

**SCHOOL COUNSELORS PROFESSIONAL RESPONSIBILITIES STANDARDS AND INDICATORS**

<p><b>STANDARD 1</b></p> <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><b>STANDARD 2</b></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><b>STANDARD 3</b></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><b>STANDARD 4</b></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><b>STANDARD 5</b></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><b>STANDARD 6</b></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><b>Indicator 1</b></p> <p>The school counselor plans to implement a comprehensive school counseling program</p>	<p><b>Indicator 1</b></p> <p>The school counselor plans and provides effective direct services to support the academic progress of students</p>	<p><b>Indicator 1</b></p> <p>The school counselor provides relevant information and initiates collaboration with parents/guardians and school personnel for student success</p>	<p><b>Indicator 1</b></p> <p>The school counselor uses data for program monitoring and implementation, assessing effectiveness, and collaborating to make improvements</p>	<p><b>Indicator 1</b></p> <p>The school counselor leads and advocates for systemic change through professional relationships with key stakeholders</p>	<p><b>Indicator 1</b></p> <p>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><b>STANDARD 1</b></p> <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><b>STANDARD 2</b></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><b>STANDARD 3</b></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><b>STANDARD 4</b></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><b>STANDARD 5</b></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><b>STANDARD 6</b></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><b>Indicator 2</b></p> <p>The school counselor partners with stakeholders to ensure a comprehensive program is based on needs</p>	<p><b>Indicator 2</b></p> <p>The school counselor plans and provides effective direct services to enhance college and career readiness for students</p>	<p><b>Indicator 2</b></p> <p>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><b>Indicator 2</b></p> <p>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><b>Indicator 2</b></p> <p>The school counselor identifies systemic factors impacting student success and advocates for creating an equitable and inclusive learning environment</p>	<p><b>Indicator 2</b></p> <p>The school counselor coordinates, facilitates, educates, and/or provides leadership in professional meetings and/or organizations</p>
<p><b>Indicator 3</b></p> <p>The school counselor sets goals, priorities and implementation strategies that align to the school's goals and mission</p>	<p><b>Indicator 3</b></p> <p>The school counselor plans and provides effective direct services to promote the social/emotional development and well-being of students</p>	<p><b>Indicator 3</b></p> <p>The school counselor connects students in need to resources through the use of referrals</p>	<p><b>Indicator 3</b></p> <p>The school counselor has a positive impact on students’ attendance, behavior and achievement as evidenced through perception and/or outcome data</p>	<p><b>Indicator 3</b></p> <p>The school counselor advocates for a safe and respectful learning environment for students</p>	<p><b>Indicator 3</b></p> <p>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>

**STANDARD 1: COMPREHENSIVE SCHOOL COUNSELING PROGRAM PLAN****INDICATORS**

What Counselors Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Confirmatory Evidence Sources of Professional Responsibilities	Description/Notes	ASCA School Counselor Competencies
<p><b>Indicator 1</b> The school counselor plans to implement a comprehensive school counseling program</p>	<ul style="list-style-type: none"> <li>• Signed Annual Agreement</li> <li>• One (1) additional item from Confirmatory Evidence column</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Calendar</li> <li>• Core Curriculum Action Plan</li> <li>• Closing-the-Gap Action Plan</li> <li>• Small Group Action Plan</li> <li>• Lesson Plans</li> <li>• Core Curriculum Results Report</li> <li>• Closing-the- Gap Results Report</li> <li>• Small Group Results</li> <li>• Advisory Council minutes</li> <li>• Time/task analysis</li> <li>• Program Needs Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<p><i>I-A: Articulates and demonstrates the understanding of: I-A-2 The organizational structure and components of an effective school counseling program that aligns with the ASCA National Model</i></p> <p><i>I-B-1 Plans, organizes, implements and evaluates a school counseling program aligning with the ASCA National Model</i></p> <p><i>II-B-3: Uses student standards, such as ASCA Student Standards[revised as Mindsets and Behaviors] and other appropriate student standards such as district or state standards, to drive the implementation of a comprehensive school counseling program</i></p> <p><i>III-B-1a Conducts a school counseling program assessment</i></p>
<p><b>Indicator 2</b> The school counselor partners with stakeholders to ensure a comprehensive program is based on needs</p>	<ul style="list-style-type: none"> <li>• Needs assessment results report</li> <li>• One (1) additional item from Confirmatory Evidence column</li> </ul>	<ul style="list-style-type: none"> <li>• Advisory Council meeting agenda or minutes</li> <li>• Stakeholder meeting agenda or minutes</li> <li>• School Improvement Plan meeting agenda or minutes</li> <li>• Team meeting agenda or</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<p><i>I-A: Articulates and demonstrates the understanding of:</i></p> <p><i>I-A-6: Collaborations with stakeholders such as parents and guardians,</i></p>

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		minutes <ul style="list-style-type: none"> <li>• Consultation with Administrators</li> <li>• Consultation with Wraparound Services</li> </ul>		<p><i>Counselors, administrators and community leaders to create learning environments that promote educational equity and success for every student</i></p> <p><i>I-B-1e: Describes the benefits of a comprehensive school counseling program for all stakeholders, including students, parents, Counselors, administrators, school boards, department of education, school counselors, counselor educators, community stakeholders and business leaders</i></p> <p><i>I-B-4: Collaborates with parents, Counselors, administrators, community leaders and other stakeholders to promote and support student success</i></p> <p><i>III-B-2 Establishes and convenes an advisory council for the comprehensive school counseling program</i></p>

What Counselors Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Confirmatory Evidence Sources of Professional Responsibilities	Description/Notes	ASCA School Counselor Competencies
<p><b>Indicator 3</b> The school counselor sets goals, priorities and implementation strategies that align to the school's goals and mission</p>	<ul style="list-style-type: none"> <li>• School Mission Statement</li> <li>• Signed Annual Agreement</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<p><i>II-A: School counselors should articulate and demonstrate an understanding of: II-A-1: Beliefs and vision of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level</i> <i>II-B-3b: Prioritizes student standards that align with the school's goals</i> <i>III-B-6: Designs and implements action plans aligning with school and school counseling program goals</i></p>

**STANDARD 1: COMPREHENSIVE SCHOOL COUNSELING PROGRAM PLAN**  
**PERFORMANCE LEVELS**

<b>Indicator 1</b>  <b>The school counselor plans to implement a comprehensive school counseling program</b>	<b>Indicator 2</b>  <b>The school counselor partners with stakeholders to ensure a comprehensive program is based on needs</b>	<b>Indicator 3</b>  <b>The school counselor sets goals, priorities and implementation strategies that align to the school's goals and mission</b>
<p><b>Level 4</b> The school counselor fully plans and implements all components of a comprehensive school counseling program that is preventative, developmental, responsive, and frequently reflects on future program needs</p>	<p><b>Level 4</b> The school counselor fully partners with stakeholders to ensure the comprehensive program is based on needs</p>	<p><b>Level 4</b> The school counselor clearly sets goals, priorities and implementation strategies that align to the school's goals and mission</p>
<p><b>Level 3</b> The school counselor adequately plans and implements most components of a comprehensive school counseling program that is sufficiently preventative, developmental and responsive, and reflects on future program needs</p>	<p><b>Level 3</b> The school counselor generally partners with stakeholders to ensure the comprehensive program is based on needs</p>	<p><b>Level 3</b> The school counselor generally sets goals, priorities and implementation strategies that align to the school's goals and mission</p>
<p><b>Level 2</b> The school counselor minimally plans and implements few components of a comprehensive school counseling program</p>	<p><b>Level 2</b> The school counselor minimally partners with stakeholders to ensure the comprehensive program is based on needs</p>	<p><b>Level 2</b> The school counselor minimally sets goals, priorities and implementation strategies that align to the school's goals and mission</p>
<p><b>Level 1</b> The school counselor does not plan to implement or does not implement components of a comprehensive school counseling program</p>	<p><b>Level 1</b> The school counselor does not partner with stakeholders to ensure the comprehensive program is based on needs</p>	<p><b>Level 1</b> The school counselor does not set goals, priorities and implementation strategies that align to the school's goals and mission</p>

**STANDARD 2: DIRECT SERVICES FOR ACADEMIC, COLLEGE/CAREER & SOCIAL/EMOTIONAL DEVELOPMENT****INDICATORS**

What Counselors Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Confirmatory Evidence Sources of Professional Responsibilities	Description/Notes	ASCA School Counselor Competencies
<p><b>Indicator 1</b> The school counselor plans and provides effective delivery services to support the academic progress of students</p>	<ul style="list-style-type: none"> <li>Lesson Plan/Program Plan</li> <li>One (1) additional item from Confirmatory Evidence column</li> </ul>	<ul style="list-style-type: none"> <li>Annual Calendar</li> <li>Weekly Calendar (identifying academic interventions)</li> <li>Curriculum Action Plan or Results Report</li> <li>Direct Observation</li> </ul>	<ul style="list-style-type: none"> <li>Action Plans and Results Reports may consist of Core Curriculum, Closing-the-Gap, or Small Group Academic plans are required by state law (HS: NRS 388205, MS: NRS 388165, and ES: NRS 388155 and consists of, but not limited to, perception or outcome data))</li> <li>Lesson Plan/Program Plan can consist of, but not limited to, the identified academic curriculum for activities and interventions</li> </ul>	<p><i>IV-B-2f: Understands the relationship of academic performance to the world of work, family life and community service</i> <i>IV-B-1b: Develops and presents a developmental school counseling core curriculum addressing all students' needs based on student data</i></p> <p><i>IV-B-1a: Identifies appropriate curriculum aligned to ASCA Student Standards [revised to be ASCA Mindsets &amp; Behaviors for Student Success]</i></p> <p><i>IV-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</i></p> <p><i>I-A-5: Individual counseling, group counseling and classroom instruction ensuring equitable access to resources promoting academic achievement, career development and personal/social development for every student</i></p>

What Counselors Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Confirmatory Evidence Sources of Professional Responsibilities	Description/Notes	ASCA School Counselor Competencies
<p><b>Indicator 2</b> The school counselor plans and provides effective direct services to enhance college and career readiness for students</p>	<ul style="list-style-type: none"> <li>• Lesson Plan / Program Plan</li> <li>• One (1) additional item from Confirmatory Evidence column</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Calendar</li> <li>• Weekly Calendar (identifying college and career activities)</li> <li>• Process, perception, or outcome data</li> <li>• Curriculum Action Plan or Results Report</li> <li>• Direct Observation</li> </ul>	<ul style="list-style-type: none"> <li>• College and career readiness looks different at the various grade levels in school: ES focuses on Awareness, Career Day/Fair MS focuses on Exploration, Career Assessment HS focuses on Planning, 4 years academic plan, CTE</li> <li>• Lesson Plan/Program Plan can consist of, but not limited to, the identified curriculum for college and career activities and interventions</li> <li>• Action Plans and Results Reports may consist of Core Curriculum, Closing-the-Gap, or Small Group Academic plans are required by state law (HS: NRS 388205, MS: NRS 388165, and ES: NRS 388155 and consists of, but not limited to, perception or outcome data))</li> </ul>	<p><i>I-A-5: Individual counseling, group counseling and classroom instruction ensuring equitable access to resources promoting academic achievement, career development and personal/social development for every student</i></p> <p><i>IV-A: Articulate and demonstrate an understanding of:</i> <i>IV-A-6: Principles of career planning and college admissions, including financial aid and athletic eligibility</i></p> <p><i>IV-B-2c Helps students establish goals and develops and uses planning skills in collaboration with parents or guardians and school personnel</i></p> <p><i>IV-B-2d: Understands career opportunities, labor market trends and global economics and uses various career assessment techniques to help students understand their abilities and career interests</i></p> <p><i>IV-B-2e: Helps students learn the importance of college and other post-secondary education and helps students navigate the college admissions process</i></p> <p><i>IV-B-2g: Understands methods for helping students monitor and direct their own learning and personal/social and career</i></p>



What Counselors Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Confirmatory Evidence Sources of Professional Responsibilities	Description/Notes	ASCA School Counselor Competencies
				<i>development</i>
<p><b>Indicator 3</b> The school counselor plans and provides effective direct services to promote the social/emotional development and well-being of students</p>	<ul style="list-style-type: none"> <li>Lesson Plan / Program Plan</li> <li>One (1) additional item from Confirmatory Evidence column</li> </ul>	<ul style="list-style-type: none"> <li>Annual Calendar</li> <li>Weekly Calendar (identifying Social and Emotional interventions)</li> <li>Process, perception, or outcome data</li> <li>Curriculum Action Plan or Results Report</li> <li>Direct Observation</li> </ul>	<ul style="list-style-type: none"> <li>Activities/ lessons affecting school climate, or including topics of bullying / cyberbullying, peer relationships, coping skills, etc.</li> <li>Lesson Plan/Program Plan can consist of, but not limited to, the identified curriculum for social and emotional activities and interventions</li> <li>Action Plans and Results Reports may consist of Core Curriculum, Closing-the-Gap, or Small Group Academic plans are required by state law (HS: NRS 388205, MS: NRS 388165, and ES: NRS 388155 and consists of, but not limited to, perception or outcome data))</li> </ul>	<p><i>I-A-5: Individual counseling, group counseling and classroom instruction ensuring equitable access to resources promoting academic achievement, career development and personal/social [revised social/emotional] development for every student</i></p> <p><i>IV-B-3c Demonstrates an ability to provide counseling for students during times of transition, separation, heightened stress and critical change</i></p> <p><i>IV-B-3d Understands what defines a crisis, the appropriate response and a variety of intervention strategies to meet the needs of the individual, group or school community before, during and after crisis response</i></p> <p><i>II-C-3 Promotes and supports academic achievement, career planning and personal/social [revised social/emotional] development for every student</i></p>

**STANDARD 2: CONSULTATION AND COLLABORATION**  
**PERFORMANCE LEVELS**

<p><b>Indicator 1</b></p> <p><b>The school counselor plans and provides effective direct services to support the academic progress of students</b></p>	<p><b>Indicator 2</b></p> <p><b>The school counselor plans and provides effective direct services to enhance college and career readiness for students</b></p>	<p><b>Indicator 3</b></p> <p><b>The school counselor plans and provides effective direct services to promote the social/emotional development and well-being of students</b></p>
<p><b>Level 4</b>            The school counselor fully plans and provides direct services to support the academic progress of all students, and makes effective adjustments as needed</p>	<p><b>Level 4</b>            The school counselor fully plans and provides effective direct services to enhance college and career readiness for all students; and enhances awareness of Nevada &amp; national postsecondary exploration/planning opportunities and resources for all students, and makes effective adjustments as needed</p>	<p><b>Level 4</b>            The school counselor fully plans and provides direct services to promote the social/emotional development and well-being of all students, and makes effective adjustments as needed</p>
<p><b>Level 3</b>            The school counselor adequately plans and provides direct services to support the academic progress of most students, and makes sufficient adjustments as needed</p>	<p><b>Level 3</b>            The school counselor adequately plans and provides effective direct services to enhance college and career readiness for most students; and enhances awareness of Nevada &amp; national postsecondary exploration/planning opportunities and resources for most students, and makes effective adjustments as needed</p>	<p><b>Level 3</b>            The school counselor adequately plans and provides direct services to promote the social/emotional development and well-being of most students, and makes sufficient adjustments as needed</p>
<p><b>Level 2</b>            The school counselor minimally plans and provides direct services to support the academic progress of some students, and makes limited adjustments as needed</p>	<p><b>Level 2</b>            The school counselor minimally plans and provides direct services to enhance awareness of college/career opportunities and resources for some students, and makes limited adjustments as needed</p>	<p><b>Level 2</b>            The school counselor minimally plans and provides direct services to promote the social/emotional development and well-being of some students, and makes limited adjustments as needed</p>
<p><b>Level 1</b>            The school counselor does not plan or provide any direct services to support the academic progress and makes no adjustments as needed</p>	<p><b>Level 1</b>            The school counselor does not plan or provide any direct services to enhance awareness of college/career opportunities and resources for any students and makes no adjustments as needed</p>	<p><b>Level 1</b>            The school counselor does not plan or provide any direct services to promote the social/emotional development and well-being of any students, and makes no adjustments as needed</p>

**STANDARD 3: INDIRECT SERVICES FOR ACADEMIC, COLLEGE/CAREER & SOCIAL EMOTIONAL DEVELOPMENT****INDICATORS**

What Counselors Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Confirmatory Evidence Sources of Professional Responsibilities	Description/Notes	ASCA School Counselor Competencies
<p><b>Indicator 1</b> The school counselor provides relevant information and initiates collaboration with parents/guardians and school personnel for student success</p>	<ul style="list-style-type: none"> <li>Meeting documentation</li> <li>One (1) additional item from Confirmatory Evidence column</li> </ul>	<ul style="list-style-type: none"> <li>Proof of parent/guardian and school communication (i.e. emails, parent phone call logs, etc.) :</li> <li>Weekly Calendar</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Meetings may consist of informal or formal meetings with parents/guardians and school personnel in various modalities (phone, e-mail, in person) Evidence pieces are used as proof of collaboration with stakeholders</li> <li>Examples of types of meetings: RTI, CIT, Foster Care, University Recruiters, 504, IEP, Transition Meetings, etc.</li> </ul>	<p><i>IV-B-2c Helps students establish goals and develops and uses planning skills in collaboration with parents or guardians and school personnel</i></p> <p><i>IV-B-5a Shares strategies that support student achievement with parents, Counselors, other educators and community organizations</i></p> <p><i>IV-B-6a Partners with parents, Counselors, administrators and education stakeholders for student achievement and success</i></p> <p><i>IV-B-6b Conducts in-service training or workshops for other stakeholders to share school counseling expertise</i></p>
<p><b>Indicator 2</b> The school counselor coordinates with and influences the types of services provided by school and community partners to support and promote student success</p>	<ul style="list-style-type: none"> <li>Proof of community collaboration</li> <li>One (1) additional item from Confirmatory Evidence column</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Weekly Calendar</li> <li>Annual Calendar</li> <li>Meeting Documentation</li> </ul>	<ul style="list-style-type: none"> <li>Proof of community collaboration consists of e-mails, phone contact logs, agendas, weekly calendars, invitations, number of participants for organized events (e.g. law enforcement cyber bullying training, career fair)</li> <li>Meeting documentation examples: University</li> </ul>	<p><i>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</i></p> <p><i>IV-B-6a Partners with parents, Counselors, administrators and</i></p>

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			Recruiters, Community Agencies etc.	<i>education stakeholders for student achievement and success</i>
<p><b>Indicator 3</b> The school counselor connects students in need to resources through the use of referrals</p>	<ul style="list-style-type: none"> <li>• Communication documentation</li> <li>• One (1) additional item from Confirmatory Evidence column</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Calendar</li> <li>• Copies of resources provided</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of communication with community resources: (E-mails, phone contact logs, external referrals, etc.)</li> <li>• Clarification that effective use of referrals includes the use of follow up and with respect to confidentiality</li> <li>• External Resources</li> <li>• Aggregate data of referrals may be provided to protect the integrity of FERPA</li> <li>• Examples of Resources may include: Title I Hope brochure</li> <li>• Communication documentation examples: CIT, Foster Care, Transition Meetings, etc.</li> </ul>	<p><i>IV-B-4a Understands how to make referrals to appropriate professionals when necessary</i></p> <p><i>IV-B-4b Compiles referral resources to utilize with students, staff and families to effectively address issues</i></p>

**STANDARD 3: INDIRECT SERVICES FOR ACADEMIC, COLLEGE/CAREER & SOCIAL EMOTIONAL DEVELOPMENT****PERFORMANCE LEVELS**

<b>Indicator 1</b>  The school counselor provides relevant information and initiates collaboration with parents/guardians and school personnel for student success	<b>Indicator 2</b>  The school counselor coordinates with and influences the types of services provided by school and community partners to support and promote student success	<b>Indicator 3</b>  The school counselor connects students in need to resources through the use of referrals
<p><b>Level 4</b> The school counselor provides relevant information effectively on a continual basis and initiates collaboration with stakeholders for student success</p>	<p><b>Level 4</b> The school counselor effectively coordinates with and influences the types of services provided by school and community partners to support and promote the success of all students</p>	<p><b>Level 4</b> The school counselor effectively connects all students in need to resources through the use of referrals, follow-up, and within the guidelines of confidentiality</p>
<p><b>Level 3</b> The school counselor provides relevant information appropriately and collaborates with stakeholders for student success</p>	<p><b>Level 3</b> The school counselor adequately coordinates with and influences the types of services provided by school and community partners to support and promote the success of most students</p>	<p><b>Level 3</b> The school counselor adequately connects most students in need to resources through the use of referrals, follow-up, and within the guidelines of confidentiality</p>
<p><b>Level 2</b> The school counselor provides limited information and minimal collaboration to stakeholders for student success</p>	<p><b>Level 2</b> The school counselor minimally coordinates with or influences the types of services provided by school and community partners to support and promote the success of some students</p>	<p><b>Level 2</b> The school counselor minimally connects some students in need to resources through the use of referrals</p>
<p><b>Level 1</b> The school counselor does not provide either information or collaboration to impact student success</p>	<p><b>Level 1</b> The school counselor does not coordinate with or influence the types of services provided by school and community partners to support and promote the success of any students</p>	<p><b>Level 1</b> The school counselor does not connect any students in need to resources through the use of referrals</p>

**STANDARD 4: EVALUATION AND DATA**  
**INDICATORS**

What Counselors Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Confirmatory Evidence Sources of Professional Responsibilities	Description/Notes	ASCA School Counselor Competencies
<p><b>Indicator 1</b>  The school counselor uses data for program monitoring and implementation, assessing effectiveness, and collaborating to make improvements</p>	<ul style="list-style-type: none"> <li>• Data Sources related to attendance, behavior, and achievement</li> <li>• One (1) additional item from Confirmatory Evidence column</li> </ul>	<ul style="list-style-type: none"> <li>• Advisory Minutes</li> <li>• Feedback of Program Presentation Data</li> <li>• Results Report from last year's Action Plan</li> <li>• Annual Agreement</li> <li>• Program Assessment</li> <li>• Historical documentation of the revision process including implications and recommendations</li> </ul>	<ul style="list-style-type: none"> <li>• Clarification that the purpose is to assess data usage, not level of collaboration or level of implementation Just how the counselor uses data to inform collaboration or program adjustments</li> <li>• Data sources may include, but are not limited to the following: School Performance Framework, Student Information System, State Accountability Report, Attendance or Behavior Data from Nevada Report Card</li> <li>• Ongoing monitoring is goal dependent and may occur 3 times a year, weekly, monthly, etc.</li> </ul>	<p><i>I-A: Articulate and demonstrate an understanding of:</i></p> <p><i>I-A-3 Barriers to student learning and use of advocacy and data-driven school counseling practices to close the achievement/ opportunity gap</i></p> <p><i>III-B-1d Presents school counseling management tools to the principal, and finalizes an annual school counseling agreement</i></p> <p><i>III-B-1e Discusses the anticipated program results when implementing the action plans for the school year</i></p> <p><i>III-B-2d Reviews school data, school counseling program assessment and school counseling program goals with the advisory council</i></p> <p><i>III-B-3 Accesses or collects relevant data, including process, perception and outcome data, to monitor and improve student behavior and achievement</i></p> <p><i>III-B-3a Reviews and disaggregates student achievement, attendance and behavior data to</i></p>

What Counselors Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Confirmatory Evidence Sources of Professional Responsibilities	Description/Notes	ASCA School Counselor Competencies
				<p><i>identify and implement interventions as needed</i></p> <p><i>III-B-7b Coordinates activities that establish, maintain and enhance the school counseling program as well as other educational programs</i></p>
<p><b>Indicator 2</b> 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>	<ul style="list-style-type: none"> <li>• Action Plan(s)</li> <li>• Needs Assessment Summary</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<p><i>III-B-3 Accesses or collects relevant data, including process, perception and outcome data, to monitor and improve student behavior and achievement</i></p> <p><i>III-B-3d Understands and uses data to establish goals and activities to close the achievement, opportunity and/or information gap</i></p> <p><i>III-B-6a Uses appropriate academic and behavioral data to develop school counseling core curriculum, small-group and closing-the-gap action plans and determines appropriate students for the target group or interventions</i></p> <p><i>III-B-6g Identifies data-collection strategies to gather process, perception and outcome data</i></p>

What Counselors Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Confirmatory Evidence Sources of Professional Responsibilities	Description/Notes	ASCA School Counselor Competencies
<p><b>Indicator 3</b> The school counselor has a positive impact on students' attendance, behavior and achievement as evidenced through perception and/or outcome data</p>	<ul style="list-style-type: none"> <li>• Results Report</li> <li>• One (1) additional item from Confirmatory Evidence column</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Narrative</li> <li>• Advisory Council Minutes</li> <li>• Feedback of Program Presentation Data</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<p><i>III-B-3f Uses school data to identify and assist individual students who do not perform at grade level and do not have opportunities and resources to be successful in school</i></p> <p><i>III-B-6c Creates lesson plans related to the school counseling core curriculum identifying what will be delivered, to whom it will be delivered, how it will be delivered and how student attainment of competencies will be evaluated</i></p> <p><i>V-B-1 Analyzes data from school data profile and results reports to evaluate student outcomes and program effectiveness and to determine program needs</i></p> <p><i>V-B-1e Measures and analyzes results attained from school counseling core curriculum, small group and closing-the-gap activities</i></p> <p><i>V-B-1k Uses data to demonstrate the value the school counseling program adds to student achievement</i></p>



**STANDARD 4: INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC SKILLS***PERFORMANCE LEVELS*

<b>Indicator 1</b> <b>The school counselor uses data to monitor, assess, and collaborate to make program improvements</b>	<b>Indicator 2</b> <b>The school counselor utilizes process, perception, and outcome data to identify achievement gaps, and develops appropriate action plans to enhance or improve student success</b>	<b>Indicator 3</b> <b>The school counselor has a positive impact on students' academics, behavior, and/or attendance, as evidenced through data</b>
<b>Level 4</b> The school counselor effectively uses a wide range of data for program monitoring and assessing effectiveness, and collaborating to make improvements	<b>Level 4</b> The school counselor effectively utilizes process, perception, and outcome data to identify student achievement gaps and effectively develops appropriate action plans to enhance or improve student success	<b>Level 4</b> The school counselor has an effective impact on students' academics, behavior and/or attendance as evidenced through data
<b>Level 3</b> The school counselor adequately uses multiple data sources for program monitoring and assessing effectiveness, and collaborating to make improvements	<b>Level 3</b> The school counselor adequately utilizes process, perception, and outcome data to identify student achievement gaps and sufficiently develops appropriate action plans to enhance or improve student success	<b>Level 3</b> The school counselor has an adequate impact on students' academic, behavior and attendance as evidenced through data
<b>Level 2</b> The school counselor minimally uses data for program monitoring and assessing effectiveness, and collaborating to make improvements	<b>Level 2</b> The school counselor minimally utilizes process, perception, and outcome data to identify student achievement gaps and somewhat develops appropriate action plans to enhance or improve student success	<b>Level 2</b> The school counselor has a minimal impact on students' academic, behavior and attendance as evidenced through data
<b>Level 1</b> The school counselor does not use data for program monitoring and assessing effectiveness, and collaborating to make improvements	<b>Level 1</b> The school counselor does not utilize process, perception, and outcome data to identify student achievement gaps and does not develop appropriate action plans to enhance or improve student success	<b>Level 1</b> The school counselor does not have a positive impact on students' academic, behavior and attendance as evidenced through data

**STANDARD 5: LEADERSHIP AND ADVOCACY****INDICATORS**

What Counselors Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Confirmatory Evidence Sources of Professional Responsibilities	Description/Notes	ASCA School Counselor Competencies
<p><b>Indicator 1</b> The school counselor leads and advocates for systemic change through professional relationships with key stakeholders</p>	<ul style="list-style-type: none"> <li>• Direct Observation</li> <li>• One (1) additional item from Confirmatory Evidence column</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Agreement</li> <li>• Documentation of Professional Collaboration</li> <li>• Personal Narrative</li> <li>• Advisory Council Minutes</li> <li>• Annual Calendar</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Collaboration Documentation may include e-mails, committee meeting minutes, phone logs, etc.)</li> </ul>	<p><i>IV-B-5c Works with education stakeholders to better understand student needs and to identify strategies that promote student achievement</i></p> <p><i>I-B-2 Serves as a leader in the school and community to promote and support student success</i></p> <p><i>IV-B-3e Provides team leadership to the school and community in a crisis</i></p>
<p><b>Indicator 2</b> The school counselor identifies systemic factors impacting student success and advocates for creating an equitable and inclusive learning environment</p>	<ul style="list-style-type: none"> <li>• Direct Observation</li> <li>• One (1) additional item from Confirmatory Evidence column</li> </ul>	<ul style="list-style-type: none"> <li>• Needs Assessment</li> <li>• Referral trends</li> <li>• Patterns recognized via anecdotal information</li> <li>• School Data Profile</li> <li>• Closing-the-Gap Action Plan</li> <li>• Closing-the-Gap Goal</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<p><i>III-B-3c Uses student data to demonstrate a need for systemic change in areas such as course enrollment patterns; equity and access; and achievement, opportunity and/or information gaps</i></p> <p><i>I-B-5 Acts as a systems change agent to create an environment promoting and supporting student success</i></p>

What Counselors Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Confirmatory Evidence Sources of Professional Responsibilities	Description/Notes	ASCA School Counselor Competencies
<p><b>Indicator 3</b> The school counselor advocates for a safe and respectful learning environment for students</p>	<ul style="list-style-type: none"> <li>• Direct Observation</li> <li>• Communication to stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• Communication may include flyers, website, auto dialers, mailers, newsletters, etc.</li> </ul>	<p><i>I-A: Articulate and demonstrate an understanding of:</i></p> <p><i>I-A-9 The continuum of mental health services, including prevention and intervention strategies to enhance student success</i></p> <p><i>I-B-2a Understands and defines leadership and its role in comprehensive school counseling programs</i></p> <p><i>I-B-1c Applies the school counseling themes of leadership, advocacy, collaboration and systemic change, which are critical to a successful school counseling program</i></p>

**STANDARD 5: LEADERSHIP AND ADVOCACY**  
**PERFORMANCE LEVELS**

<p><b>Indicator 1</b>  The school counselor leads and advocates for systemic change through professional relationships with key stakeholders</p>	<p><b>Indicator 2</b>  The school counselor identifies systemic factors impacting student success and advocates for creating an equitable and inclusive learning environment</p>	<p><b>Indicator 3</b>  The school counselor advocates for a safe and respectful learning environment for students</p>
<p><b>Level 4</b>  The school counselor clearly leads and advocates for systemic change through effective professional relationships with key stakeholders</p>	<p><b>Level 4</b>  The school counselor clearly identifies systemic factors impacting student success and effectively advocates for creating an equitable and inclusive learning environment</p>	<p><b>Level 4</b>  The school counselor clearly advocates for a safe and respectful learning environment for all students</p>
<p><b>Level 3</b>  The school counselor adequately leads and advocates for systemic change through sufficient professional relationships with key stakeholders</p>	<p><b>Level 3</b>  The school counselor adequately identifies systemic factors impacting student success and sufficiently advocates for creating an equitable and inclusive learning environment</p>	<p><b>Level 3</b>  The school counselor adequately advocates for a safe and respectful learning environment for most students</p>
<p><b>Level 2</b>  The school counselor minimally leads and advocates for systemic change through limited professional relationships with key stakeholders</p>	<p><b>Level 2</b>  The school counselor minimally identifies systemic factors impacting student success and insufficiently advocates for creating an equitable and inclusive learning environment</p>	<p><b>Level 2</b>  The school counselor minimally advocates for a safe and respectful learning environment for some students</p>
<p><b>Level 1</b>  The school counselor does not lead or advocate for systemic change through professional relationships with key stakeholders</p>	<p><b>Level 1</b>  The school counselor does not identify systemic factors impacting student success or advocate for creating an equitable and inclusive learning environment</p>	<p><b>Level 1</b>  The school counselor does not advocate for a safe and respectful learning environment for any students</p>

**STANDARD 6: PROFESSIONAL RESPONSIBILITY, KNOWLEDGE AND GROWTH****INDICATORS**

What Counselors Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Confirmatory Evidence Sources of Professional Responsibilities	Description/Notes	ASCA School Counselor Competencies
<p><b>Indicator 1</b> 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>	<ul style="list-style-type: none"> <li>• ASCA Ethical Standards for School Counselors</li> <li>• One (1) additional item from Confirmatory Evidence column</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance at School Counselor meetings/trainings</li> <li>• Evidence of current ethical training</li> <li>• Staff training</li> </ul>	<ul style="list-style-type: none"> <li>• Training could include, but is not limited to: mandated reporting, school safety, sexual harassment, bullying, etc.</li> </ul>	<p><i>I-A: Articulate and demonstrate an understanding of:</i></p> <p><i>I-A-7 Legal, ethical and professional issues in pre-K–12 schools</i></p> <p><i>II-B-4 Applies the ethical standards and principles of the school counseling profession and adheres to the legal aspects of the role of the school counselor</i> or</p> <p><i>II-B-4a Practices ethical principles of the school counseling profession in accordance with the ASCA Ethical Standards for School Counselors</i></p> <p><i>II-B-4c Understands and practices in accordance with school district policy and local, state and federal statutory requirements</i></p> <p><i>II-B-4d Understands the unique legal and ethical nature of working with minor students in a school setting</i></p> <p><i>II-B-4g Models ethical behavior</i></p> <p><i>II-B-4i Practices within the</i></p>

What Counselors Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Confirmatory Evidence Sources of Professional Responsibilities	Description/Notes	ASCA School Counselor Competencies
				<p><i>ethical and statutory limits of confidentiality</i></p> <p><i>II-B-4k Understands and applies an ethical and legal obligation not only to students but to parents, administration and Counselors as well</i></p>
<p><b>Indicator 2</b> The school counselor coordinates, facilitates, educates, and/or provides leadership in professional meetings and/or organizations</p>	<ul style="list-style-type: none"> <li>• Two (2) items from Confirmatory Evidence column</li> </ul>	<ul style="list-style-type: none"> <li>• Certificates of attendance from conferences or trainings</li> <li>• Multi-Media Presentation Materials</li> <li>• Conference /meeting notes,</li> <li>• Leadership on Committees</li> <li>• Agenda (National, State, District, and/or School)</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<p><i>III-B-1f Participates in school counseling and education-related professional organizations</i></p> <p><i>IV-B-6b Conducts in-service training or workshops for other stakeholders to share school counseling expertise</i></p> <p><i>IV-B-6c Understands and knows how to provide supervision for school counseling interns consistent with the principles of the ASCA National Model</i></p> <p><i>V-B-1j Reports program results to the school counseling community</i></p> <p><i>V-B-3b Shares the results of the program assessment with administrators, the advisory council and other appropriate stakeholders</i></p>

What Counselors Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Confirmatory Evidence Sources of Professional Responsibilities	Description/Notes	ASCA School Counselor Competencies
<p><b>Indicator 3</b> 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>	<ul style="list-style-type: none"> <li>• State provided Self-Assessment Tool</li> <li>• One (1) additional item from Confirmatory Evidence column</li> </ul>	<ul style="list-style-type: none"> <li>• Personal narrative</li> <li>• Record of professional development</li> <li>• Program evaluation reflection</li> <li>• Annual agreement</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<p><i>II-B-1b Demonstrates knowledge of a school's particular educational vision and mission</i></p> <p><i>II-B-1c Conceptualizes and writes a personal philosophy about students, families, Counselors, school counseling programs and the educational process consistent with the school's educational philosophy and mission</i></p>

**STANDARD 6: PROFESSIONAL RESPONSIBILITY, KNOWLEDGE AND GROWTH***INDICATORS*

<b>Indicator 1</b>  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	<b>Indicator 2</b>  The school counselor coordinates, facilitates, educates, and/or provides leadership in professional meetings and/or organizations	<b>Indicator 3</b>  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
<b>Level 4</b> The school counselor clearly adheres to American School Counselor Association and other relevant ethical standards for school counselors as well as all relevant federal, state and local legal requirements	<b>Level 4</b> The school counselor clearly coordinates, facilitates, educates, and provides leadership in professional meetings and organizations	<b>Level 4</b> The school counselor effectively engages in self-reflection of practice; effectively sets and monitors individual goals for professional improvement; effectively participates in professional learning to meet goals, enhance skills, stay current on professional issues and effectively contributes to the advancement of the school counseling profession
<b>Level 3</b> The school counselor adequately adheres to American School Counselor Association and other relevant ethical standards for school counselors as well as all relevant federal, state and local legal requirements	<b>Level 3</b> The school counselor adequately coordinates, facilitates, educates, and/or provides leadership in professional meetings and/or organizations	<b>Level 3</b> The school counselor adequately engages in self-reflection of practice; adequately sets and monitors individual goals for professional improvement; adequately participates in professional learning to meet goals, enhance skills, stay current on professional issues and adequately contributes to the advancement of the school counseling profession
<b>Level 2</b> The school counselor minimally adheres to American School Counselor Association and other relevant ethical standards for school counselors as well as all relevant federal, state and local legal requirements	<b>Level 2</b> The school counselor minimally coordinates, facilitates, educates, or provides leadership in professional meetings and/or organizations	<b>Level 2</b> The school counselor minimally engages in self-reflection of practice; minimally sets and monitors individual goals for professional improvement; minimally participates in professional learning to meet goals, enhance skills, stay current on professional issues and minimally contributes to the advancement of the school counseling profession



<p><b>Indicator 1</b></p> <p><b>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</b></p>	<p><b>Indicator 2</b></p> <p><b>The school counselor coordinates, facilitates, educates, and/or provides leadership in professional meetings and/or organizations</b></p>	<p><b>Indicator 3</b></p> <p><b>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</b></p>
<p><b>Level 1</b></p> <p>The school counselor does not adhere to American School Counselor Association and other relevant ethical standards for school counselors as well as all relevant federal, state and local legal requirements</p>	<p><b>Level 1</b></p> <p>The school counselor does not coordinate, facilitate, educate, or provide leadership in professional meetings and/or organizations</p>	<p><b>Level 1</b></p> <p>The school counselor does not engage in self-reflection of practice; does not set or monitor individual goals for professional improvement; does not participate in professional learning to meet goals, enhance skills, stay current on professional issues and does not contribute to the advancement of the school counseling profession</p>