*To ensure accessibility in accordance with the Americans with Disabilities Act (ADA),   
please use the down arrow key to navigate this tool.*

| Educator Name: Click here to enter text. | School Name: Click here to enter text. |
| --- | --- |
| Evaluator: Click here to enter text. | Date: Click here to enter text. |

This tool, an alternative to the Self-Assessment Tool, is intended to assist educators as they engage in self-reflection in preparation for and provision of face-to-face, digital, or blended instruction. It should be used as a space to honor the quality work of the educator and to identify priority areas for growth on which the educator would like to focus for the upcoming year. Professional practices may be stronger in one type of environment than in another; this difference should be used to drive conversation to identify areas for professional supports. This tool may be updated throughout the year to encourage conversation and drive continuous reflection.

**Professional Responsibilities Standards**

**Standard 1: Comprehensive School Counseling Program Plan**

| Indicators | Level of Performance and Evidence in Traditional Settings | Level of Performance and Evidence in Digital Settings |
| --- | --- | --- |
| Indicator 1: Plans the implementation of a comprehensive school counseling program. | Click here to enter text. | Click here to enter text. |
| Indicator 2: Partners with stakeholders to ensure a comprehensive program is based on needs. | Click here to enter text. | Click here to enter text. |
| Indicator 3: Establishes goals, plans, and strategies that align with the school’s goals and mission. | Click here to enter text. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 1** |
| --- |
| Click here to enter text. |

**Standard 2: Direct Services for Academic, College/Career, and Social/Emotional Development**

| Indicators | Level of Performance and Evidence in Traditional Settings | Level of Performance and Evidence in Digital Settings |
| --- | --- | --- |
| Indicator 1: Delivers developmentally appropriate services and activities to support the academic progress of students. | Click here to enter text. | Click here to enter text. |
| Indicator 2: Delivers developmentally appropriate services and activities to support college and career readiness for students. | Click here to enter text. | Click here to enter text. |
| Indicator 3: Delivers developmentally appropriate services and activities to support the social/emotional development and well-being of students. | Click here to enter text. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 2** |
| --- |
| Click here to enter text. |

**Standard 3: Indirect Services for Academic, College/Career, and Social Emotional Development**

| Indicators | Level of Performance and Evidence in Traditional Settings | Level of Performance and Evidence in Digital Settings |
| --- | --- | --- |
| Indicator 1: Provides relevant information and initiates collaboration with parents/guardians and school personnel for student success. | Click here to enter text. | Click here to enter text. |
| Indicator 2: Coordinates with and influences the types of services provided by school and community partners to support and promote student success. | Click here to enter text. | Click here to enter text. |
| Indicator 3: Connects students in need to resources through the use of referrals. | Click here to enter text. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 3** |
| --- |
| Click here to enter text. |

**Standard 4: Evaluation and Data**

| Indicators | Level of Performance and Evidence in Traditional Settings | Level of Performance and Evidence in Digital Settings |
| --- | --- | --- |
| Indicator 1: Uses data for program monitoring and implementation, assessing effectiveness, and collaborating to make improvements. | Click here to enter text. | Click here to enter text. |
| Indicator 2: Utilizes participation, mindsets and behaviors, and outcome data to identify achievement gaps, and develops appropriate action plans to enhance or improve student success. | Click here to enter text. | Click here to enter text. |
| Indicator 3: Has a positive impact on students’ attendance, discipline, and achievement as evidenced through mindsets and behaviors and/or outcome data. | Click here to enter text. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 4** |
| --- |
| Click here to enter text. |

**Standard 5: Leadership and Advocacy**

|  |  |  |
| --- | --- | --- |
| Indicators | Level of Performance and Evidence in Traditional Settings | Level of Performance and Evidence in Digital Settings |
| Indicator 1: Leads and advocates for systemic change through professional relationships with key stakeholders. | Click here to enter text. | Click here to enter text. |
| Indicator 2: Identifies systemic factors impacting student success and advocates for creating an equitable and inclusive learning environment. | Click here to enter text. | Click here to enter text. |
| Indicator 3: Advocates for a safe and respectful learning environment for students. | Click here to enter text. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 5** |
| --- |
| Click here to enter text. |

**Standard 6: Professional Responsibility, Knowledge, and Growth**

| Indicators | Level of Performance and Evidence in Traditional Settings | Level of Performance and Evidence in Digital Settings |
| --- | --- | --- |
| Indicator 1: Adheres to American School Counselor Association Ethical Standards for School Counselors and other relevant ethical standards for school counselors as well as all relevant federal, state, and local legal requirements. | Click here to enter text. | Click here to enter text. |
| Indicator 2: Coordinates, facilitates, educates, and/or provides leadership in professional meetings and/or organizations. | Click here to enter text. | Click here to enter text. |
| Indicator 3: Engages in self-reflection of practice, sets individual goals for professional improvement, stays current on professional issues, and contributes to the advancement of the school counseling profession. | Click here to enter text. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 5** |
| --- |
| Click here to enter text. |