, and reflections of reinforcement and refinement.
    b. Plan coaching questions to use that will support the counselor's reflection and guide the discussion. Be prepared to extend the self-analysis questions in response to the counselor's responses (e.g., the evaluator might simply ask, "What makes you say that?"). If the evaluator is considering coaching the counselor towards a specific indicator of the rubric, the evaluator might prepare for additional coaching/reflection questions that follow this guidance.
    c. Prepare a recommendation for an action(s) that the counselor can take to continue toward goal attainment. The recommendation should be based on best practice and should be something that the counselor is able to incorporate into his/her daily practice.

School Counselor Preparation

1. Reflect on steps taken and progress made toward the goal(s) set at the beginning-of-year conference, as well as any evidence/artifacts collected so far to support goal(s).
2. Complete and submit the self-assessment **before** the conference (timeline to submit to evaluator is a local decision) to provide self-ratings on all 13 rubric indicators. Identify an area(s) of strength (reinforcement) and an area(s) for continued growth (refinement). Reinforcement and refinement areas may be selected from any domain of the rubric.
3. Gather any related evidence/artifacts for the MOY conference to support goals, action plan, and self-reflections on an area of reinforcement and refinement.

Middle-of-Year (MOY) Conference Delivery: *During* the Conference

During the MOY conference, the evaluator:

- Utilizes coaching questions to guide and support the counselor during the reflection (progress toward goals, reinforcement and refinement areas, revisions to action plan).
- Communicates an area of reinforcement and an area of refinement from the rubric, including evidence/artifacts to support.
- Provides a recommendation for continued improvement in the identified refinement area.
- Engages the counselor in a review of their self-assessment.

- Engages the counselor in planning for second-semester visits, informal meetings, and coaching opportunities.

Middle-of-Year (MOY): *After* the Conference

After the conference, the evaluator:

- Determines if information gained from the conference provides additional evidence for rubric indicators.
- Finalizes scores for all 13 rubric indicators and the MOY Conference Framework, which includes the evaluator and counselor's scores, successes, action plan revisions, planned informal meetings/campus visits, and additional coaching/support opportunities.
- Meets with the counselor to share the final and completed MOY Conference Framework and his/her ratings for the counselor alongside the counselor's self-ratings. The evaluator should be prepared to share evidence that was gathered/observed to support final scores.

The sharing of ratings should occur within 48 hours after the conference, via a 30-minute face-to-face or virtual meeting.

LOUISIANA DEPARTMENT OF EDUCATION

Observation for 2024-2025
Louisiana Department of Education
1201 North Third Street, Baton Rouge, LA 70802

EDUCATOR PROFILE

NAME	CERTIFICATION	
SCHOOL	PARISH	EMPLOYMENT

OBSERVATION

Title	Class Description
Observation Date	Student Count
Full Period	Course Category
Conference	Grade

SUMMARY

Evaluator:

Self-Assessment:

Reinforcement	Refinement	Self-Reinforcement	Self-Refinement

SIGNATURE

Signature of Educator

Date

Signature of Evaluator

Date

ASSESSMENT

Counseling Program Vision, Strategic Goal Setting, & Action Planning:

Weight: _____%

Target Area	Evaluator	Self-Assessment
Development and communication of Vision		
Goal-Setting, Action Planning, and Monitoring		
Expectations		

Evaluator Evidence	Self-Assessment Evidence

Student Services:

Weight: _____%

Target Area	Evaluator	Self-Assessment
Student Support and Data Collection		
Meeting Student Needs		
Organization and Management of Time and Student Records		

Evaluator Evidence	Self-Assessment Evidence

Leadership, Advocacy, And Reflection:

Weight: _____%

Target Area	Evaluator	Self-Assessment
Leadership and Advocacy		
Reflective Practices		

Evaluator Evidence	Self-Assessment Evidence

Professionalism & Integrity:

Weight: _____%

Target Area	Evaluator	Self-Assessment
Professional Behavior		
Integrity		
Confidentiality		

Evaluator Evidence	Self-Assessment Evidence

School And Community Engagement:

Weight: _____%

Target Area	Evaluator	Self-Assessment
Collaboration with School Personnel		
Collaboration with All Stakeholders		

Evaluator Evidence	Self-Assessment Evidence

NEXT STEPS

Next Steps

Louisiana Counselor Conference Framework

Middle-of-Year (MOY) Formative Conference

Counselor _____ School Name _____
School Year _____ Evaluator _____
Middle-of-Year (MOY) Meeting Date: _____

Reinforcement Indicator:	
Self-Analysis Questions:	
Evidence to Support Reinforcement:	
Refinement Indicator:	
Self-Analysis Questions:	
Evidence to Support Refinement:	
Recommendation(s) for Continued Improvement:	

Action Plan Revisions

Counselor Goal(s)	Action Plan to Reach Goal(s) *What data will be monitored to track progress toward goal(s)? What is the timeline for reaching goal(s)?*

Planned Informal Meetings/Campus Visits *(Second Semester)*
**Based on the above action plan, list the date and planned activities/campus visits that will support the counselor with implementation.*

Date	Activity (What evidence will be collected?)

Additional Support/Coaching Opportunities (Between MOY and EOY Conferences)

Date	Action/Outcome	Follow-Up

Revisit PGP/Coaching Plan and add any additional support/coaching opportunities (Between MOY and EOY Conferences)

Guidance for End-of-Year (EOY) Conference

Suggested Time Period: May-June

Purpose

The end-of-year summative conference is an opportunity for the counselor to engage in a final reflection and discuss the action steps taken to reach goal(s). This conference is also an opportunity for the evaluator to guide the counselor in reflection on how he/she has performed according to the rubric indicators.

Components/Structure

There are several key components of the EOY conference.

1. Counselor self-assessment
2. Reflect on goal attainment
3. Identify reinforcement and refinement areas
4. Make recommendations for continued improvement
5. Discuss possible goals for next year (optional)

Preparation: *Before* the Conference

The evaluator and the counselor must prepare for the EOY conference. A successful EOY conference requires careful and thorough planning by the counselor's evaluator and clear communication as to what he/she should prepare for the conference.

Evaluator Preparation

1. Schedule the EOY conference with the school counselor.
2. Ask the counselor to complete the *self-assessment* before the EOY conference to provide his/her self-ratings on the rubric indicators (timeline for the counselor to submit self-assessment to the evaluator is a local decision). The counselor identifies the steps that have been taken to reach the goal(s) set at the beginning of the year and since the MOY conference. The counselor identifies an area(s) of strength (reinforcement) and an area(s) for continued growth (refinement). The counselor's selected reinforcement and refinement areas can be selected from any domain of the rubric. The EOY *Counselor Self-Assessment Report* should be completed and shared with the evaluator **before** the end-of-year conference.
3. Review the school counselor's self-assessment report before the EOY conference so as to anticipate counselor responses and how to best guide (direct or re-direct) the conversation as it relates to their goals and actions.
4. Review and categorize available evidence/artifacts gathered during campus visits, informal meetings, and digital communication with the school counselor and other stakeholders, determine preliminary scores for indicators, identify areas of reinforcement and refinement and recommendations, and prepare coaching questions.
5. Complete the EOY Conference Framework to be used to guide the EOY conversation with the school counselor.
    5. Identifying Reinforcement and Refinement Areas: Consider the following guiding

questions:

1. What areas will have the most impact on the counselor?
2. What is the most appropriate type of coaching for this counselor at his/her current capacity?
3. Do I have ample evidence to reinforce/refine these areas?

Reinforcing the Counselor's Skills	Refining the Counselor's Skills
• Ask **self-analysis questions** • Identify areas of **reinforcement** • Provide **evidence** from the year and commendations	• Ask **self-analysis questions** • Identify area of **refinement** • Provide **evidence** from the year • Give **recommendations** for future practice • Identify possible goals for next year *(optional)*

6. When planning self-analysis/coaching questions, be sure to focus the questions on the identified areas of reinforcement and refinement by utilizing key language from the rubric to support the counselor's reflection and guide the discussion.
7. Utilize rubric language throughout the conference plan. Identify specific counselor and artifact evidence, not just replicating language from the rubric.
8. Provide clear recommendations for growth in the refinement areas that are meaningful and relevant to the work of the counselor.

School Counselor Preparation

1. Reflect on goal attainment, steps taken, and progress made toward meeting the goal(s) set at the beginning-of-year conference, as well as any evidence/artifacts collected to support attainment of goal(s) since the MOY conference.
2. Complete and submit the EOY *Counselor Self-Assessment Report* **before** the conference (timeline for the counselor to submit self-assessment to the evaluator is a local decision) to provide your self-ratings on all 13 rubric indicators. Identify an area(s) of strength (reinforcement) and an area(s) for continued growth (refinement). Reinforcement and refinement areas may be selected from any domain of the rubric.
3. Gather any related evidence/artifacts for the EOY conference to support goals, action plan, and self-reflections on an area of reinforcement and refinement.

End-of-Year (EOY) Conference Delivery: ***During*** the Conference
During the Reinforcement portion of the EOY conference, the evaluator: • Asks self-analysis/coaching questions (aligned to the reinforcement area) to guide and support the counselor during the reflection. • Identifies an area of reinforcement from the rubric. • Provides evidence from the year and commendations aligned to the reinforcement area.

During the Refinement portion of the EOY conference, the evaluator:

- Asks self-analysis/coaching questions to guide and support the counselor in reflection on goal attainment and refinement area for the school year.
- Identifies an area of refinement from the rubric.
- Provides evidence from the year with recommendations for continued improvement/future practice in the identified refinement area.
- Identifies possible goals for next year (optional).

End-of-Year (EOY): *After* the Conference

After the conference, the evaluator:

- Determines if information gained from the conference provides additional evidence for rubric indicators.
- Finalizes scores for all 13 rubric indicators and the End-of-Year Conference Framework, which includes the evaluator and counselor's scores, the area of reinforcement, area of refinement, recommendations for continued improvement/future practice, and possible goals for next school year (optional).
- Meets with the counselor to share the final and completed EOY Conference Framework and his/her ratings for the counselor alongside the counselor's self-ratings for the year.

The sharing of ratings should occur within 48 hours after the conference via a 30-minute face-to-face or virtual meeting.

Louisiana Counselor Conference Framework

End-of-Year (EOY) Summative Conference

Counselor _____ School Name _____
School Year _____ Evaluator _____
End-of-Year (EOY) Meeting Date: _____

Reinforcement Indicator:	
Self-Analysis Questions:	
Evidence to Support Reinforcement:	
Refinement Indicator:	
Self-Analysis Questions:	
Evidence to Support Refinement:	

Recommendation(s) for Continued Improvement:	
Possible Goals for Next School Year (Optional):	

Counselor Signature	**Date**
Evaluator Signature	**Date**

Appendix A

Louisiana Counselor Evaluation Process At-A-Glance

- Evaluators are required to complete the two-day Louisiana Leader and Counselor Rubric and Evaluation Training.
- Evaluators are required to complete and pass the Louisiana Leader and Counselor Evaluator Certification Assessment.

Beginning-of-Year (BOY)	• Evaluator leads goal-setting meeting with counselor, utilizing conference structure with self-analysis questions • Evaluator supports counselor with developing an action plan for strengthening area of growth based on counselor's reflection • Evaluator coaches counselor (during the conference and during the first semester through on-site observations and communication between observations)	**Required documents:** • Louisiana Counselor Rubric Framework *(beginning-of-year section)*

Middle-of-Year (MOY)	• Evaluator leads middle-of-year conference with counselor
	  ○ Mid-year check-in on counselor goal(s)
	  ○ Reinforcement/ Refinement coaching questions to promote reflection; celebrate successes
	  ○ Discuss continued goals and make necessary revisions to action plan created at BOY
	  ○ Evaluator provides a recommendation (model) for meeting goal(s)
	• After MOY conference, evaluator shares with counselor MOY scores and completed Conference Framework
	• Evaluator continues to provide counselor with coaching opportunities during second semester (on-site visits and communication between visits)
		Required documents:
		• Counselor Self-Assessment Form
		• Louisiana Counselor Rubric Framework *(mid-year section)*

End-of-Year (EOY)	• Evaluator leads end-of-year conference with counselor
	  ○ Reflection on goal attainment
	  ○ Reinforcement/ Refinement coaching questions to promote reflection; celebrate successes
	  ○ Evaluator provides a recommendation (model) for continued improvement
	  ○ Possible goal(s) for next year/next steps
	• After EOY conference, evaluator shares with counselor EOY scores and completed Conference Framework
		Required documents:
		• Counselor Self-Assessment Form
		• Louisiana Counselor Rubric Framework *(end-of-year section)*

*Minimum of 3 face-to-face meetings required		

Appendix B

Sample Timeline for Counselor Evaluator

Timeline	Action
August-September • Review evaluation from last year • Complete BOY conference • Start collecting evidence and artifacts • Support counselors with goals	• Review system goals, school goals, school counseling program goals, student learning targets, and any other necessary previous year's student data for alignment with counselor focus areas within counseling goals and action plans • Review last year's evaluation for counselor, review area of refinement for the counselor in preparing for BOY conference • Complete BOY conference with counselor to create goals and action plan • Review evaluation process and timelines with the counselor, model expectations and materials that will be used for evaluating school counselors at their school site
October-December • Continue collecting evidence and artifacts • Support counselors with goals	• As appropriate, observe counseling sessions or lessons, special events, instructional leadership team meetings, and teacher collaboration meetings where the school counselor plays an active role • As appropriate, review logs, meeting agendas, lesson plans, and other documentation aligned to the counselor's goals, action plans, and responsibilities • Conduct informal meetings and/or email check-ins with the counselor to provide feedback related to the counselor's goal(s) • Review artifacts, evidence, and data with the counselor
January • Complete MOY conference • Continue collecting evidence and artifacts • Support counselors with goals	• Conduct MOY conferences with the counselor to discuss progress toward goal(s) and to revise the action plan as needed • Identify observations, interactions, campus visits, and informal meetings to support the counselor during the spring semester • Complete MOY conference framework and meet with counselor face-to-face or virtually to share completed framework and scores

February-April • Continue collecting evidence and artifacts • Support counselors with goals	• As appropriate, observe counseling sessions or lessons, special events, instructional leadership team meetings, and teacher collaboration meetings where the school counselor plays an active role • As appropriate, review logs, meeting agendas, lesson plans, and other documentation aligned to the counselor's goals, action plans, and responsibilities • Conduct informal meetings and/or email check-ins with the counselor to provide feedback related to the counselor's goal(s) • Review artifacts, evidence, and data with the counselor
May-June • Complete EOY conference • Support counselors in reflecting on goals and school performance	• Conduct EOY conferences with the counselor to reflect on goal attainment, reinforcement and refinement areas, and recommended next steps • Discuss with the counselor progress toward the performance indicators (school goals, school counseling program goals, student learning targets, student data), and discuss changes for the next year • Complete EOY Conference Frameworks and meet with counselor to share completed framework and scores

Appendix C

Protocols and Strategies for Evaluating School Counselors

Periodic, purposeful, and intentional informal observations, school visits, and meetings offer critical opportunities for counselor evaluators to understand the work of the school counselor as it relates to the school atmosphere, school vision, the school counseling vision and program, and other counseling practices. Counselor evaluators use these observations, visits, and meetings, as well as participation in teacher collaboration (TC), as opportunities to collect evidence and analyze the work of school counselors.

Visits to schools or informal observations of counselors should be ongoing and, at times, unannounced. A minimum of four visits per year to the school counselor's work site can provide valuable insight into the school counselor's performance over the course of the year. The value of the insights depends on the counselor evaluator and counselor engaging together in three specific activities each time:

- Discussion of progress and challenges;
- Examination/review of artifacts;
- Observation of counseling practices or leadership for the counseling program and shared analysis.

For example, the evaluator may conduct an informal observation of a counseling lesson. Some counselor evaluators visit classrooms with the counselor and discuss what they see "along the way" as it pertains to the counseling program or the counselor's goal. These classroom visits are not for the counselor evaluator to evaluate teachers; instead, the counselor evaluator is evaluating the counselor's skills and knowledge as an instructional leader. Other evaluators will ask the counselor to share his/her perceptions and follow up with additional questions. Some evaluators will conduct a combination of activities in the same visit.

Discussion of Progress and Challenges

The counselor evaluator and the counselor discuss progress and changes in areas such as the following:

- Goals
    - School counseling program vision and goals
    - Professional practices
    - Student learning targets (SLTs)
- Outreach to families and other stakeholders
- Student Services
- Professionalism and confidentiality
- School vision
- Challenging issues

Examination/Review of Artifacts
The counselor evaluator and counselor examine artifacts together, such as the following (see Appendix E for other examples of artifacts and evidence):

- The school counseling mission, vision, and action plan
- Needs assessment data
- Professional learning schedules, long-range plans, meeting agendas (e.g., instructional leadership team, teacher collaboration, grade-level meetings)
- Other meeting schedules, logs, and agendas (e.g., faculty meetings, counselor collaboration, vendor/professional learning opportunities)
- Newsletters/social media
- Counselor SLTs
- Career interest inventory with lesson plans to go along with the data
- Reports showing a change in student achievement, attendance, or discipline data
- Reports showing a change in course enrollment or increased access to opportunities

Observations and Analysis
The evaluator informally observes the counselor or observes classrooms/students alongside the counselor, with a focus on the school counseling program, and shares their analysis from the observations.

- Counselor lessons or sessions with students, as appropriate
- 8-10 minute observations in particular classrooms
- Other activities to observe might include:
    - Meetings and conferences with students, parents, staff, and other professionals or stakeholders, as appropriate
    - Instructional leadership team meetings
    - Faculty meetings
    - Teacher collaboration, grade-level, and departmental meetings
    - Lunch and recess
    - Transition times (arrival, dismissal, between classes)

Additional Strategies and Suggestions for Observations
(See Appendix E for more examples)

- Conversations and visits with the school counselor when providing support, such as:
    - Development of school counseling program mission statements and objectives
    - Designing and evaluating school counseling curriculum, lesson plan development, classroom management strategies, and differentiated instructional strategies
    - School counselor role as a leader, advocate, and/or systems change agent
    - Advocacy for comprehensive school counseling programs and associated school counselor roles
    - Critically examining the connections of social, familial, personal, and

behavioral factors to academic achievement
- Design, organization, or implementation of skills to screen PK-12 students for characteristics, risk factors, and warning signs of mental health and behavioral disorders
- Determining strategies for implementing and coordinating school-based interventions
- Implementing techniques of social, personal, and trauma-informed counseling in school settings
- Implementing evidence-based and sustaining interventions to promote academic development
- Designing and implementing approaches to increase promotion and graduation rates
- Implementing interventions to promote post-secondary college, career, and military readiness, as well as life readiness
- Implementing strategies to facilitate school and post-secondary transitions
- Implementing strategies to promote the achievement of all students and access to post-secondary education opportunities

Appendix D

Louisiana Counselor Rubric Evidence Collection Sheet

Throughout the school year, during formal and informal visits, counselor evaluators should actively identify evidence of best practices as it relates to the various indicators that comprise the Louisiana Counselor Rubric. This document might be used by evaluators to keep track of the different artifacts and evidence that are identified during the year.

Counselor Name: _____ School: _____

Indicator	Evidence
COUNSELING PROGRAM VISION, STRATEGIC GOAL SETTING, AND ACTION PLANNING	
Development and Communication of Vision	
Goal Setting, Action Planning, and Monitoring	
Expectations	
STUDENT SERVICES	
Student Support and Data Collection	
Meeting Students' Needs	

Organization and Management of Time and Student Records	
LEADERSHIP, ADVOCACY, AND REFLECTION	
Leadership and Advocacy	
Reflective Practices	
PROFESSIONALISM AND INTEGRITY	
Professional Behavior	
Integrity	
Confidentiality	
SCHOOL AND COMMUNITY ENGAGEMENT	
Collaboration with School Personnel	
Collaboration with All Stakeholders	

Appendix E

Expanded List of Possible Sources of Evidence and Actions of Leaders to Support Counselors

(This list is not exclusive, nor exhaustive of all sources of evidence)

Domain 1: Counseling Program Vision, Strategic Goal Setting, and Action Planning	
Possible Source of Evidence	**Potential Actions to Support Counselor**
• Needs assessments for students, faculty, and staff, and aggregated data • Student, family, faculty, and/or staff surveys and aggregated data • School Improvement Plan (SIP) data • Classroom presentations and accompanying plans • Classroom lessons/lessons with students and accompanying plans • Individual/small group counseling sessions and accompanying plans • Student artifacts from lessons and/or sessions, as appropriate (e.g., goals, notes/checklists, drawings, reflections, scripts, videos) • Suicide risk assessment • Conference logs • Check-in/Check-out (CICO) forms or logs • Phone logs (SIS and personal) • In-service presentations (e.g., Meet the Counselor) with agendas, sign-in sheets, copies of handouts provided • Parent meeting agendas, sign-in sheets, minutes (e.g., BOY, Coffee/Cookies with Counselors, Open House) • Social media input and output, school app/website • School newsletter input • School Counselor website • National School Counseling Week activities • Run campus reports on academics, attendance, assessment, discipline • Attends school building level committee (SBLC) meetings	• Provide opportunity to distribute and conduct needs assessments with students, faculty, and staff • Provide and support time for classroom counseling lessons and individual and/or group counseling sessions • Provide supplies and/or space for counseling sessions • Provide opportunities to speak at in-services • Provide access to school social media sites • Allow input from counselor on school newsletters • Support activities to promote school counseling program • Provide time for counselor to review different record types • Attend and support counselors in different conferences, when appropriate • Allow counselor input in school improvement meetings (e.g., school improvement team, instructional leadership team, teacher collaboration meetings) as appropriate

• 504 and IEP meeting attendance and input • School improvement meeting attendance, agendas and minutes, as appropriate (e.g., school improvement team, instructional leadership team, teacher collaboration, PBIS) • Counselor calendar, logs, and/or time tracking • Behavior or RTI checklist • Counselor conference tracking sheet (e.g., student, parent, teacher, administrator) • Contributes to the parent/teacher organization (PTO) team or action team partnership meetings • Scheduling for/with students • Workshops with high school students in course planning • Assists with testing • Leads development and communication (e.g., school counseling office, website, brochures) of the counseling program's mission, vision, and beliefs • Develops a counseling program mission and vision that aligns with school system and school missions and visions, and describes students 5 to 15 years in the future • Drafts of the vision statement with edits visible • Advisory Council meetings, agendas, minutes • SLTs and other goals related to student and school needs • Intervention data, logs, and other documentation • Crisis counseling logs • Mindsets and behavior action plan • Community resources • Emails, schedules of meetings, agendas, sign-in sheets, meeting notes • Meeting invitations and photographs of meetings with stakeholders • Data summaries • Counselor videos • Counselor posters • Counselor or school newsletters • Mentoring program for students with failing grades • Chronic absenteeism plan and tardy reduction goal • Positive reinforcement strategies	

Domain 2: Student Services	
Possible Source of Evidence	**Potential Actions to Support Counselor**
• Assessment reports (e.g., LEAP, ACT) • Instructional leadership team (ILT) and SBLC meeting attendance, agendas, and minutes, as appropriate • Administration meetings, as appropriate • Create and/or review cumulative folders • Student needs assessments and aggregated data • Student surveys and aggregated data • RTI data • SLTs and other goals related to student and school needs • Professional growth plan • School information system (SIS) reports • Action plans and contracts (e.g., behavior, academic) • CICO forms or logs • Suicide risk assessment packets • Parent notification of suicide risk assessment • Checklist for crisis management plans • Classroom presentations or lessons (e.g., mental health presentations, academic presentations, social or personal development presentations) and accompanying plans • Individual/small group sessions and accompanying plans • Peer mentoring artifacts • Career Fair/Day letter, announcements, agenda • Referral forms to see the counselor • Referrals (e.g., 504, IDEA, external counseling) • Case documentation • Counselor calendar, log, or time tracking • Visible, shared calendars • Lesson plans and/or curriculum map of yearly lessons • SIS communication logs • Blackboard communications	• Allow distribution of needs assessments • Allow time for classroom visits • Allow time for individual and/or small group lessons • Assist in responsibilities when needed so counselors can handle crises (e.g., suicidal ideations, anxiety situations, parent conferences) • Support counselors when needing to pull students for various reasons • Assist and support referrals • Collaborate with counselors periodically to address needs and receive or provide input (e.g., weekly, monthly, quarterly) • Include counselors in ILT and teacher collaboration meetings, as appropriate • Allow counselor time, support, and resources to perform tasks in job description • Provide opportunity for counselor input on social media sites and newsletters

• Social media posts • Newsletters, flyers, brochures • Artifacts from special events (e.g., Red Ribbon Week, Mental Health Awareness Week, Bullying Prevention Month) • Artifacts from Student of the Year selection process • Communications with local McKinney-Vento homelessness liaison • School vision and mission statements • Counselor goal(s), action plan • Pre- and post-tests • School data summaries • Individual graduation plans (IGPs) • LEAP Connect IGPs • Career interest inventory with aligned lesson plans • Student achievement/academic, attendance, discipline, social-personal data and reports • Course enrollment data • Dropout Early Warning report from SIS, EdLink 360or other reports for students in danger of not graduating on time • Transition meetings between elementary and middle, middle and high school to better prepare students for the next grade level • Intervention plans • Member of school crisis team • Community resources for crises • Field trips with students • Transcript checks, documentation of student, teacher, parent, administrator contact • Referral forms • Parent communication log • Accurate, confidential counseling records • Progress monitoring logs • RTI logs for interventions involving the counselor • Closing the Gap Action Plan • School Improvement Plan • Qualitative data from interviews with school personnel, students, and/or parents/guardians	

• Digital classroom invitation codes • Positive Approach to Student Success (PASS) social/personal screener link and summary of results • Data from Functional Assessment Checklist for Teachers and Staff Survey (FACTS)	

Domain 3: Leadership, Advocacy, and Reflection	
Possible Source of Evidence	**Potential Actions to Support Counselor**
• Attend IEP, 504, and SBLC meetings and parent conferences • Lead the crisis team • ILT and teacher collaboration meeting presentations and agendas, as appropriate • Faculty meeting presentations and agendas • Parent meeting presentations and agendas • Evidence of ongoing professional development (e.g., system-level counselor collaboration, state and national conferences) • Professional growth plan • Self-assessment and self-reflection artifacts (e.g., BOY/MOY/EOY conference reflections and self-assessment ratings) • Pre- and post-evaluations of lessons • Monthly counselor meeting agendas • Professional organization membership • Advisory council meeting agendas and minutes • School improvement plan involvement • Counselor calendar, logs, and/or time tracking • Job description aligned with Louisiana Counselor Rubric • Counseling program vision and mission statement shared with stakeholders • Closing the Gap action plan • School counselor program assessment artifacts • Leadership roles in school, school system, or community committees focused on student success	• Include counselors in ILT and teacher collaboration meetings, as appropriate • Assist with responsibilities to allow counselor time to attend IEP, 504, SBLC, and parent meetings • Allow time for presentations at faculty meetings and parent meetings, as appropriate • Allow counselor time to engage in professional development opportunities internally and externally • Collaborate with counselor in crises • Collaborate with counselor on program and self-evaluation • Allow counselor input on the school improvement plan • Allow counselor time, support, and resources to perform tasks in job description

• Referrals • Threat assessments • Suicide assessments • Assisting with medical emergencies • SLTs aligned to school improvement initiatives • Annual report results • List of books and articles read • Advisory council, Tiered Pathways of Support (Intervention) team, RTI team, and school improvement team meeting agendas • School improvement plans with evidence of alignment between counseling and academic and atmosphere goals • Newsletters, flyers, or emails promoting counseling activities • Documentation of new programs (e.g., peer mentoring, middle school bridge programs, college readiness week, personal or social development groups) • Program audit or implementation plan (e.g., end-of-year program evaluation, stakeholder surveys) • Agendas or materials from trainings provided or attended for comprehensive school counseling or trauma-informed care • Evidence of parent outreach or education (e.g., family nights, translated resources) • Evidence of improved outcomes (e.g., attendance, behavior, academic performance) • Awards or recognitions for leadership or counseling initiatives	

Domain 4: Professionalism and Integrity	
Possible Source of Evidence	**Potential Actions to Support Counselor**
• Evidence of ongoing professional development (e.g., system-level counselor collaboration, state and national conferences) • Evidence of in-service training (e.g., anxiety and stress management, grief and loss, trauma and crisis management specialist training, college admissions training) • Monthly collaboration with other counselors	• Allow counselor to attend monthly meetings to collaborate with peers • Allow time for counselor to attend professional development and in-service trainings • Meet periodically with counselor to provide

• Collaboration with administration, faculty, and staff • Communication logs • Professional organization membership • Evidence of completed ethics training • Job description aligned with Louisiana Counselor Rubric • Consults school board legal counsel when necessary • Evidence of password protection and counseling records stored in locked, private location • Private counseling office provided as needed and required • Closed conferences conducted as needed and required • Outside agency referral documentation • Presentation to the staff about the counselor's role in the school, FERPA, mandated reporting, and other topics such as confidentiality boundaries, mental health support services, crisis intervention protocols, and collaboration with teachers and families. • Counseling office signage outlining confidentiality policies • Counselor calendar, logs, and/or time tracking • Follow-up emails with teachers • List of resources for students and parents • Data-informed decision-making for interventions • Consultations with system counselor supervisor and counselor team as necessary • Evidence of compliance with school system policies • Documentation of appropriate and immediate response to crises • Documentation of adherence to the ethical and statutory limits of confidentiality • Signed statements acknowledging nationally recognized ethical standards, FERPA, HIPAA, and school system policies • Copies of informed consent forms used for counseling services • Written logs or reflections on handling complex dilemmas • Certificates or logs of professional development aligned with nationally recognized school counseling standards • De-identified consultation notes with colleagues or supervisors on ethical matters • Records demonstrating adherence to school system/state policies (e.g., mandated reporting, student data). • Supervisor observation notes citing ethical conduct and professional integrity • Written case studies documenting complex dilemmas and decision-making processes	feedback and receive input (e.g., weekly, monthly, quarterly) • Allow time for counselor to attend ILT and teacher collaboration meetings to receive feedback and provide input • Support counselor in the "Handle with Care" situations • Allow counselor time, support, and resources to perform tasks in job description • Assist and support counselor in requesting counsel from school board legal counsel • Support counselor in providing private conferences and keeping information private, need to know basis only

• Consultation logs showing collaboration with colleagues, supervisors, or school system personnel • Meeting notes from Tiered Pathways of Support, 504, or crisis response teams illustrating counselor-led ethical input • Personal or professional reflection journals analyzing complex counseling scenarios • Copies of decision-making tools or frameworks used (e.g., ethical decision-making models, data-driven approaches) • Use of stakeholder feedback in decision-making • Action plans for students involved in complex or sensitive situations • Open, honest communication with evaluator in areas the evaluator may not understand • Confidentiality information provided to parents • Documentation of participation on PBIS, SBLC, and 504 teams to offer support and collaboration for students' academic and/or behavioral needs • Documentation of collaboration in the student evaluation process for 504 (eg., 1508, gifted, behavior intervention plan) • Documentation of student behavior plans, conferences, observation tools • Documentation of meetings with parents regarding their child's performance academically and/or behaviorally, to determine any necessary interventions or accommodations • Monthly counseling newsletters for students and families • Membership and attendance at local, state, and nationally recognized conferences.	

Domain 5: School and Community Engagement	
Possible Source of Evidence	**Potential Actions to Support Counselor**
• Needs assessment results from all stakeholders • Pre-and post-test data • Meet the Counselor presentation and other counseling-related presentations • Faculty meeting presentations meeting agendas, and in-service agendas • ILT and teacher collaboration meeting presentations and agendas, as appropriate	• Allow distribution of needs assessments • Allow time at faculty meeting or in-service for counselor to present roles and responsibilities • Allow time for counselor to attend ILT and teacher collaboration meetings to receive

• Referrals • Progress monitoring logs • Monthly counselor collaboration meetings • Social media input and output, school app/website • Counselor website • School or counselor newsletters • School sytem advisory committee meeting agendas and minutes • Email communications with students, parents/families, community stakeholders • Guest speakers from local agencies • Blackboard communications • Bulletin boards and other school counseling displays • Evidence of community resources (e.g., local mental health clinics, crisis hotlines, food banks, clothing closets, tutoring programs, child advocacy centers, college access organizations) • Visitation log (e.g., Department of Children and Family Services [DCFS], probation officer) • Artifacts from special events (e.g., Red Ribbon Week, Mental Health Awareness Week, Bullying Prevention Month) • Artifacts from Title I and parent/family involvement events • Parent/teacher organization (PTO) team or action team partnership meeting agendas • Presentation to staff about the counselor's role in the school and when a student should be referred for counseling services • Academic, attendance, behavior, and social-personal data or reports • Documentation of goal progress shared with stakeholders • Periodic data reports on school counseling program interventions	feedback and provide input • Allow time for counselor to attend professional development and in-service trainings • Allow counselor to provide input and resources for social media and newsletters • Allow counselor to bring in guest speakers and community organizations/resources for faculty and students • Allow counselor to attend monthly meetings to collaborate with peers • Allow counselor to attend meetings hosted by local agencies, universities, workforce development centers, etc. • Allow counselor to host and present at parent or family meetings, as appropriate

Appendix F

Louisiana School Counselor Evaluation Calculations

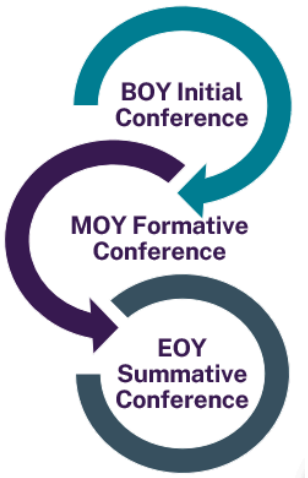
Bulletin 130: Counselor Conference (Observation) Requirements

Artifacts and data are collected during the evaluation cycle.

- Middle-of-Year (MOY) Conference (performance review) weighted 30% of the qualitative score
- End-of-Year (EOY) Conference (performance review) weighted 60% of the qualitative score
- Self-Assessment rating is weighted 10% of the qualitative score

The Counselor Evaluation Process

- 3 conferences annually
- Beginning-of-the-Year (BOY) initial conference, with goal setting/action planning
- Middle-of-Year (MOY) formative conference, including evaluator and self-ratings
- End-of-Year (EOY) summative conference, including evaluator and self-ratings
- Throughout the school year, the evaluator will maintain consistent communication and conduct informal observations and meetings with the school counselor to collect evidence



Louisiana School Counselor Effectiveness Rating

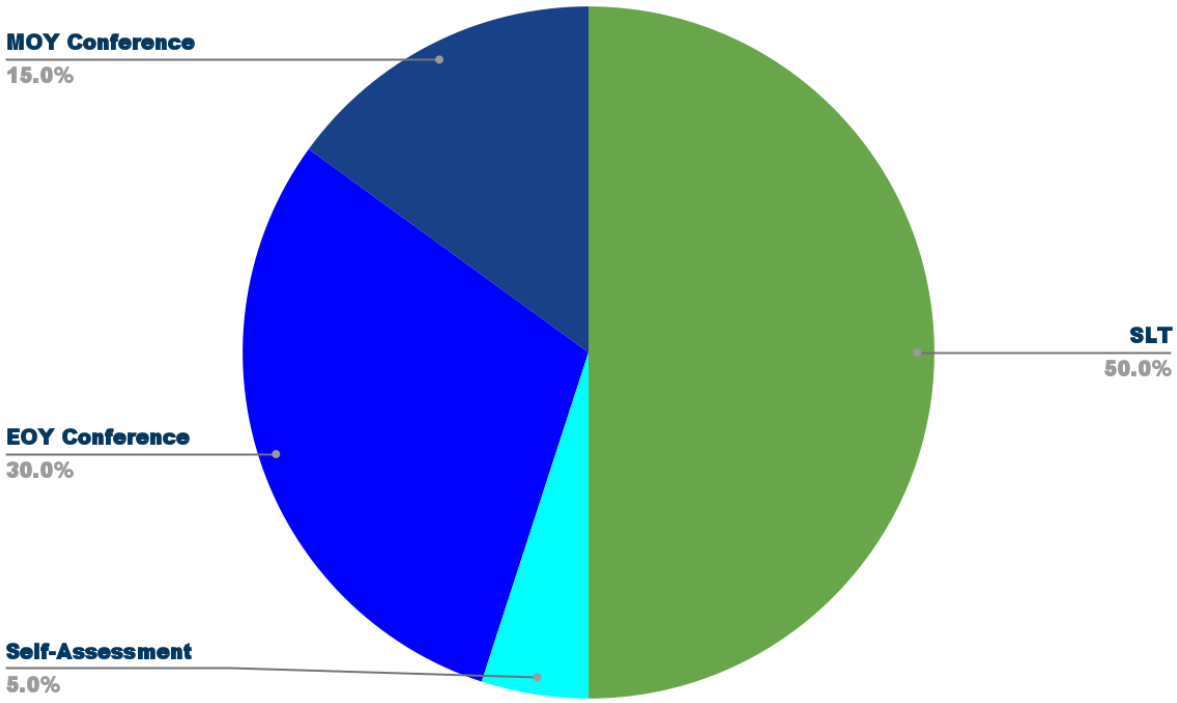
How is a counselor's final effectiveness rating calculated?

The final evaluation score for counselors contains a Qualitative Assessment Score, which accounts for 50% of a counselor's rating, and a Student Growth Measure (Quantitative), which accounts for the remaining 50%. The two scores are averaged to calculate the final evaluation score.

Qualitative Assessment Score (50% of final)	Weight
Counselor Rubric • Middle-of-Year (MOY) Conference 1 = 30% • End-of-Year (EOY) Conference 2 = 60%	90%
Self-Assessment	10%
Student Growth Component (50% of final)	**Weight**

Student Learning Targets (SLTs)	100%

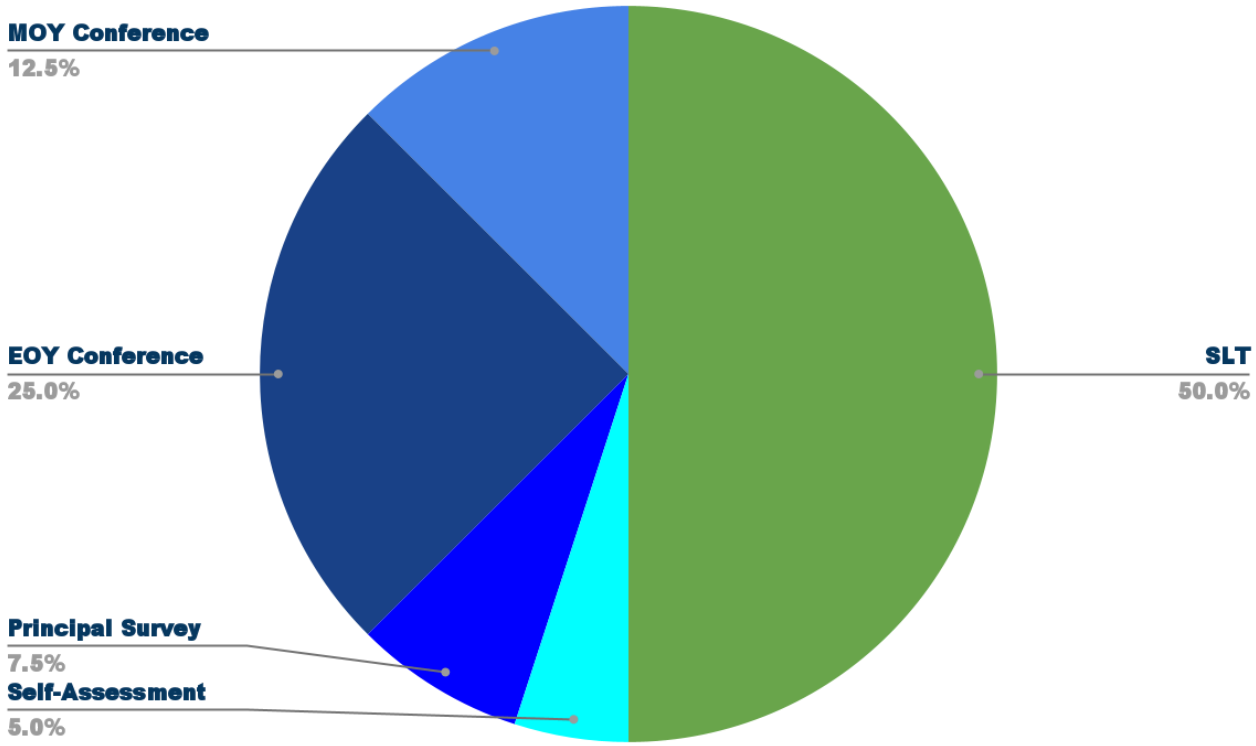
Counselor Evaluation Component Weights



Counselor Evaluation Domain Weights

Domain	Weights
Counseling Program Vision, Strategic Goal Setting, and Action Planning	25%
Student Services	25%
Leadership, Advocacy, and Reflection	20%
Professionalism and Integrity	15%
School and Community Engagement	15%

Counselor Evaluation Component Weights


MOY Conference
12.5%
EOY Conference
25.0%
Principal Survey
7.5%
Self-Assessment
5.0%
SLT
50.0%

Appendix G

Leader and Counselor Evaluator Certification Assessment

- Individuals who will support and evaluate school counselors are required to:
  - Complete the Louisiana Leader and Counselor Rubric and Evaluation Training
  - Certify annually by successfully passing the Louisiana Leader and Counselor Evaluator Certification Assessment
- The certification assessment will be housed on the LDOE Professional Learning Platform and will:
  - Measure knowledge and understanding of the leader and counselor rubrics and evaluation processes
  - Consists of 20-30 multiple-choice items

Certification Assessment Attempts

- Evaluators will have **three attempts** to pass the online certification assessment. In order to prepare for retaking the exam, we recommend reviewing the material in the Leader Evaluation Handbook, the Counselor Evaluation Handbook, and additional training materials. There is a one-week waiting period between failed attempts.
- If an evaluator does not pass the certification assessment within three attempts, the evaluator will need to contact their system administrator. The system administrator will contact leads@la.gov to determine the next steps.

Appendix H

Key Terms and Acronyms in Counseling Practices

1508 Evaluation	Pupil Appraisal Evaluation
ADA	Average Daily Attendance
BIP	Behavior Intervention Plan
CBT	Cognitive-Behavioral Therapy
CEU	Continuing Education Unit
CICO	Check-In/Check-Out Form or Log
CPI	Crisis Prevention Institute
CTE	Career Tech Education
CWA	Child Welfare and Attendance
DCFS	Department of Children and Family Services
DPR	Daily Progress Report
EL	English Learners
FACTS	Functional Assessment Checklist for Teachers and Staff Survey
FAFSA	Free Application for Federal Student Aid
FBA	Functional Behavior Analysis
FERPA	Family Educational Rights and Privacy Act
FINS	Families in Need of Services
HIPAA	Health Insurance Portability and Accountability Act
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program/Plan
IGP	Individual Graduation Plan

ILT	Instructional Leadership Team
LCA	Louisiana Counselor Association
LCSW	Licensed Clinical Social Worker
LELA	Louisiana Education Loan Authority
LOSFA	Louisiana Office of Student Financial Aid
LPC	Licensed Professional Counselor
LSCA	Louisiana School Counselor Association
LSP	Licensed School Psychologist
LWC	Louisiana Workforce Commission
TPS	Tiered Pathways of Support
NBCC	National Board for Certified Counselors
PASS	Positive Approach to Student Success
PBIS	Positive Behavioral Interventions and Supports
PII	Personally Identifiable Information
RTI	Response To Intervention
SBLC	School Building Level Committee
SCUTA	School Counselor Use of Time Analysis
SFBT	Solution-Focused Brief Therapy
SIP	School Improvement Plan
SLT	Student Learning Target
TC	Teacher Collaboration
TOPS	Taylor Opportunity Program for Students