

## ALIGNING DANIELSON FRAMEWORK WITH ASCA’S SCHOOL COUNSELOR COMPETENCIES AND ETHICAL STANDARDS

DANIELSON FRAMEWORK – SCHOOL COUNSELORS – DOMAIN I for School Counselors: Planning and Preparation		
DANIELSON COMPONENTS	DANIELSON RUBRIC Distinguished Level Description	ASCA – Description of Sample Elements: <ul style="list-style-type: none"> <li>School Counselor Competencies (SCC)</li> <li>Ethical Standards for School Counselors (ESSC)</li> </ul>
1a: Demonstrating knowledge of counseling theory and techniques	Counselor demonstrates deep and thorough understanding of counseling theory and techniques.	<b>SCC:</b> I-A-5. Understanding of individual counseling, group counseling and classroom guidance programs ensuring equitable access to resources that promote academic achievement, personal, social and emotional development; and career development including the identification of appropriate post-secondary education for every student II-A-4. Understanding of history and purpose of school counseling, including traditional and transformed roles of school counselors III-A-2. Understanding of counseling theories and techniques that work in school, such as solution focused brief counseling, reality therapy, cognitive behavioral therapy
1b: Demonstrating knowledge of child and adolescent behavior	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general pattern, counselor displays knowledge of the extent to which individual students follow the general patterns.	<b>SCC:</b> II-A-5. Human development theories and developmental issues affecting student success
1c: Establishing goals for the counseling program appropriate to the setting and the students served	Counselor’s goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.	<b>SCC:</b> I-A-3. Understanding impediments to student learning and use of advocacy and data-driven school counseling practices in closing the achievement/opportunity gap I-A-6. Understanding of: collaborations with stakeholders such as parents and guardians, teachers, administrators and community leaders to create learning environments that promote educational equity and success for every student <b>ESSC:</b> A.3.a. Professional school counselors: Provide students with a comprehensive school counseling program that parallels the ASCA national Model with emphasis on working jointly with all students to develop personal/social, academic and career goals.

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1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	Counselor’s knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.	<b>SCC:</b> I-A-1. Understanding of: the organizational structure and governance of the American educational system as well as cultural, political and social influences on current educational practices I-A-7. Understanding of: legal, ethical and professional issues in pre-K-12 schools II-B-4c. Understands and practices in accordance with school district policy and local, state and federal statutory requirements.
1e: Planning the counseling program, integrated with the regular school program	Counselor’s plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.	<b>SCC:</b> II-B-1. Develops the beliefs and philosophy of the school counseling program that align with current school improvement and student success initiatives at the school, district, and state level  <b>ESSC:</b> A.1.b. Professional school counselors: Are concerned with the educational, academic, career, personal and social needs and encourage the maximum development of every student D.1.C. Professional school counselors: Are knowledgeable and supportive of their school’s mission, and connect their program to the school’s mission
1f: Developing a plan to evaluate the counseling program	Counselor’s evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.	<b>SCC:</b> V-B-1f. Works with members of the school counseling team and with the administration to decide how school counseling programs are evaluated and how results are shared

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DANIELSON FRAMEWORK-SCHOOL COUNSELORS - DOMAIN 2 for School Counselors: The Environment		
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2a: Creating an environment of respect and rapport	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.	<b>SCC:</b> I-B-5. Acts as a systems change agent to create an environment promoting and supporting student success  <b>ESSC:</b> E.2.d. Professional school counselors: Affirm the multiple cultural and linguistic identities of every student and all stakeholders. Advocate for equitable school and school counseling program policies and practices...
2b: Establishing a culture for productive communication	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.	<b>SCC:</b> III.B.1e. Encourages staff involvement to ensure the effective implementation of the school guidance curriculum  <b>ESSC:</b> D.1.g - Professional School counselors: Assist in developing: (1) curricular and environmental conditions appropriate for the school and community
2c: Managing routines and procedures	Counselor’s routines for the counseling center or classroom are seamless, and students assist in maintaining them.	<b>SCC:</b> IV-A-4. Understanding of: time management, including long- and short-term management using tools such as schedules and calendars  <b>ESSC:</b> A.8. Professional school counselors: Maintain and secure records necessary for rendering professional services to the student as required by law, regulations, institutional procedures, and confidentiality guidelines

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2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school	Counselor has established clear standards of conduct for counseling sessions and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school	<p><b>SCC:</b> II-B-4g. Models ethical behavior</p> <p><b>ESSC:</b> Preamble- Professional School counselors are advocates, leaders, collaborators and consultants...following tenets of professional responsibility: ...Each person has the right to be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students... ...Each person has the right to feel safe in school environments that school counselors help create, free from abuse, bullying, neglect, harassment or other forms of violence. A.5.B. Professional school counselors: Help educate about and prevent personal and social concerns within the school counselor’s scope of education and competence...</p>
2e: Organizing physical space	Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.	<p><b>SCC.</b> IV-b-6e. Identifies appropriate resources needed</p>

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DANIELSON FRAMEWORK-SCHOOL COUNSELORS - DOMAIN 3 for School Counselors: Delivery of Service		
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3a: Assessing student needs	Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.	<p><b>SCC:</b> III-B-2b. Develops strategies to implement individual student planning, such as strategies for appraisal, advisement, goal-setting, decision-making, social skills, transition or post-secondary planning</p> <p><b>ESSC:</b> A.1.e. Professional school counselors: Promote the welfare of individual students and collaborate with them to develop an action plan for success</p>
3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs	Counselor helps individual students and teachers formulate academic, personal/social, and career plans.	<p><b>SCC:</b> III-B-2. Facilitates individual student planning. III-B-2c. Helps students establish goals, and develops and uses planning skills in collaboration with parents or guardians and school personnel</p>
3c: Using counseling techniques in individual and classroom programs	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	<p><b>SCC.</b> I-A-9. Understanding of: the continuum of mental health services, including prevention and intervention strategies to enhance student success</p>

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3d: Brokering resources to meet needs	Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.	<b>ESSC:</b> C.1.d. Professional school counselors are aware of and utilize related professionals, organizations and other resources to whom the student may be referred.  C.3.b. Broker services internal and external to the schools to help ensure every student receives the benefits of a school counseling program and specific academic, career/college and personal/social competencies
3e: Demonstrating flexibility and responsiveness	Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.	<b>SCC:</b> III-A-7. Understanding of responsive services. IV-B-2a. Uses leadership skills to facilitate vision and positive change for the comprehensive school counseling program  <b>ESSC:</b> B.1.f. Professional school counselors: Work to establish, as appropriate, collaborative relationships with parents/guardians to best serve students.  C.1.a. Professional school counselors: Establish and maintain professional relationships with faculty, staff and administration to facilitate an optimum counseling program  D.2.c. Professional school counselors: promote equity for all students through community resources

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4a: Reflecting on practice	Counselor’s reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on extensive repertoire to suggest alternative strategies.	<p><b>SCC:</b> IV-B-1g. Uses personal reflection, consultation and supervision to promote professional growth and development</p> <p><b>ESSC:</b> A.3.b. Professional school counselors: Ensure equitable academic, career, post-secondary access and personal/social opportunities for all students through the use of data to help close achievement gaps and opportunity gaps</p>
4b: Maintaining records and submitting them in a timely fashion	Counselor’s approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.	<p><b>SCC:</b> IV-B-1. Negotiates with the administrator to define the management system for the comprehensive school counseling program. IV-B-4. Organizes and manages time to implement an effective school counseling program IV-B-5. Develops calendars to ensure the effective implementation of the school counseling program V-B-1. Uses data from results reports to evaluate program effectiveness and to determine program needs V-B-1g. Reports program results to professional school counseling community</p>
4c: Communicating with families	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.	<p><b>SCC:</b> I-B-4. Collaborates with parents, teachers, administrators, community leaders and other stakeholders to promote and support student success III-B-2c. Helps students establish goals, and develops and uses planning skills in collaboration with parents or guardians and school personnel</p> <p><b>ESSC:</b> B.1.d. Professional school counselors: Inform parents of the nature of counseling services provided in the school setting. B.1.f. Professional school counselors: Work to establish, as appropriate, collaborative relationships with parents/guardians to best serve student.</p>

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4d: Participating in a professional community	Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.	<p><b>SCC:</b> I-B-4b. Identifies and applies models of collaboration for effective use in a school counseling program and understands the similarities and differences between consultation, collaboration, and counseling and coordination strategies</p> <p><b>ESSC:</b> E-1.e. Professional school counselors: Ensure a variety of regular opportunities for participating in and facilitating professional development for self and other educators... F.4. ...collaborate with special educators, school nurses, school social workers, school psychologists, college counselors/admissions officers, physical therapists, occupational therapists and speech pathologists to advocate for optimal services for students and all other stakeholders.</p>
4e: Engaging in professional development	Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.	<p><b>SCC:</b> II-B-4h. Continuously engages in professional development and uses resources to inform and guide ethical and legal work III-B-4c. Conducts in-service training for other stakeholders to share school counseling expertise III-B-4d. Understands and knows how to provide supervision for school counseling interns consistent with the principles of the ASCA National Model</p> <p><b>ESSC:</b> E-1.e. Professional school counselors: Ensure a variety of regular opportunities for participating in and facilitating professional development for self and other educators...</p>

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