



# Effective Teaching Framework For School Counselors

**New Canaan Public Schools**  
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# School Counselors Effective Professional Learning

The NCPS Effective Teaching Framework and all TEPL documents are available electronically on the New Canaan Public Schools website:

[www.newcanaan.k12.ct.us](http://www.newcanaan.k12.ct.us)

Click on “Staff Resources,” then “TEPL”

<p><b><u>Domain 1: Learning Environment</u></b></p> <ul style="list-style-type: none"> <li>● Respectful environment</li> <li>● Student engagement</li> <li>● Development of social skills</li> <li>● Personal Growth</li> </ul>	<p><b><u>Domain 2: Planning and Transitions</u></b></p> <ul style="list-style-type: none"> <li>● Student needs</li> <li>● Coherent design</li> <li>● Understanding Options/Skills</li> <li>● Responsible decision Making</li> <li>● Parent Engagement</li> </ul>
<p><b><u>Domain 3: Student Advocacy and Responsive Interventions</u></b></p> <ul style="list-style-type: none"> <li>● Consultation</li> <li>● Family Integration</li> <li>● Student Integration</li> <li>● Consensus Building</li> <li>● Monitoring student learning</li> <li>● Descriptive feedback</li> </ul>	<p><b><u>Domain 4: Assessment Literacy</u></b></p> <ul style="list-style-type: none"> <li>● Variety of assessments</li> <li>● Application of Assessment Data</li> <li>● Opportunities for students to self-assess</li> <li>● Data teams</li> </ul>
<p><b><u>Domain 5: Professional Learning and Collaboration</u></b></p> <ul style="list-style-type: none"> <li>● Active participation</li> <li>● Leadership</li> <li>● Contributions to school and district</li> </ul>	<p><b><u>Domain 6: Professional Knowledge &amp; Responsibilities</u></b></p> <ul style="list-style-type: none"> <li>● Content and essential skills</li> <li>● Professionalism</li> </ul>

## NCPS Effective School Counseling Framework: At a Glance

<i>New Canaan Effective Teaching Framework</i> <b>Overview</b>			
<b>Domain 1</b>	<b>The counselor educator promotes student engagement, independence and interdependence by facilitating a positive and productive counseling environment.</b>		
		<b>Indicator</b>	
<b>Learning Environment</b>	<b>Respectful Environment</b>	<b>LE. 1</b>	<i>Creates an environment that is responsive to and respectful of the academic and behavioral needs of students with diverse backgrounds, interests and performance levels.</i>
	<b>Student Engagement</b>	<b>LE. 2</b>	<i>Promotes student engagement in and shared responsibility for the learning process.</i>
	<b>Development of Social Skills</b>	<b>LE. 3</b>	<i>Through individual and group counseling, employs an eclectic and culturally aware approach to assisting students in the development of effective social skills and behavioral management</i>
	<b>Personal Growth</b>	<b>LE. 4</b>	<i>Assists students in developing a sense of awareness and self-worth, and in acquiring skills of personal exploration, decision-making and goal setting.</i>

<b>Domain 2</b>	<b>The counselor educator facilitates transitions and counsels students toward the realization of their full potential for social, academic and personal success.</b>		
		<b>Indicator</b>	
<b>Planning and Transitions</b>	<b>Student Needs</b>	<b>PT. 1</b>	<i>In order to assure appropriate educational transitions, counselors inform, instruct and differentiate to meet student learning needs, learning styles, and/or interests (i.e. elementary to middle, middle school to high school and high school to post secondary).</i>
	<b>Coherent Design</b>	<b>PT. 2</b>	<i>Develops and organizes coherent and relevant counseling lessons that are aligned with district curriculum, enduring understandings and objectives.</i>
	<b>Understanding Options/Skills</b>	<b>PT. 3</b>	<i>Demonstrates the ability to counsel students in understanding the full range of social, academic and personal options, including the skills and requirements for successful transitions.</i>
	<b>Responsible Decision Making</b>	<b>PT.4</b>	<i>Assists students in understanding the impact of choices, behaviors and achievement on future plans and options.</i>
	<b>Parent Engagement</b>	<b>PT. 5</b>	<i>Develops and provides parent programs that encompass social, academic and personal learning, as well as future planning.</i>

<b>Domain 3</b>	<b>The counselor educator advocates for the educational needs of students and works to ensure that these needs are addressed at every level.</b>		
		<b>Indicator</b>	
<b>Student Advocacy and Responsive Interventions</b>	<b>Consultation</b>	<b>SARI. 1</b>	<i>Provides training, orientation and consultation to faculty, administrators, staff and school officials to assist them in responding to the education, development and counseling needs of students.</i>
	<b>Family Integration</b>	<b>SARI. 2</b>	<i>Provides information and resources to families related to the developmental needs of the student including post-secondary planning.</i>
	<b>Student Integration</b>	<b>SARI. 3</b>	<i>Recognizes the interest and well being of the student as paramount in the counseling relationship while helping the student to seek integration within the school environment.</i>
	<b>Consensus Building</b>	<b>SARI. 4</b>	<i>Moves individuals toward consensus and/or conflict resolution.</i>
	<b>Monitoring Student Learning</b>	<b>SARI. 5</b>	<i>Monitors student learning and consults with teachers to promote improved student performance and engagement in learning tasks.</i>
	<b>Descriptive Feedback</b>	<b>SARI. 6</b>	<i>Provides timely, meaningful, and specific feedback to students to improve their performance.</i>

(to include) – course selection, connections w/post-secondary representatives, etc.

<b>Domain 4</b>	<b>The counselor uses multiple types of purposeful assessments to evaluate student performance, monitor progress and inform reporting and decision making.</b>		
		<b>Indicator</b>	
<b>Assessment Literacy</b>	<b>Variety of Assessments</b>	<b>AL. 1</b>	<i>Uses a variety of standardized test data and/or classroom performance criteria to assess student progress.</i>
	<b>Application of Assessment Data</b>	<b>AL. 2</b>	<i>Helps students and families to understand assessment data and apply that knowledge to in school and post secondary opportunities.</i>
	<b>Opportunities for Students to Self-Assess</b>	<b>AL. 3</b>	<i>Provides students with self-assessment tools and establishes goal setting as part of the instructional process.</i>
	<b>Data Teams</b>	<b>AL. 4</b>	<i>Collaborates with colleagues and uses academic, behavioral, and health data to select and/or design a range of supports and interventions.</i>

<b>Domain 5</b>	<p><b>As a member of a professional learning community, the counselor educator maximizes support for student learning by developing and demonstrating professionalism, collaboration and leadership.</b></p> <p><i>* All New Canaan educators are members of professional learning communities (plc) which include, but are not limited to, grade-level, course and department teams, data teams, and professional learning groups.</i></p>		
		<b>Indicator</b>	
<b>Professional Learning and Collaboration</b>	<b>Active Participation</b>	<b>PLC. 1</b>	<i>Collaborates with colleagues in supporting student learning through active participation in a variety of professional learning communities.</i>
	<b>Leadership</b>	<b>PLC. 2</b>	<i>Demonstrates leadership in developing and enhancing professional learning communities.</i>
	<b>Contributions to School and District</b>	<b>PLC. 3</b>	<i>Actively contributes to the broader school and district culture of professional learning.</i>

<b>Domain 6</b>	<b>As a professional, the counselor educator is aware of and complies with NACAC, ASCA and the Connecticut Code of Professional Responsibilities. This extends to understanding of national, state, district, and school policies and procedures. The educator also demonstrates content knowledge and essential skills in fulfilling the responsibilities of his/her professional role as defined by the New Canaan Public Schools.</b>		
		<b>Indicator</b>	
<b>Professional Knowledge and Responsibilities</b>	<b>Content and Essential Skills</b>	<b>PK. 1</b>	<i>Understands and applies essential skills, central concepts and tools of inquiry and practice in their subject matter or field.</i>
	<b>Professionalism</b>	<b>PK. 2</b>	<i>Displays knowledge and skills of profession and acts in accordance with professional ethics and role responsibilities.</i>

<b>Domain 1: Learning Environment, Cognitive Engagement, Connecting to the Learner</b>	<b>The counselor educator promotes student engagement, independence and interdependence by facilitating a positive and productive counseling environment.</b>		
	<b>LE 1 – Respectful Environment:</b> <i>Creates an environment that is responsive to and respectful of the academic and behavioral needs of students with diverse backgrounds, interests and performance levels.</i>		
Below Standard	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>● Beginning to establish appropriate academic and behavioral expectations.</li> <li>● Beginning to consider the evidence of student culture, community, or background experience in the counseling relationship.</li> <li>● Beginning to establish skills that lead to a positive rapport with students.</li> </ul>	<ul style="list-style-type: none"> <li>● Creates a welcoming supportive environment on a less consistent basis.</li> <li>● Expectations are not consistently clear concerning confidentiality, emotional safety, communication and respect.</li> <li>● Counselor-student interactions are not consistently respectful.</li> </ul>	<ul style="list-style-type: none"> <li>● Consistently creates a welcoming, non-judgmental, supportive environment regardless of socio-economic level, status, race, disability, gender or background.</li> <li>● Establishes clear expectations around confidentiality, emotional safety, communication and respect.</li> <li>● Counselor-student interactions are consistently respectful.</li> </ul>	<ul style="list-style-type: none"> <li>● Counselor is a leader in the development of programs that promote culture and diversity</li> </ul>

<b>Domain 1: Learning Environment, Cognitive Engagement, Connecting to the Learner</b>	<b>The counselor educator promotes student engagement, independence and interdependence by facilitating a positive and productive counseling environment.</b>		
	<b>LE 2 – Student Engagement:</b> <i>Promotes student engagement in and shared responsibility for learning</i>		
<b>Below Standard</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
<ul style="list-style-type: none"> <li>● Provides few, if any, opportunities for students to make decisions and take ownership of their social, academic and personal success.</li> <li>● Programs and activities do not promote student engagement.</li> <li>● Delivers services that are not developmentally appropriate.</li> <li>● Rarely supports student engagement in setting and monitoring goals for behavior and learning.</li> </ul>	<ul style="list-style-type: none"> <li>● Inconsistently provides opportunities for students to take ownership of their social, academic and personal success.</li> <li>● Sometimes promotes self-awareness and personal reflection through delivery of program and services.</li> <li>● Delivers services that are not always developmentally appropriate.</li> <li>● Sometimes supports student engagement in setting and monitoring goals for behavior and learning.</li> </ul>	<ul style="list-style-type: none"> <li>● Provides opportunities for students to take ownership of their social, academic and personal success.</li> <li>● Promotes self-awareness and personal reflection through delivery of program and services.</li> <li>● Delivers developmentally appropriate services that follow a continuum of readiness which is age and grade appropriate.</li> <li>● Supports student engagement in setting and monitoring goals for behavior and learning.</li> </ul>	<p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> <li>● Creates and evaluates programs and activities to promote student engagement, self-awareness and personal reflection for all students.</li> </ul>

<p><b>Domain 1: Learning Environment, Cognitive Engagement, Connecting to the Learner</b></p>	<p><b>The counselor educator promotes student engagement, independence and interdependence in learning by facilitating a positive and productive learning community.</b></p>		
<p><b>LE 3 – Development of Students’ Social Skills:</b> <i>Through individual and group counseling, employs an eclectic and culturally aware approach to assisting students in the development of effective social skills and behavioral management.</i></p>			
<p><b>Below Standard</b></p>	<p><b>Developing</b></p>	<p><b>Accomplished</b></p>	<p><b>Exemplary</b></p>
<ul style="list-style-type: none"> <li>● Provides limited modeling or direct instruction on development of social skills.</li> <li>● Does not articulate expectations for social skills and introduces some strategies to help students develop socially competent behavior.</li> <li>● Rarely provides support to classroom educators that promotes developmentally appropriate social skills, cultural awareness and ethical and responsible behavior.</li> <li>● Expectations of appropriate behavior are not clearly established</li> </ul>	<ul style="list-style-type: none"> <li>● Models socially competent behavior in interactions with students and other adults.</li> <li>● Articulates expectations for social skills and introduces some strategies to help students develop socially competent behavior.</li> <li>● Sometimes provides support to classroom educators that promotes developmentally appropriate social skills, cultural awareness and ethical and responsible behavior.</li> <li>● Expectations of appropriate behavior are sometimes established</li> </ul>	<ul style="list-style-type: none"> <li>● Provides counseling support of appropriate social skills and ethical and responsible behavior.</li> <li>● Structures opportunities for students to discuss, learn, practice and reinforce appropriate social skills. (E,M)</li> <li>● Provides support to classroom educators that promotes developmentally appropriate social skills, cultural awareness and ethical and responsible behavior.</li> <li>● Supports the behavioral and social expectations of the learning environment through individual and group feedback</li> </ul>	<p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> <li>● Designs and implements strategies to support students’ independence in seeking to improve their own social, ethical, and responsible behavior.</li> </ul>

<b>Domain 1: Learning Environment, Cognitive Engagement, Connecting to the Learner</b>	<b>The counselor educator promotes student engagement, independence and interdependence in learning by facilitating a positive and productive learning community.</b>		
	<b>LE 4 - Personal Growth:</b> <i>Assists students in developing a sense of awareness and self-worth, and in acquiring skills of personal exploration, decision-making and goal setting.</i>		
<b>Below Standard</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
<ul style="list-style-type: none"> <li>• Is not consistently involved in the delivery of school counseling programs and activities</li> <li>• Does not promote student engagement in self-assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes engages students in ongoing self-assessment and management of thoughts, feelings and behaviors through individual and group counseling.</li> <li>• Sometimes facilitates student engagement in self-assessment of values, habits, and interests.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently engages students in ongoing self-assessment and management of thoughts, feelings and behaviors through individual and group counseling.</li> <li>• Consistently facilitates student engagement in ongoing self-assessments of values, habits, interests, experiences and aspirations.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates and evaluates counseling programs and activities that address a variety of student needs and trends.</li> </ul>

## Domain 2: Planning & Transition

The counselor educator facilitates transitions and counsels students toward the realization of their full potential for social, academic and personal success.

**PT 1 – Student Needs:** *In Order to assure appropriate educational transitions, counselors inform, instruct and differentiate to meet student learning needs, learning styles and/or interests (i.e., elementary to middle, middle school to high school and high school to post-secondary.)*

Below Standard	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>● Just beginning to develop plans that build on students' prior knowledge.</li> <li>● Plans are not at an appropriate level for most students.</li> <li>● At the high school level, does not create plans to counsel students in understanding of their career and educational options.</li> </ul>	<ul style="list-style-type: none"> <li>● Inconsistently incorporates Social, Academic and Personal learning (SAPL) as well as student's developmental level, prior experiences and learning in order to support goals.</li> <li>● Creates transition plans and activities that sometimes includes differentiation addressing most students' learning needs, learning styles, student interests and personal circumstances.</li> <li>● At the high school level, creates plans to counsel students in understanding some of their career and educational options.</li> </ul>	<ul style="list-style-type: none"> <li>● Incorporates Social, Academic and Personal learning (SAPL) as well as student's developmental level, prior experiences and learning in order to support goals.</li> <li>● Creates transition plans and activities that include differentiation addressing most students' learning needs, learning styles, student interests and personal circumstances.</li> <li>● At the high school level, creates plans to effectively counsel students in understanding the full range of career and educational options.</li> </ul>	<p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> <li>● Plans include differentiation across content, process, and product in order to address students' learning needs, learning styles, and/or interests.</li> <li>● Activities and materials are appropriately challenging for all students.</li> <li>● Plans include opportunities for students to make choices based on their learning needs, learning styles, and/or interests.</li> </ul>

<b>Domain 2: Planning &amp; Transition</b>		<b>The counselor educator facilitates transitions and counsels students toward the realization of their full potential for social, academic and personal success.</b>	
<b>PT 2 - Coherent Design:</b> <i>Develops and organizes coherent and relevant counseling lessons that are aligned with district SAPL curriculum, enduring understandings, content knowledge and objectives.</i>			
Below Standard	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>● Just beginning to develop plans to provide a continuum of learning for students.</li> <li>● Plans do not articulate or reference essential questions or enduring understandings.</li> <li>● Plans include few opportunities for students to engage in the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>● Creates plans with some connections to previous learning but lack a logical sequence that provides a continuum of learning..</li> <li>● Creates plans that do not consistently address essential questions and enduring understandings.</li> <li>● Creates plans that include some opportunities for students to engage in the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>● Creates plans that are sequenced and differentiated to provide a clear continuum of learning for all students.</li> <li>● Creates plans that are based on essential questions and enduring understandings.</li> <li>● Creates plans that include multiple opportunities for students to engage in the learning process and reflect on the relationship between curricular experiences, academic achievements and future options.</li> </ul>	<p style="text-align: center;"><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> <li>● Plans include opportunities for students to make connections between skills or concepts being taught.</li> <li>● Plans include opportunities for students to generate questions that further their understanding of skills or concepts being taught.</li> <li>● Plans include opportunities for students to identify/pose and solve problems related to real-world issues.</li> </ul>

<b>Domain 2: Planning &amp; Transition</b>		<b>The counselor educator facilitates transitions and counsels students toward the realization of their full potential for social, academic and personal success.</b>	
<b>PT 3 – Understanding Options/Skills:</b> <i>Demonstrates the ability to counsel students in understanding the full range of social, academic and personal options, including the skills and requirements for successful transitions.</i>			
Below Standard	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>• Does not create opportunities for self reflection.</li> <li>• Just beginning to create opportunities for students to problem solve.</li> <li>• At the high school, just beginning to acquire the knowledge to assist students in understanding the post secondary process.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates opportunities for self reflection through some but not all of the skills required for success.</li> <li>• Creates some opportunities for students to use problem solving skills.</li> <li>• At the high school, share some knowledge of college admissions to assist students in understanding the post secondary process.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates opportunities for self-reflection through a variety of activities to enhance learning.</li> <li>• Creates opportunities for students to expand problem solving skills by interpreting and using data.</li> <li>• At the high school, share comprehensive college admissions knowledge to assist students in understanding the post-secondary process.</li> </ul>	<ul style="list-style-type: none"> <li>• Openly shares knowledge of post secondary options with colleagues and other.</li> <li>• Builds positive relationships with students and develops mutually understood expectations that enable the co-creation of relevant action plans.</li> </ul>

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<b>Domain 2: Planning &amp; Transition</b>		<b>The counselor educator facilitates transitions and counsels students toward the realization of their full potential for social, academic and personal success.</b>	
<b>PT4 –Responsible Decision Making</b> - <i>Assists students in understanding the impact of choices, behaviors and achievement on future plans and options.</i>			
Below Standard	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>Creates opportunities for students to make decisions without connections across SAPL settings.</li> <li>At the high school, just beginning to share knowledge with students in evaluating and interpreting information about college and other post-secondary education options as part of the decision making process.</li> </ul>	<ul style="list-style-type: none"> <li>Creates opportunities for students to make decisions with few connections across SAPL settings.               <ul style="list-style-type: none"> <li>At the high school, shares some knowledge with students in evaluating and interpreting information about college and other post-secondary education alternatives to consider appropriate options as part of the decision making process.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Creates opportunities for students to make general connections about the impact of their choices, behaviors, and academic performance across the SAPL settings.</li> <li>At the high school, shares extensive knowledge in evaluating and interpreting information about college and other post-secondary options.</li> </ul>	<p><i>In addition to evidence for Accomplished ...</i></p> <p>Effectively supports students' independent problem solving and decision making skills.</p>

<b>Domain 2: Planning &amp; Transition</b>		<b>The counselor educator facilitates transitions and counsels students toward the realization of their full potential for social, academic and personal success.</b>	
<b>PT 5: Parent Engagement</b> - <i>Develops and provides parent programs that encompass social, academic and personal learning, as well as future planning</i>			
Below Standard	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>Participates in parent programs with no input into planning and creation.</li> </ul>	<p>Is inconsistent when informing parents about programs and activities provided to the students.</p>	<ul style="list-style-type: none"> <li>Promotes parent engagement through communication and development of programs and services that are in place for students at each grade level.</li> </ul>	<ul style="list-style-type: none"> <li>Assesses the need for new programs and leads others in the creation and implementation.</li> </ul>

<b>Domain 3: Student Advocacy and Responsive Interventions</b>	<b>The counselor educator advocates for the educational needs of students and works to ensure that these needs are addressed at every level.</b>		
	<b>SARI.1 - Consultation</b> - <i>Provides training, orientation and consultation assistance to faculty, administrators, staff and school officials to assist them in responding to the education, development and counseling needs of students.</i>		
<b>Below Standard</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
<ul style="list-style-type: none"> <li>● Rarely maintains a working relationship with faculty, administrators, staff and school officials.</li> <li>● Does not effectively communicate relevant information on behalf of student(s) to critical parties.</li> <li>● Does not keep current with what is happening within the context of the school and relevant environments to advocate for the student</li> </ul>	<ul style="list-style-type: none"> <li>● Sometimes has a working relationship with faculty, administrators, staff and school officials.</li> <li>● Sometimes communicates relevant information on behalf of student(s) to critical parties.</li> <li>● Sometimes keeps current with what is happening within the context of the school and relevant environments to advocate for the student</li> </ul>	<ul style="list-style-type: none"> <li>● Maintains a working relationship with faculty, administrators, staff and school officials.</li> <li>● Effectively communicates relevant information on behalf of student(s) to critical parties.</li> <li>● Keeps current with what is happening within the context of the school and relevant environments to advocate for the student.</li> </ul>	<ul style="list-style-type: none"> <li>● In addition to accomplished...</li> <li>● provides educational programming for parents, faculty and staff relating to current counseling issues and student needs.</li> <li>● Keeps administration informed of school climate.</li> <li>●</li> </ul>

**Domain 3: Student Advocacy and Responsive Interventions**

**The counselor educator advocates for the educational needs of students and works to ensure that these needs are addressed at every level.**

**SARI 2 -Family Integration** - Provides information and resources to families related to the developmental needs of the student including post-secondary planning.

Below Standard	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>Rarely listens to concerns and needs from parents and teachers to find effective supports or interventions to enhance student success.</li> <li>Rarely assists families to understand the changing developmental needs of the student in working toward independence and post - secondary goals.</li> <li>Rarely communicates what families can do to provide an environment that abets and supports academic progress.</li> </ul>	<ul style="list-style-type: none"> <li>Is inconsistent in listening to concerns and needs from parents and teachers to find effective supports or interventions to enhance student success.</li> <li>Is inconsistent in assisting families to understand the changing developmental needs of the student in working toward independence and post - secondary goals.</li> <li>Is inconsistent in communicating what families can do to provide an environment that abets and supports academic progress.</li> </ul>	<ul style="list-style-type: none"> <li>Actively listens to concerns and needs from parents and teachers to find effective supports or interventions to enhance student success.</li> <li>Assist families to understand the changing developmental needs of the student in working toward independence and post - secondary goals.</li> <li>Effectively families to provide an environment that abets and supports academic progress.</li> </ul>	<p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> <li>Provides educational programs and resources in support of parental learning.</li> </ul>

<b>Domain 3: Student Advocacy and Responsive Interventions</b>	<b>The counselor educator advocates for the educational needs of students and works to ensure that these needs are addressed at every level.</b>		
<b>SARI 3 – Student Integration:</b> <i>Recognizes the interest and well being of the student as paramount in the counseling relationship while helping the student to seek integration within the school environment.</i>			
Below Standard	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>● Does not students balance their social and academic activities in the context of the school day.</li> <li>● Does not help students understand that involvement in school, outside the classroom, as beneficial to their well-being and connectedness to school.</li> <li>● Does not develop relationships or build rapport with students</li> <li>● Does not encourage students to advocate and take responsibility for academic and personal development</li> </ul>	<ul style="list-style-type: none"> <li>● Sometimes helps students balance their social and academic activities in the context of the school day.</li> <li>● Inconsistently helps students understand that involvement in school, outside the classroom, as beneficial to their well-being and connectedness to school.</li> <li>● Sometimes develops relationships and builds rapport with students</li> <li>● Sometimes encourages students to advocate and take responsibility for academic and personal development</li> </ul>	<ul style="list-style-type: none"> <li>● Helps students balance their social and academic activities in the context of the school day.</li> <li>● Helps students understand that involvement in school, outside of the classroom is beneficial to their well-being and connectedness to school.</li> <li>● Develops relationships and builds rapport with students</li> <li>● Encourages students to advocate and take responsibility for academic and personal development</li> </ul>	<p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> <li>● Helps students to select strategies by which to gain new learning based on their needs and interests.</li> <li>● Helps students to articulate how new learning relates to real-world issues and other disciplines beyond content being taught.</li> </ul>

<b>Domain 3: Student Advocacy and Responsive Interventions</b>	<b>The counselor educator advocates for the educational needs of students and works to ensure that these needs are addressed at every level.</b>		
	<b>SARI 4 - Consensus Building:</b> <i>Moves individuals toward consensus and/or conflict resolution.</i>		
<b>Below Standard</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
<ul style="list-style-type: none"> <li>• Does not actively engage in department, grade level, and school wide initiatives. <ul style="list-style-type: none"> <li>• Does not participate in opportunities to work with and learn from others</li> <li>• Does not exchange information with others to work toward a common understanding and /or goal/action plan.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Limited involvement in department, grade level and school wide initiatives.</li> <li>• Sometimes participates in opportunities to work with and learn from others</li> <li>• Sometimes exchanges information with others to work toward a common understanding and /or goal/action plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in planning and decision making in the school, department, and/or grade level; contributing relevant ideas and expertise as it relates to the student needs.</li> <li>• Regularly participates in opportunities to work with and learn from others; peer consultation.</li> <li>• Exchanges information with others to work toward a common understanding and /or goal/action plan.</li> </ul>	<p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> <li>• Leads others to adopt and integrate strategies in the best interest of students.</li> <li>• Once consensus has been established, counselor ensures effective implementation.</li> </ul>

<b>Domain 3: Student Advocacy and Responsive Interventions</b>	<b>The counselor educator advocates for the educational needs of students and works to ensure that these needs are addressed at every level.</b>		
<b>SARI 5 - Monitoring Student Learning</b> - <i>Monitors student learning and consults with teachers to promote improved student performance and engagement in learning tasks.</i>			
<b>Below Standard</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
<ul style="list-style-type: none"> <li>● Data is not utilized to inform interventions and support plans.</li> <li>● Does not select appropriate interventions to provide a customized support plan.</li> <li>● Does not work as part of a team that designs effective interventions that result in student growth.</li> </ul>	<ul style="list-style-type: none"> <li>● Data is inconsistently utilized to inform interventions and support plans.</li> <li>● Inconsistently selects appropriate interventions to provide a customized support plan.               <ul style="list-style-type: none"> <li>● Works inconsistently as part of a team that designs effective interventions that result in student growth.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Reflects on available data to appropriately design interventions.</li> <li>● Selects the appropriate interventions to provide a customized support plan.               <ul style="list-style-type: none"> <li>● Works as part of a team that designs effective interventions that result in student growth.</li> </ul> </li> </ul>	<p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> <li>● Monitors progress to determine effectiveness of the plan</li> <li>● Makes revisions as additional data is collected.</li> <li>● Engages with the student in monitoring progress toward academic and personal success.</li> <li>● Shares successful interventions with colleagues?</li> </ul>

<b>Domain 3: Student Advocacy and Responsive Interventions</b>	<b>The counselor educator advocates for the educational needs of students and works to ensure that these needs are addressed at every level.</b>		
<b>SARI 6 – Descriptive Feedback:</b> <i>Provides timely, meaningful, and specific feedback to students to improve their performance.</i>			
<b>Below Standard</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
<ul style="list-style-type: none"> <li>● Does not provide useful feedback to students</li> <li>● Feedback does not focus on student strengths and next steps.</li> <li>● Criteria for student performance are unclear.</li> </ul>	<ul style="list-style-type: none"> <li>● Feedback is provided inconsistently and in a manner that is not always clear or useful to the students</li> <li>● Descriptive feedback provided sometimes focuses on student strengths and next steps.</li> <li>● Criteria for student performance is sometimes unclear</li> </ul>	<ul style="list-style-type: none"> <li>● Provides feedback to students on their progress toward social, academic and personal expectations.</li> <li>● Descriptive feedback provided focuses on student strengths and next steps.</li> <li>● Criteria for student performance are clearly explained to students.</li> </ul>	<p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> <li>● Feedback to students helps them to develop habits of regular self-assessment and goal setting.</li> </ul>

<b>Domain 4: Assessment Literacy</b>	<b>The counselor educator uses multiple types of purposeful assessments to evaluate student performance, monitor progress and inform reporting and decision making.</b>			
	<b>AL 1 – Variety of Assessments:</b> <i>Uses a variety of standardized test data and/or classroom performance criteria to assess student progress.</i>			
<b>Below Standard</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>	
<ul style="list-style-type: none"> <li>● Does not utilize data to monitor student progress and growth.</li> <li>● Does not utilize data when consulting with teachers to design interventions</li> <li>● Monitoring of assessment data is limited. Student growth is not tracked.</li> </ul>	<ul style="list-style-type: none"> <li>● Utilizes standardized classroom assessments and behavioral data inconsistently when monitoring student progress and growth</li> <li>● Consults with classroom teacher on a limited basis to design appropriate interventions based on student data.</li> <li>● There is inconsistent use of data to differentiate and individualize instruction or support</li> </ul>	<ul style="list-style-type: none"> <li>● Utilizes standardized classroom assessments and behavioral data to monitor student progress and growth over time.</li> <li>● Consults with classroom teacher to design appropriate interventions based on student data</li> <li>● Utilizes assessment data to identify trends for the class, groups and for individual students.</li> </ul>	<i>In addition to evidence for accomplished...</i> <ul style="list-style-type: none"> <li>● Shares successful strategies across schools and with colleagues.</li> <li>● Understands how individual and group data and statistics are used in building class and institutional profiles, constructing student transcripts and preparing reports. (H)</li> </ul>	

<b>Domain 4: Assessment Literacy</b>	<b>The counselor educator uses multiple types of purposeful assessments to evaluate student performance, monitor progress and inform reporting and decision making.</b>		
<b>AL 2 –Application of Assessment Data:</b> <i>Helps students and families to understand assessment data and apply that knowledge to in school and post-secondary opportunities.(M,H)</i>			
<b>Below Standard</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
<ul style="list-style-type: none"> <li>● Standardized and classroom performance assessment data is not used when assisting students in setting goals and making future plans <ul style="list-style-type: none"> <li>● At the high school, does not utilize historical admissions patterns and trends to assist students and families in creating an appropriate college application plan.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Inconsistently utilizes standardized and classroom performance assessment data to assist students and families in setting goals and making future plans. <ul style="list-style-type: none"> <li>● At the high school, inconsistently utilizes historical admissions patterns and trends to assist students and families in creating an appropriate college application plan.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Utilizes standardized and classroom performance assessment data to assist students and families in setting goals and making future plans.</li> <li>● At the high school, utilizes historical admissions patterns and trends to assist students and families in creating an appropriate college application plan.</li> </ul>	<p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> <li>● Present assessment data to parents to educate them and help them to develop strategies for working with their children.</li> <li>● Educates students and families in how to utilize historical admissions patterns and trends to incorporate into their decision making.</li> </ul>

H

<b>Domain 4: Assessment Literacy</b>	<b>The counselor educator uses multiple types of purposeful assessments to evaluate student performance, monitor progress and inform reporting and decision making.</b>		
<b>AL 3 – Opportunities for Students to Self-Assess:</b> <i>Provides students with self-assessment tools and establishes goal setting as part of the instructional process</i>			
Below Standard	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>● Opportunities for students to self-assess and set goals are not provided.</li> </ul>	<ul style="list-style-type: none"> <li>● Opportunities for students to self-assess are provided. However, specific criteria to guide their self-assessment are not clear to students.</li> <li>● Opportunities are provided for students to set behavioral goals but are not explicitly provided opportunity to use academic assessment data to set goals.</li> </ul>	<ul style="list-style-type: none"> <li>● Opportunities are consistently provided for students to self-assess their performance based on specific criteria that is clear to students.</li> <li>● Students are explicitly provided with opportunities to set academic and behavioral goals using information from personal insight and self-assessments.</li> </ul>	<p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> <li>● Students have a system for tracking progress toward their goals.</li> <li>● Students identify their next steps based on the progress they are making in reaching their goals.</li> </ul>

<b>Domain 4: Assessment Literacy</b>	<b>The counselor educator uses multiple types of purposeful assessments to evaluate student performance, monitor progress and inform reporting and decision making.</b>		
<b>AL 4 – Data Teams:</b> <i>Collaborates with colleagues-and uses academic, behavioral, and health data to select and/or design a range of supports and interventions.</i>			
<b>Below Standard</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
<ul style="list-style-type: none"> <li>Assessment data (academic, behavioral, and health) is not used to collaborate with school personnel in the development of targeted instruction and interventions.</li> <li>Counselor participation/input is minimal in collaborating with school personnel on students’ progress towards their RTI plans, 504 plans or IEP goals.</li> </ul>	<ul style="list-style-type: none"> <li>Some types of assessment data (academic, behavioral, and health) are used to collaborate with school personnel in the development of targeted instruction and interventions.</li> <li>Counselor collaborates with school personnel on students’ progress towards their RTI plans, 504 plans or IEP goals but uses data inconsistently.</li> </ul>	<ul style="list-style-type: none"> <li>Multiple types of assessment data (academic, behavioral, and health) are used to collaborate with school personnel in the development of targeted instruction and interventions.</li> <li>Counselor is proactive in collaborating with school personnel on students’ progress towards their RTI plans , 504 plans or IEP goals.</li> </ul>	<p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> <li>Counselor is a contributing member of a team that continuously progress monitors and revisits instruction using district protocols and addressing SMART goals.</li> <li>Establishes effective systems for conveying important data and information about students between educational levels.</li> </ul>

**Domain 5: Professional Learning and Collaboration**

\* All educators are members of professional learning communities (plc) which include, but are not limited to, grade-level and department teams, UST, SST, and other data teams, and professional learning groups.

**As a member of a professional learning community, the counselor educator maximizes support for student learning by developing and demonstrating professionalism, collaboration and leadership.**

**PLC 1 - Active Participation:** *Collaborates with colleagues in supporting student learning through participation in a variety of professional learning communities.*

Below Standard	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>● Rarely attends professional meetings and is unprepared to engage in the work.</li> <li>● Demonstrates little evidence of engagement or reflection at professional meetings.</li> <li>● Rarely uses technological and digital resources to promote learning, collaboration with colleagues, or communication within a learning community.</li> </ul>	<ul style="list-style-type: none"> <li>● Occasionally collaborates with colleagues in support of student learning.</li> <li>● Occasionally collaborates with colleagues about topics related to student learning and growth.</li> <li>● Occasionally uses technological and digital resources to promote learning, collaboration with colleagues, and communication within a learning community.</li> </ul>	<ul style="list-style-type: none"> <li>● Collaborates with colleagues in analyzing student performance in order to identify strategies that support the learning of all students.</li> <li>● Collaborates with colleagues in examining professional topics and research and the application to practice.</li> <li>● Uses technological and digital resources to promote learning, collaboration with colleagues and communication within a learning community.</li> </ul>	<p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> <li>● Initiates reflective conversation with colleagues on the impact of research and strategies, and develops application to practice.</li> <li>● Shares professional wisdom and new learning with other educators in the district and other communities to enhance support for students.</li> </ul>

**Domain 5: Professional Learning and Collaboration**

\* All educators are members of professional learning communities (plc) which include, but are not limited to, grade-level and department teams, UST, SST, and other data teams, and professional learning groups.

**As a member of a professional learning community, the counsleor educator maximizes support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership.**

**PLC 2– Leadership:** *Demonstrates leadership in developing and enhancing professional learning communities.*

Below Standard	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>● Rarely communicates with colleagues in the interest of serving student needs.</li> <li>● Does not facilitate or support colleagues’ effective strategies in the classroom.</li> <li>● Demonstrates little interest in professional growth or leadership.</li> </ul>	<ul style="list-style-type: none"> <li>● Occasionally communicates with colleagues to promote engagement and analysis of student needs.</li> <li>● Is beginning to facilitate and support colleagues’ effective strategies in the classroom.</li> <li>● Beginning to recognize potential growth areas for professional leadership.</li> </ul>	<ul style="list-style-type: none"> <li>● Regularly communicates with colleagues to promote engagement and analysis of student needs.</li> <li>● Facilitates and supports colleagues’ effective strategies in the classroom.</li> <li>● Demonstrates effective leadership by facilitating communication and group productivity.</li> </ul>	<p><i>In addition to evidence for Accomplished ...</i></p> <p>Initiates opportunities for all colleagues to promote engagement and analysis of student needs.</p> <p>Leads the PLC and researches new growth opportunities for colleagues.</p>

**Domain 5: Professional Learning and Collaboration**

\* All educators are members of professional learning communities (plc) which include, but are not limited to, grade-level and department teams, UST, SST, and other data teams, and professional learning groups.

As a member of a professional learning community, the educator maximizes support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership.

**PLC 3–Contributions to School and District:** *Actively contributes to the broader school and district culture of professional learning.*

Below Standard	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>Rarely shares professional knowledge or strategies with others.</li> <li>Attends school-wide and district-level professional learning opportunities but without evidence of engagement or reflection.</li> </ul>	<ul style="list-style-type: none"> <li>Shares knowledge and strategies with select group of colleagues only.</li> <li>Participates in school-wide and district-level professional learning opportunities prepared by others with evidence of engagement and reflection.</li> </ul>	<ul style="list-style-type: none"> <li>Shares pedagogical knowledge, reflections, and professional learning with colleagues in both formal, collaborative meetings and informally as educators discuss their work.</li> <li>Actively participates in the development of school-wide and/or district level initiatives and curriculum.</li> </ul>	<p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> <li>Creates knowledge through synthesis of research and application to practice.</li> <li>Creates opportunities for others’ professional learning and reflection.</li> <li>Takes an active role in supporting colleagues’ understanding of school-wide and/or district level initiatives and curriculum.</li> </ul>

## Domain 6: Professional Knowledge and Responsibilities

As a professional, the counselor educator is aware of and complies with national and Connecticut Code of Professional Responsibility for Counselors. This extends to understanding of national, state, district, and school policies and procedures. The counselor also demonstrates content knowledge and essential skills in fulfilling the responsibilities of his/her professional role as defined by the New Canaan Public Schools.

**PK 1 – Content and Essential Skills:** *Understands and applies essential skills, central concepts and tools of inquiry in their subject matter or field.*

Below Standard	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>• Does not demonstrate proficiency in core academic skills in professional practice.</li> <li>• Does not demonstrate skill-specific knowledge, nor demonstrate commitment to professional learning.</li> <li>• Fails to appropriately use the technological communications and digital resources to enhance learning or meet professional responsibilities.               <ul style="list-style-type: none"> <li>• At the high school, rarely pursues updated knowledge of current trends in college admissions, national standardized testing and financial aid.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Limited demonstration of proficiency in core academic skills.</li> <li>• Occasionally pursues improvement to address gaps in core academic skills.</li> <li>• Rarely uses the technological communications and digital resources to enhance learning or meet professional responsibilities.               <ul style="list-style-type: none"> <li>• At the high school, occasionally pursues updated knowledge of current trends in college admissions, national standardized testing and financial aid.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates proficiency in core academic skills in professional practice.</li> <li>• Demonstrates discipline-specific knowledge and skills as described in the relevant national and state professional counseling standards and district curriculum (including vertical articulation).</li> <li>• Uses technological and digital resources to promote learning, collaboration with colleagues and communication within a learning community.</li> <li>• At the high school, actively pursues updated knowledge of current trends in college admissions, national standardized testing and financial aid.</li> </ul>	<p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> <li>• Contributes to the professional content knowledge base and active practice through research and application.</li> <li>• Uses data and other forms of input to make strategic action plans to enhance student opportunity.</li> <li>• Demonstrates exceptional writing skills.</li> </ul>

## Domain 6: Professional Knowledge and Responsibilities

As a professional, the counselor educator is aware of and complies with national and Connecticut Code of Professional Responsibility for Educators. This extends to understanding of national, State, district, and school policies and procedures. The counselor also demonstrates content knowledge and essential skills in fulfilling the responsibilities of his/her professional role as defined by the New Canaan Public Schools.

**PK 2 – Professionalism:** *Displays knowledge and skills of profession and acts in accordance with professional ethics and role responsibilities. (Some of descriptors below are related to or reflective of bullets in other areas and can be cross referenced as appropriate.)*

Below Standard	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>● Rarely recognizes student culture, community, or background experience</li> <li>● Rarely collaborates with others in supporting a positive school climate.</li> <li>● Rarely communicates with school personnel, families, and students. Communication may be inappropriate or untimely.</li> <li>● Rarely utilizes current research to support counselors' programs.</li> <li>● Violates professional ethics.</li> </ul>	<ul style="list-style-type: none"> <li>● Infrequently recognizes student culture, community, or background</li> <li>● Infrequently collaborates with others in supporting a positive school climate</li> <li>● Communicates when required, with school personnel, families, and students in a timely manner, and when challenges exist.</li> <li>● Infrequently utilizes current research to support and inform counselors' programs</li> <li>● Occasionally breaches professional ethics.</li> </ul>	<ul style="list-style-type: none"> <li>● Recognizes students' cultures, communities, family and personal background experiences.</li> <li>● Consistently collaborates with students, school personnel and parents to support a positive school climate and to enhance student success</li> <li>● Consistently utilizes various tools to communicate with school personnel, families and students in a professional and ethical manner.</li> <li>● Utilizes current research to support and inform counselor programs and impact on student growth.</li> <li>● Consistently acts in accordance with professional ethics.</li> </ul>	<p><i>In addition to evidence for Accomplished:</i></p> <ul style="list-style-type: none"> <li>● Communicates in culturally respectful ways with families in order to encourage participation in their child's education and school community.</li> <li>● Continually engages in self-reflection that strengthens their instruction and support of all students.</li> <li>● Performs role with creativity, flexibility, adaptability, and expert knowledge to demonstrate a deep repertoire of skills in the role.</li> <li>● Consistently pursues unique areas of research to add to the professional knowledge of the district.</li> </ul>