

# Boulder Valley School District Effective Specialized Service Professionals – Counselor Standards

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<b>Goal-Setting, Knowledge of Developmental Needs of Students</b>	<b>Standard I: School Counselors demonstrate mastery of and expertise in the domain for which they are responsible</b>		
	<b>Element a:</b> School counselors demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>○ Identifies the connections between counseling theory, human development theory, student learning theory, and student success</li> </ul>	<ul style="list-style-type: none"> <li>○ Articulates knowledge of counseling theory, human development, student learning theory, and their influence on student success</li> </ul>	<ul style="list-style-type: none"> <li>○ Applies counseling, human development and student learning theory in counseling programs and services designed to enhance student success</li> </ul>	<p>Counselor creates an environment in which students:</p> <ul style="list-style-type: none"> <li>○ Participate in the creation of their developmentally appropriate goals</li> <li>○ Articulate their plan to achieve developmentally appropriate goals to relevant stakeholders</li> </ul>

<b>Academic Support</b>	<b>Standard I: School Counselors demonstrate mastery of and expertise in the domain for which they are responsible</b>		
	<b>Element b:</b> School counselors demonstrate knowledge of effective services and/or specially designed instruction that reduce barriers to and support learning in literacy, math, and other content areas		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>○ Identifies ways in which the school counseling program relates to other content area/disciplines</li> </ul>	<ul style="list-style-type: none"> <li>○ Articulates the connection of the school counseling program and content areas</li> </ul>	<ul style="list-style-type: none"> <li>○ Plans and implements services/instruction in the comprehensive counseling curriculum that supports students in the content areas</li> </ul>	<p>Counselor creates an environment in which students:</p> <ul style="list-style-type: none"> <li>○ Are aware of and/or participate in services/specially designed instruction as needed to reduce barriers and support learning in literacy, math, and other content areas</li> </ul>

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<b>Professional Development, Best Practices</b>	<b>Standard I: School Counselors demonstrate mastery of and expertise in the domain for which they are responsible</b>		
	<b>Element c:</b> School counselors integrate evidence-based practices and research findings into their services and/or specially designed instruction		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>○ Recognizes the importance of evidence-based school counseling practices and related research</li> </ul>	<ul style="list-style-type: none"> <li>○ Locates and selects appropriate evidence-based practices and related research</li> </ul>	<ul style="list-style-type: none"> <li>○ Integrates evidence-based school counseling and related research into practice</li> </ul>	Counselor creates an environment in which students: <ul style="list-style-type: none"> <li>○ Are aware of and/or participate in services and specially designed instruction that reflect evidence-based practices and related research</li> </ul>

<b>Outside Influences on Student Achievement</b>	<b>Standard I: School Counselors demonstrate mastery of and expertise in the domain for which they are responsible</b>		
	<b>Element d:</b> School counselors demonstrate knowledge of the interconnectedness of home, school, and community influences on student achievement		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>○ Recognizes that student's personal/social environment impacts their achievement</li> </ul>	<ul style="list-style-type: none"> <li>○ Identifies unique characteristics of a student's personal/social environment and the impact it has on student achievement</li> </ul>	<ul style="list-style-type: none"> <li>○ Provides services based upon identified unique characteristics of students and communities</li> </ul>	Counselor creates an environment in which students: <ul style="list-style-type: none"> <li>○ Are aware of and/or participate in services that meet the needs of the student and community</li> </ul>

<b>Expertise</b>	<b>Standard I: School Counselors demonstrate mastery of and expertise in the domain for which they are responsible</b>		
	<b>Element e:</b> School counselors demonstrate knowledge of and expertise in their profession.		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>○ Understands the multifaceted role of the school counselor</li> </ul>	<ul style="list-style-type: none"> <li>○ Acts based on knowledge of nationally recognized professional</li> </ul>	<ul style="list-style-type: none"> <li>○ Demonstrates in practice competencies that are in line with nationally</li> </ul>	Counselor creates an environment in which students: <ul style="list-style-type: none"> <li>○ Actively participate in activities offered by</li> </ul>

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	competencies	recognized professional practices and standards.	<ul style="list-style-type: none"> <li>○ the counselor</li> <li>○ Provide feedback to the school counselor that informs best practices</li> </ul>
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<b><i>Nurturing Environment</i></b>	<b>Standard II: School Counselors support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students</b>		
	<b>Element a:</b> School counselors foster safe and accessible learning environments in which each student has a positive, nurturing relationship with adults and peers		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>○ Recognizes the importance of an environment that is inviting, respectful, supportive, and inclusive</li> </ul>	<ul style="list-style-type: none"> <li>○ Creates an environment within the counseling office that is inviting, respectful, supportive, and inclusive</li> </ul>	<ul style="list-style-type: none"> <li>○ Supports staff and students in developing positive nurturing relationships</li> <li>○ Assesses school culture and climate to implement programming that ensures an inviting, respectful, supportive, and inclusive school environment</li> </ul>	Counselor creates an environment in which students: <ul style="list-style-type: none"> <li>○ Participate in curricula or other activities that lead to positive and nurturing relationships</li> <li>○ Engage in respectful and open dialogue with their school counselor</li> <li>○ Model respectful and open dialogue with each other and their school community</li> </ul>

<b><i>Respecting Diversity</i></b>	<b>Standard II: School Counselors support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students</b>		
	<b>Element b:</b> School counselors demonstrate respect for diversity with the home, school, and local and global communities		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>○ Recognizes the influence of culture, demographics and socio-economic status on a student's</li> </ul>	<ul style="list-style-type: none"> <li>○ Explains the influences of culture, demographics and socio-economic status on a student's</li> </ul>	<ul style="list-style-type: none"> <li>○ Establishes routine processes that result in the delivery of programming and services that honor diversity,</li> </ul>	Counselor creates an environment in which students: <ul style="list-style-type: none"> <li>○ Respect the backgrounds of fellow students</li> <li>○ Actively seek a</li> </ul>

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development and engagement	development and engagement	within the home, school, and local, and global communities	<p>variety of perspectives to understand the diversity within the home, school, and local, and global communities</p> <ul style="list-style-type: none"> <li>○ Model/promote group and individual activities and programs to assist in elevating cultural awareness</li> </ul>
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<b>Engaging all Students</b>	<b>Standard II: School Counselors support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students</b>		
	<b>Element c:</b> School counselors engage students as unique individuals with diverse backgrounds, interests, strengths, and needs		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>○ Values the differences and contributions of each student</li> <li>○ Seeks fullest potential for all students</li> </ul>	<ul style="list-style-type: none"> <li>○ Identifies and prioritizes student needs based on knowledge of student’s interests, strengths, and background</li> </ul>	<ul style="list-style-type: none"> <li>○ Adapts services based on the academic, personal/social, and postsecondary needs of students</li> <li>○ Facilitates student development of academic, personal/social and postsecondary goals based upon their unique strengths and talents</li> </ul>	<p>Counselor creates an environment in which students:</p> <ul style="list-style-type: none"> <li>○ Utilize individually appropriate learning supports that will assist them in meeting or exceeding their individualized academic, personal/social, and postsecondary goals</li> </ul>

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<b>Connectedness</b>	<b>Standard II: School Counselors support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students</b>		
	<b>Element d:</b> School counselors engage in proactive, clear, and constructive communication and work collaboratively with students, families, and other significant adults and/or professionals		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>○ Understands essential components of effective communication</li> <li>○ Responds to contacts from parents and community members in a timely and meaningful manner</li> </ul>	<ul style="list-style-type: none"> <li>○ Promotes effective communication with students, families, and other adults and/or professionals</li> <li>○ Invites parents and the community to share ideas and concerns</li> </ul>	<ul style="list-style-type: none"> <li>○ Models exemplary communication skills</li> <li>○ Students and/or families:</li> <li>○ Communicate freely and openly with school counselor</li> </ul>	<p>Students and/or families:</p> <ul style="list-style-type: none"> <li>○ Initiate and maintain communication with adults to support their success and needs</li> </ul>

<b>School Climate</b>	<b>Standard II: School Counselors support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students</b>		
	<b>Element e:</b> School counselors select, create and/or support accessible learning environments characterized by acceptable student behavior, efficient use of time, and appropriate behavioral strategies		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>○ Assists students to behave appropriately in the learning environment</li> <li>○ Has established behavioral expectations for students to follow</li> </ul>	<ul style="list-style-type: none"> <li>○ Puts procedures in place to maximize appropriate student behavior during counseling time</li> <li>○ Expects the core school counseling curriculum to improve student behavior and the learning environment</li> </ul>	<ul style="list-style-type: none"> <li>○ Actively supports system-wide integration of positive behavioral supports for all students</li> </ul>	<p>Counselor creates an environment in which students:</p> <ul style="list-style-type: none"> <li>○ Model/promote positive acceptable student behavior and appropriate behavioral strategies</li> </ul>

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<b>Legal Requirements to Meet Student Need</b>	<b>Standard III: School Counselors plan, deliver, and monitor services and instruction that create environments that facilitate learning</b>		
	<b>Element a:</b> School counselors provide services and instruction aligned with state and federal laws, regulations and procedures, academic standards, and the individual needs of their students		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>○ Is aware of requirements of educational and/or intervention plans that align with educational law and district policy</li> </ul>	<ul style="list-style-type: none"> <li>○ Is able to articulate legal requirements including timelines for professional practices such as, but not limited to, ICAPs, 504, RtI/MTSS, ASCENT, concurrent enrollment, and/or graduation plans/requirements</li> </ul>	<ul style="list-style-type: none"> <li>○ Meets all legal requirements, including timelines for professional practices such as, but not limited to, ICAPs 504, RtI/MTSS, ASCENT, concurrent enrollment, and/or graduation plans/requirements</li> </ul>	<p>Counselor creates an environment in which students:</p> <ul style="list-style-type: none"> <li>○ Participate in services and instruction appropriate for the individual</li> <li>○ Have a developmentally appropriate understanding of the instruction/services they are participating in</li> </ul>

<b>Data for Program Development</b>	<b>Standard III: School Counselors plan, deliver, and monitor services and instruction that create environments that facilitate learning</b>		
	<b>Element b:</b> School counselors utilize multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>○ Has accessed data to develop a school counseling core curriculum</li> <li>○ Monitors student achievement data or achievement related data</li> </ul>	<ul style="list-style-type: none"> <li>○ Accesses and understands the use of data to plan a school counseling program that is comprehensive in scope, preventative in nature, and developmental in design</li> <li>○ Uses achievement and achievement related data to identify gaps in</li> </ul>	<ul style="list-style-type: none"> <li>○ Provides direct instruction in the delivery of a data driven, comprehensive school counseling curriculum</li> <li>○ Monitors formal and informal data to identify trends and utilize existing programs to close achievement gaps</li> </ul>	<p>Counselor monitors formal and informal data to identify trends and create programs to close achievement gaps.</p> <ul style="list-style-type: none"> <li>○ Counselor creates an environment in which students:</li> <li>○ Participate in data collection events, such as pre/post-tests, formative/summative assessments that inform the</li> </ul>

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	learning		comprehensive school counseling program
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<b>Data for Individual Student Planning</b>	<b>Standard III: School Counselors plan, deliver, and monitor services and instruction that create environments that facilitate learning</b>		
	<b>Element c:</b> School counselors plan and consistently deliver services and instruction that integrate multiple sources of data to inform practices related to student needs, learning, and progress toward achieving academic standards and individualized student goals		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>○ Has an awareness of the need and works to use data in meeting the individual needs of students</li> <li>○ Provides evidence that the comprehensive school counseling program is responsive to the needs of students</li> </ul>	<ul style="list-style-type: none"> <li>○ Accesses and disaggregates data to understand individual students' needs and to inform delivery of services</li> <li>○</li> </ul>	<ul style="list-style-type: none"> <li>○ Works with individuals, groups, or in a classroom setting to plan and deliver services based on multiple sources of data</li> <li>○ Provides opportunities for students to make decisions for future plans based on academic, career, and personal/social data</li> </ul>	<p>Counselor creates an environment in which students:</p> <ul style="list-style-type: none"> <li>○ Use assessment information and other data as the basis for creating immediate and long-range plans</li> <li>○ Execute the immediate and long-range plans that were developed from the synthesis of their data</li> </ul>

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<b>Technology</b>	<b>Standard III: School Counselors plan, deliver, and monitor services and instruction that create environments that facilitate learning</b>		
	<b>Element d</b> : School counselors support and integrate appropriate available technology in their services and instruction to maximize student outcomes		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>○ Has an understanding of available software and technology to support student success and planning</li> </ul>	<ul style="list-style-type: none"> <li>○ Selects appropriate technology to support student success and planning</li> </ul>	<ul style="list-style-type: none"> <li>○ Effectively uses software and technology to enhance to enhance student success and planning</li> </ul>	Counselor creates an environment in which students: <ul style="list-style-type: none"> <li>○ Are aware of the software and technology that is available to them</li> <li>○ Demonstrate the appropriate use of technology when developing and executing academic, career, and personal/social goals and action plans</li> </ul>

<b>Postsecondary Workforce Readiness and 21<sup>st</sup> Century Skills</b>	<b>Standard III: School Counselors plan, deliver, and monitor services and instruction that create environments that facilitate learning</b>		
	<b>Element e</b> : School counselors establish and communicate high expectations for their students that support the development of critical-thinking, self-advocacy, leadership, and problem solving skills		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>○ Has an awareness and understanding of a school counselor’s role in postsecondary workforce readiness and 21<sup>st</sup> century skills students</li> </ul>	<ul style="list-style-type: none"> <li>○ School counselors implement services to facilitate postsecondary workforce readiness and 21<sup>st</sup> century skills</li> </ul>	<ul style="list-style-type: none"> <li>○ Communicates to and involves stakeholders in postsecondary workforce readiness and 21<sup>st</sup> century skill implementation.</li> </ul>	Counselor creates an environment in which students: <ul style="list-style-type: none"> <li>○ Learn problem-solving techniques that incorporate critical thinking and 21<sup>st</sup> century skills that yield postsecondary workforce readiness</li> </ul>



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<b>Communication</b>	<b>Standard III: School Counselors plan, deliver, and monitor services and instruction that create environments that facilitate learning</b>		
	<b>Element f : School counselors communicate effectively with students</b>		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>○ Listens responsively to students in order to identify issues and barriers that impede student success</li> </ul>	<ul style="list-style-type: none"> <li>○ Demonstrates developmentally appropriate language with students</li> <li>○ Uses a variety of appropriate delivery methods to communicate with students</li> </ul>	<ul style="list-style-type: none"> <li>○ Uses and promotes the development of effective communication skills throughout the school community</li> <li>○ Assists students in determining the most appropriate communication strategies to use in a variety of situations</li> </ul>	<p>Counselor creates an environment in which students:</p> <ul style="list-style-type: none"> <li>○ Regularly engage in communication with significant adults</li> <li>○ Identify and communicate strengths and barriers to their individual success</li> </ul>

<b>Mental Health</b>	<b>Standard III: School Counselors plan, deliver, and monitor services and instruction that create environments that facilitate learning</b>		
	<b>Element g : School counselors develop and implement services and instruction based on their students' mental health needs</b>		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>○ Recognizes and responds to student mental health crises</li> </ul>	<ul style="list-style-type: none"> <li>○ Evaluates student mental health crises and their needs and plans counseling services accordingly</li> <li>○ Understands the schools/district's written crisis response policies and procedures</li> </ul>	<ul style="list-style-type: none"> <li>○ Responds to student mental health crises and their needs by offering education, prevention, and crisis/short-term counseling and makes referrals to community resources as needed</li> </ul>	<p>Counselor creates an environment in which students:</p> <ul style="list-style-type: none"> <li>○ Utilize counseling services in order to navigate a short-term, resolved or unresolved mental health need or crisis situation</li> </ul>

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<b>Program Analysis</b>	<b>Standard IV: School Counselors reflect on their practice</b>		
	<b>Element a:</b> School counselors demonstrate that they analyze student learning, development, and growth and apply what they learn to improve the comprehensive school counseling program.		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>○ Thinks systematically and critically about the impact of the comprehensive school counseling program on all students' academic, career, and personal/social development</li> </ul>	<ul style="list-style-type: none"> <li>○ Conducts program audits to assess the impact of the comprehensive school counseling program on all students' academic, career, and personal/social development</li> </ul>	<ul style="list-style-type: none"> <li>○ Interprets program audits to assess the progress of the school counseling program and makes changes as needed</li> <li>○ Confers with school administrators to seek improvements to the school counseling program</li> </ul>	<ul style="list-style-type: none"> <li>○ Shares results of program audits with stakeholders and the advisory committee in order to elicit recommendations for change</li> </ul>

<b>Professional Growth</b>	<b>Standard IV: School Counselors reflect on their practice</b>		
	<b>Element b:</b> School counselors link professional growth to their professional goals		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>○ Uses performance feedback from supervisor and/or colleagues to improve practice</li> <li>○ Completes required professional development</li> </ul>	<ul style="list-style-type: none"> <li>○ Uses personal reflection, consultation, and supervision to plan professional development and develop professional goals for self</li> </ul>	<ul style="list-style-type: none"> <li>○ Develops a professional growth plan based upon professional goals that are directly related to improving student success in the academic, personal/social, and/or career domains</li> </ul>	<ul style="list-style-type: none"> <li>○ Participates in high quality professional development specific to school and based upon professional growth plan</li> <li>○ Reflects on professional development and applies new knowledge and skills to the counseling program</li> <li>○ Develops and leads focused and rigorous professional development at the</li> </ul>

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			building, district, state and/or national level
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<b>Flexibility and Prioritization</b>	<b>Standard IV: School Counselors reflect on their practice</b>		
	<b>Element c :</b> School counselors respond to complex, dynamic environments		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>○ Understands the need for flexibility and prioritization of completing work demands</li> </ul>	<ul style="list-style-type: none"> <li>○ Is flexible in meeting the needs of students, families, and/or staff</li> </ul>	<ul style="list-style-type: none"> <li>○ Effectively prioritizes and demonstrates flexibility in meeting the needs of students</li> </ul>	<ul style="list-style-type: none"> <li>○ Collaboratively and creatively addresses the needs of students, families, and/or staff</li> <li>○ Promotes systems change based on the ever-changing needs the school-based work environment</li> </ul>

<b>Collaboration</b>	<b>Standard V: School Counselors demonstrate collaboration, advocacy, and leadership</b>		
	<b>Element a:</b> School counselors collaborate with internal and external stakeholders to meet the needs of students		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>○ Identifies the relevant issues and contexts that impact family-school partnerships, including community and local resources</li> </ul>	<ul style="list-style-type: none"> <li>○ Develops effective working relationships with parents and other educators to support student success</li> </ul>	<ul style="list-style-type: none"> <li>○ Develops effective working relationships with community members and agencies to support student success</li> </ul>	<ul style="list-style-type: none"> <li>○ Builds effective teams by encouraging collaboration among students, teachers, administrators, and other school staff to work toward student success</li> <li>○ Leads effective teams that work collaboratively toward meeting common goals</li> </ul>

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<b>Advocacy</b>		<b>Standard V: School Counselors demonstrate collaboration, advocacy, and leadership</b>		
		<b>Element b: School counselors advocate for students, families, and schools</b>		
Essentials	Partially Effective	Effective	Highly Effective	
<ul style="list-style-type: none"> <li>○ Understands the role of a school counselor as an advocate for all students</li> </ul>	<ul style="list-style-type: none"> <li>○ Advocates responsibly within the school community on behalf of students</li> <li>○ Identifies and actively builds relationships with stakeholders to serve as a foundation for advocacy</li> </ul>	<ul style="list-style-type: none"> <li>○ Provides potential solutions when advocating for students</li> <li>○ Teaches students appropriate self-advocacy skills</li> </ul>	<ul style="list-style-type: none"> <li>○ Identifies and addresses systematic barriers to student success</li> <li>○ Supports the students in the active use of self-advocacy skills</li> </ul>	

<b>Leadership</b>		<b>Standard V: School Counselors demonstrate collaboration, advocacy, and leadership</b>		
		<b>Element c: School counselors demonstrate leadership in their educational setting(s)</b>		
Essentials	Partially Effective	Effective	Highly Effective	
<ul style="list-style-type: none"> <li>○ Understands the importance of leadership skills in the counselor role</li> </ul>	<ul style="list-style-type: none"> <li>○ Recognizes opportunities to use leadership skills</li> <li>○ Supports school goals and initiatives</li> </ul>	<ul style="list-style-type: none"> <li>○ Demonstrates effective leadership in the school counseling program and the school</li> <li>○ Is viewed as a leader within his/her area of expertise</li> </ul>	<ul style="list-style-type: none"> <li>○ Uses leadership skills to facilitate vision and positive change for the comprehensive school counseling program and the school as a whole</li> <li>○ Is viewed by other professionals as an essential part of the school leadership team</li> <li>○ Takes on district, state, or national leadership roles relevant to the school counseling profession</li> <li>○ Advocates for the profession of school counseling</li> </ul>	

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<b>Professional Advocacy</b>	<b>Standard V: School Counselors demonstrate collaboration, advocacy, and leadership</b>		
	<b>Element d:</b> School counselors contribute knowledge and skills to educational practices and their profession		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>○ Contributes professional knowledge and advice to colleagues when relevant and appropriate</li> </ul>	<ul style="list-style-type: none"> <li>○ Seeks evidence based research practices related to the counseling profession</li> </ul>	<ul style="list-style-type: none"> <li>○ Provides guidance on professional development activities for the school related to the counseling profession</li> <li>○ Adapts professional practice based upon current evidence-based research findings and needs of the environment</li> </ul>	<ul style="list-style-type: none"> <li>○ Conducts or coordinates professional development for the school/school community related to the school counseling profession</li> <li>○ Contributes to the enhancement of the school counseling profession through publications or professional presentations</li> </ul>

<b>Ethics</b>	<b>Standard V: School Counselors demonstrate collaboration, advocacy, and leadership</b>		
	<b>Element e:</b> School counselors demonstrate high ethical standards		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>○ Maintains confidentiality of student records as required</li> <li>○ Understands the need to hold high ethical standards for himself/herself and others</li> </ul>	<ul style="list-style-type: none"> <li>○ Demonstrates ethical behavior, including honesty, integrity, fair treatment, and respect for others</li> <li>○ Abides by the educational laws, policies, and procedures applicable</li> </ul>	<ul style="list-style-type: none"> <li>○ Abides by ethical standards of the school counseling profession in accordance with the ASCA Ethical Standards for School Counselors</li> <li>○ With the school setting, promotes ethical behavior, including honesty, integrity, fair treatment, and respect for others</li> </ul>	<ul style="list-style-type: none"> <li>○ Supports colleagues in the understanding of ASCA ethical standards for school counselors</li> <li>○ Applies ethical decision making models</li> <li>○ Promotes ethical standards and laws, policies and procedures of the school counseling profession at the district, state, or national level</li> </ul>