

SCHOOL COUNSELOR PROFESSIONAL RESPONSIBILITIES STANDARDS AND INDICATORS

STANDARD 1	STANDARD 2	STANDARD 3	STANDARD 4	STANDARD 5	STANDARD 6
School counselors partner with multiple stakeholders to plan the implementation of a comprehensive school counseling program that is preventative, developmental, responsive, and aligns with the school’s goals and mission.	School counselors deliver developmentally appropriate services and activities directly through instruction appraisal, advisement, and counseling to ensure students develop mindsets and behaviors for success.	School counselors collaborate and consult with stakeholders and provide referrals on behalf of students to support the academic college/career and social/emotional development of students.	School counselors collaboratively engage in ongoing improvement of the comprehensive school counseling program utilizing data to identify needs, develop and implement action plans, evaluate the impact, and adjust accordingly.	School counselors lead and advocate for systemic change to create an equitable, inclusive, positive, safe, and respectful learning environment for all students.	School counselors adhere to the American School Counselor Association ethical standards, engage in ongoing professional learning, educate stakeholders and promote the importance of the school counseling role, and refine their work through self-reflection.
Indicator 1 The school counselor plans the implementation of a comprehensive school counseling program.	Indicator 1 The school counselor delivers developmentally appropriate services and activities to support the academic progress of students.	Indicator 1 The school counselor provides relevant information and initiates collaboration with parents/guardians and school personnel for student success.	Indicator 1 The school counselor uses data for program monitoring and implementation, assessing effectiveness, and collaborating to make improvements.	Indicator 1 The school counselor leads and advocates for systemic change through professional relationships with key stakeholders.	Indicator 1 The school counselor adheres to American School Counselor Association Ethical Standards for School Counselors and other relevant ethical standards for school counselors as well as all relevant federal, state, and local legal requirements.
Indicator 2 The school counselor partners with stakeholders to ensure a comprehensive program is based on needs.	Indicator 2 The school counselor delivers developmentally appropriate services and activities to support college and career readiness for students.	Indicator 2 The school counselor coordinates with and influences the types of services provided by school and community partners to support and promote student success.	Indicator 2 The school counselor utilizes participation, mindsets and behaviors, and outcome data to identify achievement gaps, and develops appropriate action plans to enhance or improve student success.	Indicator 2 The school counselor identifies systemic factors impacting student success and advocates for creating an equitable and inclusive learning environment.	Indicator 2 The school counselor coordinates, facilitates, educates, and/or provides leadership in professional meetings and/or organizations.
Indicator 3 The school counselor establishes goals, plans, and strategies that align with the school’s goals and mission.	Indicator 3 The school counselor delivers developmentally appropriate services and activities to support the social/emotional development and well-being of students.	Indicator 3 The school counselor connects students in need to resources through the use of referrals.	Indicator 3 The school counselor has a positive impact on students’ attendance, discipline, and achievement as evidenced through mindsets and behaviors and/or outcome data.	Indicator 3 The school counselor advocates for a safe and respectful learning environment for students.	Indicator 3 The school counselor engages in self-reflection of practice; sets individual goals for professional improvement; stays current on professional issues; and contributes to the advancement of the school counseling profession.

STANDARD 1: School counselors partner with multiple stakeholders to plan the implementation of a comprehensive school counseling program that is preventative, developmental, responsive, and aligns with the school’s goals and mission.

INDICATORS

What School Counselors Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Confirmatory Evidence Sources of Professional Responsibilities	ASCA School Counselor Competencies
<p>Indicator 1 The school counselor plans the implementation of a comprehensive school counseling program.</p>	<ul style="list-style-type: none"> Signed Annual Administrative Conference Form* One (1) additional item from Confirmatory Evidence column 	<ul style="list-style-type: none"> Annual Calendar* Weekly Calendar* Classroom and Group Mindsets & Behaviors Action Plan/Results Report* Closing-the-Gap Action Plan/Results Report* Recognized ASCA Model Program (RAMP) Award 	<ul style="list-style-type: none"> B-PF 7. Demonstrate leadership through the development and implementation of a comprehensive school counseling program B-SS 1. Design and implement instruction aligned to ASCA Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings B-PA 1. Create school counseling program beliefs, vision and mission statements aligned with the school and district B-PA 2. Identify gaps in achievement, attendance, discipline, opportunity and resources B-PA 3. Develop school counseling program goals based on student data B-PA 4. Develop and implement action plans aligned with program goals and student data B-PA 5. Evaluate and report program results to the school community B-PA 6. Use time appropriately according to national recommendations and student/school data B-PA 7. Establish an agreement with the principal and other administrators about the comprehensive school counseling program B-PA 8. Establish and convene an advisory council for the comprehensive school counseling program
<p>Indicator 2 The school counselor partners with stakeholders to ensure a comprehensive program is based on needs.</p>	<ul style="list-style-type: none"> Advisory Council/Stakeholder meeting agenda or minutes* One (1) additional item from Confirmatory Evidence column 	<ul style="list-style-type: none"> Supplemental Data from teachers, parents, community members. etc. such as assessments, opinion surveys, and evaluations. Results reports One (1) additional Advisory Council/ Stakeholder meeting agenda/ minutes* Presentations to faculty/staff, parents, students, other school stakeholders 	<ul style="list-style-type: none"> B-SS 5. Consult to support student achievement and success B-SS 6. Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success B-PA 8. Establish and convene an advisory council for the comprehensive school counseling program

What School Counselors Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Confirmatory Evidence Sources of Professional Responsibilities	ASCA School Counselor Competencies
<p>Indicator 3 The school counselor establishes goals, plans, and strategies that align with the school's goals and mission</p>	<ul style="list-style-type: none"> Signed Annual Administrative Conference Form* 	<ul style="list-style-type: none"> Action Plan(s) Narrative describing how goal(s) align to school's goals and mission 	<ul style="list-style-type: none"> B-SS 1. Design and implement instruction aligned to ASCA Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual setting B-PA 1. Create school counseling program beliefs, vision and mission statements aligned with the school and district B-PA 4. Develop and implement action plans aligned with program goals and student data

STANDARD 1 School counselors partner with multiple stakeholders to plan the implementation of a comprehensive school counseling program that is preventative, developmental, responsive, and aligns with the school’s goals and mission.

PERFORMANCE LEVELS

Indicator 1 The school counselor plans the implementation of a comprehensive school counseling program.	Indicator 2 The school counselor partners with stakeholders to ensure a comprehensive program is based on needs.	Indicator 3 The school counselor establishes goals, plans, and strategies that align with the school’s goals and mission.
Level 4 <ul style="list-style-type: none"> The school counselor fully plans the implementation of all components of a comprehensive school counseling program that is preventative, developmental and responsive and frequently reflects on future program needs 	Level 4 <ul style="list-style-type: none"> The school counselor fully partners with stakeholders to ensure the comprehensive program is based on needs 	Level 4 <ul style="list-style-type: none"> The school counselor sufficiently establishes goals, plans, and strategies that align to the school’s goals and mission
Level 3 <ul style="list-style-type: none"> The school counselor sufficiently plans the implementation of most components of a comprehensive school counseling program that is sufficiently preventative, developmental and responsive, and reflects on future program needs 	Level 3 <ul style="list-style-type: none"> The school counselor sufficiently partners with stakeholders to ensure the comprehensive program is based on needs 	Level 3 <ul style="list-style-type: none"> The school counselor clearly establishes goals, plans, and strategies that align to the school’s goals and mission
Level 2 <ul style="list-style-type: none"> The school counselor insufficiently plans the implementation of few components of a comprehensive school counseling program 	Level 2 <ul style="list-style-type: none"> The school counselor insufficiently partners with stakeholders to ensure the comprehensive program is based on needs 	Level 2 <ul style="list-style-type: none"> The school counselor insufficiently establishes goals, plans, and strategies that align to the school’s goals and mission
Level 1 <ul style="list-style-type: none"> The school counselor does not plan the implementation of, or does not implement components of a comprehensive school counseling program 	Level 1 <ul style="list-style-type: none"> The school counselor does not partner with stakeholders to ensure the comprehensive program is based on needs 	Level 1 <ul style="list-style-type: none"> The school counselor does not establish goals, plans, and strategies that align to the school’s goals and mission

STANDARD 2: School counselors deliver developmentally appropriate services and activities directly through instruction appraisal, advisement, and counseling to ensure students develop mindsets and behaviors for success.

INDICATORS

What School Counselors Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Confirmatory Evidence Sources of Professional Responsibilities	ASCA School Counselor Competencies
<p>Indicator 1 The school counselor delivers developmentally appropriate services and activities to support the academic progress of students.</p>	<ul style="list-style-type: none"> • Lesson Plan / Program Plan • One (1) additional item from Confirmatory Evidence column 	<ul style="list-style-type: none"> • Annual Calendar* • Weekly Calendar (identifying academic interventions) * • Student meeting documentation • Direct Observation • Classroom and Group Mindsets & Behaviors Action Plan* • Classroom and Group Mindsets & Behaviors Results Report* • Closing-the-Gap Action Plan/Results Report* 	<ul style="list-style-type: none"> • B-SS 1. Design and implement instruction aligned to ASCA Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings • B-SS 2. Provide appraisal and advisement in large-group, classroom, small group and individual settings • B-SS 3. Provide short-term counseling in small-group and individual settings • B-PA 4. Develop and implement action plans aligned with annual student outcome goals and student data • B-PA 5. Assess and report program results to the school community • B-PF 1. Apply developmental, learning, counseling, and education theories • B-PF 5. Use ASCA Mindsets and Behaviors for Student Success to inform the implementation of a comprehensive school counseling program
<p>Indicator 2 The school counselor delivers developmentally appropriate services and activities to support college and career readiness for students.</p>	<ul style="list-style-type: none"> • Lesson Plan / Program Plan • One (1) additional item from Confirmatory Evidence column 	<ul style="list-style-type: none"> • Annual Calendar* • Weekly Calendar (identifying college and career activities/resources/opportunities) * • Student meeting documentation • Direct Observation • Classroom and Group Mindsets & Behaviors Action Plan* • Classroom and Group Mindsets & Behaviors Results Report* • Closing-the-Gap Action Plan/Results Report* 	<ul style="list-style-type: none"> • B-SS 1. Design and implement instruction aligned to ASCA Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings • B-SS 2. Provide appraisal and advisement in large-group, classroom, small group and individual settings • B-SS 3. Provide short-term counseling in small-group and individual settings • B-PA 4. Develop and implement action plans aligned with annual student outcome goals and student data • B-PA 5. Assess and report program results to the school community • B-PF 1. Apply developmental, learning, counseling, and education theories • B-PF 5. Use ASCA Mindsets and Behaviors for Student Success to inform the implementation of a comprehensive school counseling program

What School Counselors Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Confirmatory Evidence Sources of Professional Responsibilities	ASCA School Counselor Competencies
<p>Indicator 3 The school counselor delivers developmentally appropriate services and activities to support the social/emotional development and well-being of students.</p>	<ul style="list-style-type: none"> • Two Lesson Plan / Program Plan • One (1) additional item from Confirmatory Evidence column 	<ul style="list-style-type: none"> • Annual Calendar* • Weekly Calendar (identifying Social and Emotional interventions) * • Student meeting documentation • Direct Observation • Classroom and Group Mindsets & Behaviors Action Plan* • Classroom and Group Mindsets & Behaviors Results Report* • Closing-the-Gap Action Plan/Results Report* 	<ul style="list-style-type: none"> • B-SS 1. Design and implement instruction aligned to ASCA Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings • B-SS 2. Provide appraisal and advisement in large-group, classroom, small group and individual settings • B-SS 3. Provide short-term counseling in small-group and individual settings • B-PA 4. Develop and implement action plans aligned with annual student outcome goals and student data • B-PA 5. Assess and report program results to the school community • B-PF 1. Apply developmental, learning, counseling, and education theories • B-PF 5. Use ASCA Mindsets and Behaviors for Student Success to inform the implementation of a comprehensive school counseling program

STANDARD 2: School counselors deliver developmentally appropriate services and activities directly through instruction appraisal, advisement, and counseling to ensure students develop mindsets and behaviors for success.

PERFORMANCE LEVELS

Indicator 1 The school counselor delivers developmentally appropriate services and activities to support the academic progress of students.	Indicator 2 The school counselor delivers developmentally appropriate services and activities to support college and career readiness for students.	Indicator 3 The school counselor delivers developmentally appropriate services and activities to support the social/emotional development and well-being of students.
Level 4 <ul style="list-style-type: none"> The school counselor delivers developmentally appropriate services and activities to support the academic progress of all students 	Level 4 <ul style="list-style-type: none"> The school counselor delivers developmentally appropriate services and activities to support college/career readiness for all students, including Nevada and national postsecondary opportunities 	Level 4 <ul style="list-style-type: none"> The school counselor delivers developmentally appropriate services and activities to support the social/emotional development and well-being of all students
Level 3 <ul style="list-style-type: none"> The school counselor delivers developmentally appropriate services and activities to support the academic progress of most students 	Level 3 <ul style="list-style-type: none"> The school counselor delivers developmentally appropriate services and activities to support college/career readiness for most students, including Nevada and national postsecondary opportunities 	Level 3 <ul style="list-style-type: none"> The school counselor delivers developmentally appropriate services and activities to support the social/emotional development and well-being of most students
Level 2 <ul style="list-style-type: none"> The school counselor delivers developmentally appropriate services and activities to support the academic progress of some students 	Level 2 <ul style="list-style-type: none"> The school counselor delivers developmentally appropriate services and activities to support awareness of college/career opportunities and resources for some students, 	Level 2 <ul style="list-style-type: none"> The school counselor delivers developmentally appropriate services and activities to support the social/emotional development and well-being of some students
Level 1 <ul style="list-style-type: none"> The school counselor does not deliver developmentally appropriate services and activities to support the academic progress of any students 	Level 1 <ul style="list-style-type: none"> The school counselor does not deliver developmentally appropriate services and activities to support awareness of college/career opportunities and resources for any students 	Level 1 <ul style="list-style-type: none"> The school counselor does not deliver developmentally appropriate services and activities to support the social/emotional development and well-being of any students

STANDARD 3: School counselors collaborate and consult with stakeholders and provide referrals on behalf of students to support the academic college/career and social/emotional development of students.

INDICATORS

What School Counselors Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Confirmatory Evidence Sources of Professional Responsibilities	ASCA School Counselor Competencies
<p>Indicator 1 The school counselor provides relevant information and initiates collaboration with parents/guardians and school personnel for student success.</p>	<ul style="list-style-type: none"> • Proof of parent/guardian and school communication (i.e. emails, parent phone call logs, etc.) • One (1) additional item from Confirmatory Evidence column 	<ul style="list-style-type: none"> • Weekly Calendar* • Action plans and results reports listing specific indirect services (i.e. Parent-Teacher Conferences, Parent Nights, etc.)* 	<ul style="list-style-type: none"> • B-SS 4. Make referrals to appropriate school and community resources • B-SS 5. Consult to support student achievement and success • B-SS 6. Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success • B-PA 2. Identify gaps in achievement, attendance, discipline, opportunity and resources • B-PA 3. Develop annual student outcome goals based on student data • B-PA 4. Develop and implement action plans aligned with annual student outcome goals and student data • IV-B-2c: Helps students establish goals and develops and uses planning skills in collaboration with parents or guardians and school personnel • IV-B-5a: Shares strategies that support student achievement with parents, Counselors, other educators and community organizations • IV-B-6a: Partners with parents, Counselors, administrators and education stakeholders for student achievement and success • IV-B-6b: Conducts in-service training or workshops for other stakeholders to share school counseling expertise
<p>Indicator 2 The school counselor coordinates with and influences the types of services provided by school and community partners to support and promote student success.</p>	<ul style="list-style-type: none"> • Proof of community resource collaboration (i.e. emails, phone call logs, school letters, etc.) • One (1) additional item from Confirmatory Evidence column 	<ul style="list-style-type: none"> • Weekly Calendar* • Annual Calendar* 	<ul style="list-style-type: none"> • B-SS 4. Make referrals to appropriate school and community resources • B-SS 5. Consult to support student achievement and success • B-SS 6. Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success • B-PA 2. Identify gaps in achievement, attendance, discipline, opportunity and resources
<p>Indicator 3 The school counselor connects students in need to resources through the use of referrals.</p>	<ul style="list-style-type: none"> • Communication documentation • One (1) additional item from Confirmatory Evidence column 	<ul style="list-style-type: none"> • Weekly Calendar* • Copies of resources provided 	<ul style="list-style-type: none"> • B-SS 4. Make referrals to appropriate school and community resources • B-SS 5. Consult to support student achievement and success • B-SS 6. Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success • B-PF 6. Demonstrate understanding of the impact of cultural, social and environmental influences on student success and opportunities

STANDARD 3: School counselors collaborate and consult with stakeholders and provide referrals on behalf of students to support the academic college/career and social/emotional development of students.

PERFORMANCE LEVELS

Indicator 1 The school counselor provides relevant information and initiates collaboration with parents/guardians and school personnel for student success.	Indicator 2 The school counselor coordinates with and influences the types of services provided by school and community partners to support and promote student success.	Indicator 3 The school counselor connects students in need to resources through the use of referrals.
Level 4 <ul style="list-style-type: none"> The school counselor provides relevant information on a continual basis and initiates collaboration with stakeholders for student success 	Level 4 <ul style="list-style-type: none"> The school counselor effectively coordinates with and influences the types of services provided by school and community partners to support and promote the success of all students 	Level 4 <ul style="list-style-type: none"> The school counselor effectively provides referrals to all students in need of additional resources and follows up regularly.
Level 3 <ul style="list-style-type: none"> The school counselor provides relevant information appropriately and collaborates with stakeholders for student success 	Level 3 <ul style="list-style-type: none"> The school counselor adequately coordinates with and influences the types of services provided by school and community partners to support and promote the success of most students 	Level 3 <ul style="list-style-type: none"> The school counselor adequately provides referrals to most students in need of additional resources and follows up intermittently.
Level 2 <ul style="list-style-type: none"> The school counselor provides limited information and minimally collaborates with stakeholders for student success 	Level 2 <ul style="list-style-type: none"> The school counselor minimally coordinates with or influences the types of services provided by school and community partners to support and promote the success of some students 	Level 2 <ul style="list-style-type: none"> The school counselor minimally provides referrals to students in need of additional resources.
Level 1 <ul style="list-style-type: none"> The school counselor does not provide information or collaboration to impact student success 	Level 1 <ul style="list-style-type: none"> The school counselor does not coordinate with or influence the types of services provided by school and community partners to support and promote the success of any students 	Level 1 <ul style="list-style-type: none"> The school counselor does not provide referrals to students in need of additional resources.

STANDARD 4: School counselors collaboratively engage in ongoing improvement of the comprehensive school counseling program utilizing data to identify needs, develop and implement action plans, evaluate the impact, and adjust accordingly.

INDICATORS

What School Counselors Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Confirmatory Evidence Sources of Professional Responsibilities	ASCA School Counselor Competencies
<p>Indicator 1 The school counselor uses data for program monitoring and implementation, assessing effectiveness, and collaborating to make improvements.</p>	<ul style="list-style-type: none"> • Data sources related to attendance, discipline, and achievement • One (1) additional item from Confirmatory Evidence column 	<ul style="list-style-type: none"> • Advisory Council Minutes* • Feedback of Program Presentation Data • Results reports from last year’s action plans • Annual Administrative Conference* • Program Assessment • Historical documentation of the revision process including implications and recommendations 	<ul style="list-style-type: none"> • B-PA 2. Identify gaps in achievement, attendance, discipline, opportunity and resources • B-PA 3. Develop annual student outcome goals based on student data • B-PA 4. Develop and implement action plans aligned with annual student outcome goals and student data • B-PA 5. Assess and report program results to the school community • B-PA 7. Establish agreement with the principal and other administrators about the school counseling program • B-PA 8. Establish and convene an advisory council for the comprehensive school counseling program
<p>Indicator 2 The school counselor utilizes participation, mindsets and behaviors, and outcome data to identify achievement gaps, and develops appropriate action plans to enhance or improve student success.</p>	<ul style="list-style-type: none"> • Action Plan(s) (i.e. closing the gap, classroom and group mindsets and behaviors, student outcome goal plan, etc.) • A data summary (i.e. Needs Assessment Summary, school performance reports, etc.) 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • B-SS 1. Design and implement instruction aligned to ASCA Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual setting • B-SS 5. Consult to support student achievement and success • B-SS 6. Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success • B-PA 2. Identify gaps in achievement, attendance, discipline, opportunity and resources • B-PA 3. Develop annual student outcome goals based on student data • B-PA 4. Develop and implement action plans aligned with annual student outcome goals and student data
<p>Indicator 3 The school counselor has a positive impact on students’ attendance, discipline, and achievement as evidenced through mindsets and behaviors and/or outcome data.</p>	<ul style="list-style-type: none"> • Results Report • One (1) additional item from Confirmatory Evidence column 	<ul style="list-style-type: none"> • Personal Narrative • Advisory Council artifacts (i.e. notes, minutes, agenda, etc.)* • Feedback of Program Presentation Data 	<ul style="list-style-type: none"> • B-PA 5. Assess and report program results to the school community • B-PA 8. Establish and convene an advisory council for the comprehensive school counseling program

STANDARD 4: School counselors collaboratively engage in ongoing improvement of the comprehensive school counseling program utilizing data to identify needs, develop and implement action plans, evaluate the impact, and adjust accordingly.

PERFORMANCE LEVELS

<p>Indicator 1 The school counselor uses data for program monitoring and implementation, assessing effectiveness, and collaborating to make improvements.</p>	<p>Indicator 2 The school counselor utilizes participation, mindsets and behaviors, and outcome data to identify achievement gaps, and develops appropriate action plans to enhance or improve student success.</p>	<p>Indicator 3 The school counselor has a positive impact on students’ attendance, discipline, and achievement as evidenced through mindsets and behaviors and/or outcome data.</p>
<p>Level 4</p> <ul style="list-style-type: none"> The school counselor effectively uses a wide range of data for program monitoring, assessing effectiveness, and collaborating to make improvements 	<p>Level 4</p> <ul style="list-style-type: none"> The school counselor effectively utilizes participation, mindsets and behaviors, and outcome data to identify student achievement gaps, and effectively develops appropriate action plans to enhance or improve student success 	<p>Level 4</p> <ul style="list-style-type: none"> The school counselor has an effective impact on students’ academics, discipline, and/or attendance as evidenced through data
<p>Level 3</p> <ul style="list-style-type: none"> The school counselor adequately uses multiple data sources for program monitoring, assessing effectiveness, and collaborating to make improvements 	<p>Level 3</p> <ul style="list-style-type: none"> The school counselor adequately utilizes participation, mindsets and behaviors, and outcome data to identify student achievement gaps, and sufficiently develops appropriate action plans to enhance or improve student success 	<p>Level 3</p> <ul style="list-style-type: none"> The school counselor has an adequate impact on students’ academics, discipline, and/or attendance as evidenced through data
<p>Level 2</p> <ul style="list-style-type: none"> The school counselor minimally uses data for program monitoring, assessing effectiveness, and collaborating to make improvements 	<p>Level 2</p> <ul style="list-style-type: none"> The school counselor minimally utilizes participation, mindsets and behaviors, and outcome data to identify student achievement gaps, and somewhat develops appropriate action plans to enhance or improve student success 	<p>Level 2</p> <ul style="list-style-type: none"> The school counselor has a minimal impact on students’ academics, discipline, and/or attendance as evidenced through data
<p>Level 1</p> <ul style="list-style-type: none"> The school counselor does not use data for program monitoring, assessing effectiveness, or collaborating to make improvements 	<p>Level 1</p> <ul style="list-style-type: none"> The school counselor does not utilize participation, mindsets and behaviors, and outcome data to identify student achievement gaps, and does not develop appropriate action plans to enhance or improve student success 	<p>Level 1</p> <ul style="list-style-type: none"> The school counselor does not have a positive impact on students’ academics, discipline, or attendance as evidenced through data

STANDARD 5: School counselors lead and advocate for systemic change to create an equitable, inclusive, positive, safe, and respectful learning environment for all students

INDICATORS

What School Counselors Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Confirmatory Evidence Sources of Professional Responsibilities	ASCA School Counselor Competencies
<p>Indicator 1 The school counselor leads and advocates for systemic change through professional relationships with key stakeholders.</p>	<ul style="list-style-type: none"> • Direct Observation • One (1) additional item from Confirmatory Evidence column 	<ul style="list-style-type: none"> • Documentation of Professional Collaboration • Personal Narrative • Advisory Council Minutes* • Annual Calendar* • Annual Administrative Conference* • Leadership roles in school, district or community committees focused on student success • Evidence of professional advocacy activities at district, state or national level (i.e. photographs or recordings of interactions with legislators, minutes from meetings, etc.) 	<ul style="list-style-type: none"> • B-PF 2. Demonstrate understanding of educational systems, legal issues, policies, research and trends in education • B-PF 6. Demonstrate understanding of the impact of cultural, social and environmental influences on student success and opportunities • B-PF 7. Demonstrate leadership through the development and implementation of a comprehensive school counseling program • B-PF 8. Demonstrate advocacy in a comprehensive school counseling program • B-PF 9. Create systemic change through the implementation of a comprehensive school counseling program • B-SS 5. Consult to support student achievement and success • B-SS 6. Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success • B-PA 8. Establish and convene an advisory council for the comprehensive school counseling program
<p>Indicator 2 The school counselor identifies systemic factors impacting student success and advocates for creating an equitable and inclusive learning environment.</p>	<ul style="list-style-type: none"> • Direct Observation • One (1) additional item from Confirmatory Evidence column 	<ul style="list-style-type: none"> • Needs Assessment • Data Summary* • Personal Narrative • Annual Student Outcome Goal Plan* • Closing-the-Gap Action Plan/Results Report* 	<ul style="list-style-type: none"> • B-PF 2. Demonstrate understanding of educational systems, legal issues, policies, research and trends in education • B-PF 6. Demonstrate understanding of the impact of cultural, social and environmental influences on student success and opportunities • B-PF 7. Demonstrate leadership through the development and implementation of a comprehensive school counseling program • B-PF 8. Demonstrate advocacy in a comprehensive school counseling program • B-PF 9. Create systemic change through the implementation of a comprehensive school counseling program • B-PA 2. Identify gaps in achievement, attendance, discipline, opportunity and resources

What School Counselors Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Confirmatory Evidence Sources of Professional Responsibilities	ASCA School Counselor Competencies
<p>Indicator 3 The school counselor advocates for a safe and respectful learning environment for students.</p>	<ul style="list-style-type: none"> • Direct Observation • One (1) additional item from Confirmatory Evidence column 	<ul style="list-style-type: none"> • Action Plan(s)* • Results Report(s)* • Advisory Council Agenda and/or Minutes* • Lesson Plan(s)* • Staff Presentation(s) • Communication to stakeholders 	<ul style="list-style-type: none"> • B-SS 1. Design and implement instruction aligned to ASCA Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings • B-SS 6. Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success • B-SS 2. Provide appraisal and advisement in large-group, classroom, small group and individual settings • B-PA 2. Identify gaps in achievement, attendance, discipline, opportunity and resources • B-PA 4. Develop and implement action plans aligned with annual student outcome goals and student data • B-PA 8. Establish and convene an advisory council for the comprehensive school counseling program

STANDARD 5: School counselors lead and advocate for systemic change to create an equitable, inclusive, positive, safe, and respectful learning environment for all students

PERFORMANCE LEVELS

Indicator 1 The school counselor leads and advocates for systemic change through professional relationships with key stakeholders.	Indicator 2 The school counselor identifies systemic factors impacting student success and advocates for creating an equitable and inclusive learning environment.	Indicator 3 The school counselor advocates for a safe and respectful learning environment for students.
Level 4 <ul style="list-style-type: none"> The school counselor clearly leads and advocates for systemic change through appropriate professional relationships with key stakeholders 	Level 4 <ul style="list-style-type: none"> The school counselor clearly identifies systemic factors impacting student success and effectively advocates for creating an equitable and inclusive learning environment 	Level 4 <ul style="list-style-type: none"> The school counselor clearly advocates for a safe and respectful learning environment for all students
Level 3 <ul style="list-style-type: none"> The school counselor adequately leads and advocates for systemic change through sufficient professional relationships with key stakeholders 	Level 3 <ul style="list-style-type: none"> The school counselor adequately identifies systemic factors impacting student success and sufficiently advocates for creating an equitable and inclusive learning environment 	Level 3 <ul style="list-style-type: none"> The school counselor adequately advocates for a safe and respectful learning environment for most students
Level 2 <ul style="list-style-type: none"> The school counselor minimally leads and advocates for systemic change through limited professional relationships with key stakeholders 	Level 2 <ul style="list-style-type: none"> The school counselor minimally identifies systemic factors impacting student success and insufficiently advocates for creating an equitable and inclusive learning environment 	Level 2 <ul style="list-style-type: none"> The school counselor minimally advocates for a safe and respectful learning environment for some students
Level 1 <ul style="list-style-type: none"> The school counselor does not lead or advocate for systemic change through professional relationships with key stakeholders 	Level 1 <ul style="list-style-type: none"> The school counselor does not identify systemic factors impacting student success or advocate for creating an equitable and inclusive learning environment 	Level 1 <ul style="list-style-type: none"> The school counselor does not advocate for a safe and respectful learning environment for any students

STANDARD 6: School counselors adhere to the American School Counselor Association ethical standards, engage in ongoing professional learning, educates stakeholders and promotes the importance of the school counseling role, and refine their work through self-reflection.

INDICATORS

What School Counselors Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Confirmatory Evidence Sources of Professional Responsibilities	ASCA School Counselor Competencies
<p>Indicator 1 The school counselor adheres to American School Counselor Association Ethical Standards for School Counselors and other relevant ethical standards for school counselors as well as all relevant federal, state, and local legal requirements</p>	<ul style="list-style-type: none"> Two (2) pieces of evidence documenting school counseling ethical training completed each school year (e.g. agendas, certificates, records of completion, webinars, etc.) or narratives documenting how to integrate current ethical articles or laws into the comprehensive school counseling program. 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> B-PF 2. Demonstrate understanding of educational systems, legal issues, policies, research and trends in education B-PF 3. Apply legal and ethical principles of the school counseling profession B-PF 4. Apply school counseling professional standards and competencies B-PF 6. Demonstrate understanding of the impact of cultural, social and environmental influences on student success and opportunities
<p>Indicator 2 The school counselor coordinates, facilitates, educates, and/or provides leadership in professional meetings and/or organizations</p>	<ul style="list-style-type: none"> Two (2) items from Confirmatory Evidence column 	<ul style="list-style-type: none"> Agenda or Program that shows the school counselor was a presenter at a conference or meeting Multimedia Presentation Materials Leadership on committees, work groups, task force, etc. 	<ul style="list-style-type: none"> B-PF 2. Demonstrate understanding of educational systems, legal issues, policies, research and trends in education B-PF 3. Apply legal and ethical principles of the school counseling profession B-PF 4. Apply school counseling professional standards and competencies B-PF 6. Demonstrate understanding of the impact of cultural, social and environmental influences on student success and opportunities B-PF 7. Demonstrate leadership through the development and implementation of a comprehensive school counseling program B-PF 8. Demonstrate advocacy in a comprehensive school counseling program
<p>Indicator 3 The school counselor engages in self-reflection of practice; sets individual goals for professional improvement; stays current on professional issues; and contributes to the advancement of the school counseling profession.</p>	<ul style="list-style-type: none"> Nevada Department of Education Self Assessment Tool One (1) additional item from Confirmatory Evidence column 	<ul style="list-style-type: none"> Personal narrative Record of professional development Program evaluation reflection Annual Administrative Conference School Counseling Program Assessment 	<ul style="list-style-type: none"> B-PF 2. Demonstrate understanding of educational systems, legal issues, policies, research and trends in education B-PF 3. Apply legal and ethical principles of the school counseling profession B-PF 4. Apply school counseling professional standards and competencies B-PF 5. Use ASCA Mindsets & Behaviors for Student Success to inform the implementation of a comprehensive school counseling program B-PF 6. Demonstrate understanding of the impact of cultural, social and environmental influences on student success and opportunities B-PF 7. Demonstrate leadership through the development and implementation of a comprehensive school counseling program B-PF 8. Demonstrate advocacy in a comprehensive school counseling program

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PERFORMANCE LEVELS

<p>Indicator 1 The school counselor adheres to American School Counselor Association Ethical Standards for School Counselors and other relevant ethical standards for school counselors as well as all relevant federal, state, and local legal requirements.</p>	<p>Indicator 2 The school counselor coordinates, facilitates, educates, and/or provides leadership in professional meetings and/or organizations.</p>	<p>Indicator 3 The school counselor engages in self-reflection of practice; sets individual goals for professional improvement; stays current on professional issues; and contributes to the advancement of the school counseling profession.</p>
<p>Level 4</p> <ul style="list-style-type: none"> The school counselor clearly adheres to American School Counselor Association and other relevant ethical standards for school counselors as well as all relevant federal, state and local legal requirements 	<p>Level 4</p> <ul style="list-style-type: none"> The school counselor clearly coordinates, facilitates, educates, and/or provides leadership in professional meetings and organizations 	<p>Level 4</p> <ul style="list-style-type: none"> The school counselor effectively engages in self-reflection of practice; effectively sets and monitors individual goals for professional improvement; effectively participates in professional learning to meet goals, enhance skills, and stay current on professional issues; and effectively contributes to the advancement of the school counseling profession.
<p>Level 3</p> <ul style="list-style-type: none"> The school counselor adequately adheres to American School Counselor Association and other relevant ethical standards for school counselors as well as all relevant federal, state and local legal requirements 	<p>Level 3</p> <ul style="list-style-type: none"> The school counselor adequately coordinates, facilitates, educates, and/or provides leadership in professional meetings and organizations 	<p>Level 3</p> <ul style="list-style-type: none"> The school counselor adequately engages in self-reflection of practice; adequately sets and monitors individual goals for professional improvement; adequately participates in professional learning to meet goals, enhance skills, and stay current on professional issues; and adequately contributes to the advancement of the school counseling profession.
<p>Level 2</p> <ul style="list-style-type: none"> The school counselor minimally adheres to American School Counselor Association and other relevant ethical standards for school counselors as well as all relevant federal, state and local legal requirements 	<p>Level 2</p> <ul style="list-style-type: none"> The school counselor minimally coordinates, facilitates, educates, or provides leadership in professional meetings and organizations 	<p>Level 2</p> <ul style="list-style-type: none"> The school counselor minimally engages in self-reflection of practice; minimally sets and monitors individual goals for professional improvement; minimally participates in professional learning to meet goals, enhance skills, and stay current on professional issues; and minimally contributes to the advancement of the school counseling profession.
<p>Level 1</p> <ul style="list-style-type: none"> The school counselor does not adhere to American School Counselor Association and other relevant ethical standards for school counselors as well as all relevant federal, state and local legal requirements 	<p>Level 1</p> <ul style="list-style-type: none"> The school counselor does not coordinate, facilitate, educate, or provide leadership in professional meetings and organizations 	<p>Level 1</p> <ul style="list-style-type: none"> The school counselor does not engage in self-reflection of practice; does not set or monitor individual goals for professional improvement; does not participate in professional learning to meet goals, enhance skills, and stay current on professional issues; and does not contribute to the advancement of the school counseling profession.

*The work group that developed and refined the NEPF School Counselor Framework has recommended the use of the national ASCA tools available at <https://schoolcounselor.org/school-counselors/asca-national-model/templates-and-resources> under ASCA National Model templates. Please note that the Nevada Department of Education has not prescribed or mandated that School Counselors use the ASCA tools; the tools at the link above are optional resources available to all School Counselors and may be used to serve as mandatory/confirmatory evidence, if desired.