

School Counselor Request to Reconvene Work Group

Teachers and Leaders Council Meeting

June 13, 2019

Agenda Item # 7

NRS 391.675

Evaluations of counselors, librarians and certain other licensed educational personnel. The State Board may provide for evaluations of counselors, librarians and other licensed educational personnel, except for teachers and administrators, and determine the manner in which to measure the performance of such personnel, including, without limitation, whether to use pupil achievement data as part of the evaluation.

Supporting NRS:

- **NRS 391.460:** TLC to make recommendations to State Board concerning statewide performance evaluation system; authorization to establish working groups and task forces.

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

2019 School Counselor Check-In (3/18/19)

Summary:

- School counselors, especially those in rural districts, requested additional resources and support. S.C. present at digital check-in suggested link to American School Counselor Association (ASCA) on NEPF website.
- ASCA has updated their School Counselor Professional Standards and Competencies since the development of the NEPF for School Counselors
- Indicator level language can come across as vague requires additional explanation to non-SLP evaluators

Requested Action

- Align recently updated National ASCA School Counselor Professional Standards and Competencies to standards, indicators, and level language.
- Add additional language to indicator levels to ensure clarity of language that recognizes exceptionality and allows for the use of ineffective or developing scores in line with professional judgement.

Possible Motion

- Approve the reconvening of the School Counselor workgroup to update their rubrics, indicators, and level language for approval prior to the 2020-2021 school year.