

Nutley Framework for Professional Growth as for School Counselors

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STANDARD 1: Program Planning, Implementation, and Evaluation				
Element	Levels of Performance			
	Basic	Emerging	Proficient	Distinguished
1a: Monitoring and modification of programs	Does not facilitate, plan, evaluate, and modify components, activities, and services of the comprehensive school counseling program.	Inconsistently facilitates plans, evaluates, and modifies components, activities, and services of the comprehensive school counseling program.	Consistently facilitates the planning, monitoring, and evaluating on an annual basis and modifying components, activities, and services of the comprehensive school counseling program.	Leads efforts to consistently facilitate, plan, monitor, evaluate, and modify components, activities, and services of the comprehensive school counseling program.
1b: Leveraging data and evaluating program effectiveness	Does not analyze data to assess student needs and evaluates outcomes.	Sometimes analyzes a variety of data to assess student needs and evaluates outcomes.	Analyzes a variety of data to assess student needs and evaluates outcomes.	Regularly analyzes a variety of data to assess student needs and evaluates outcomes.
1c: Collaboration and Program development	Does not collaborate with the counseling department and supervisor in the development and evaluation of program goals and action plans.	Inconsistently collaborates with the counseling department and supervisor in the development and evaluation of program goals and action plans.	Collaborates with the counseling department and supervisor and stakeholders in the development and evaluation of program goals and action plans.	Leads the counseling department and collaborates consistently with the supervisor and stakeholders in the development and evaluation of program goals and action plans.

The school counselor collaboratively plans, implements, and evaluates a comprehensive and developmentally appropriate school counseling program.

Indicators:

- 1 Collaborates to facilitate a comprehensive and developmentally appropriate school counseling program that meets the needs of all students.
- 2 Reviews the school counseling program and goals with the school administrator and stakeholders.
- 3 Shares the school counseling program calendar with students, parents/guardians, administrators, and other stakeholders.
- 4 Uses a variety of data to develop and evaluate activities, lessons, and action plans based on student needs.
- 5 Conducts an annual assessment to determine program implementation and effectiveness and to modify services as needed.
- 6 Monitors and assesses students' academic progress, attendance, behavior, development, and safety to inform and improve the school counseling program.

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STANDARD 2: Program Delivery				
Element	Levels of Performance			
	Basic	Emerging	Proficient	Distinguished
2a: Assisting students in the formulation of academic, personal/social, and career plans	No evidence of delivering direct student services for the personal/social, career, and academic development of all students.	Inconsistently delivers direct student services for the personal/social, career, and academic development of all students.	Consistently delivers evidence-based direct student services for the personal/social, career, and academic development of all students.	Consistently models high quality evidence-based practices delivering direct student services for the personal/social, career, and academic development of all students.
2b: Using counseling techniques in individual, group, and classroom programs to address and meet needs	No evidence of the delivery of responsive services using individual counseling, group counseling, crisis intervention, individual planning, and classroom lessons in the counseling curriculum	Inconsistently delivers some responsive services using individual counseling, group counseling, crisis intervention, individual planning, and classroom lessons in the counseling curriculum.	Consistently delivers evidence-based responsive services using individual counseling, group counseling, crisis intervention, individual planning, and classroom lessons in the counseling curriculum.	Consistently models high quality evidence-based practices delivering responsive services using individual counseling, group counseling, crisis intervention, individual planning, and classroom lessons in the counseling curriculum. Serves as a role model and mentor to school counselors and stakeholders.
2c: Establishing a culture for productive communication and brokering resources to meet needs	No evidence of consultation with parents/guardians, teachers, counselors, administrators, and community organizations to identify resources and referrals, as needed	Inconsistently consults with parents/guardians, teachers, counselors, administrators, and community organizations to identify resources and referrals, as needed.	Consistently consults with parents/guardians, teachers, counselors, administrators, and community organizations to identify resources and referrals, as needed.	Consistently models high quality evidence-based practices that enhance consultations with parents/guardians, teachers, counselors, administrators, and community organizations to identify resources and referrals, as needed.

The school counselor uses the majority of time to provide direct services that promote optimal student development.

Indicators

- 1 Develops trusting, caring relationships with students that promote their personal/social, career, and academic development.
- 2 Provides individual counseling, group counseling, and crisis intervention using evidence-based practices.
- 3 Conducts activities that assist students in developing educational goals and career plans.
- 4 Delivers the counseling curriculum through structured activities and lessons to provide all students with the knowledge, attitudes, and skills appropriate for their developmental level.
- 5 Communicates and consults with parents/guardians, teachers, counselors, administrators, and community organizations to identify resources and make referrals.

STANDARD 3: Leadership and Advocacy				
Element	Levels of Performance			
	Basic	Emerging	Proficient	Distinguished
3a: Fostering a positive school climate	No evidence of collaboration with stakeholders to foster a school climate that respects and values the diversity of all members of the school community.	Sometimes collaborates with stakeholders to foster a school climate that respects and values the diversity of all members of the school community.	Consistently collaborates with stakeholders to foster a school climate that respects and values the diversity of all members of the school community.	Is a role model who consistently leads collaborative efforts with stakeholders to foster a school climate that respects and values the diversity of all members of the school community.
3b: Development of program which promote equity	No evidence of developing policies and programs that promote equity, access, and inclusion for all students regardless of race, religion, sexual orientation, country of origin, ethnicity, language, ability, or socioeconomic status.	Sometimes participates in the development of policies and programs that promote equity, access, and inclusion for all students regardless of race, religion, sexual orientation, country of origin, ethnicity, language, ability, or socioeconomic status.	Consistently develops policies and programs that promote equity, access, and inclusion for all students regardless of race, religion, sexual orientation, country of origin, ethnicity, language, ability, or socioeconomic status.	Leads in the development of policies and programs that promote equity, access, and inclusion for all students regardless of race, religion, sexual orientation, country of origin, ethnicity, language, ability, or socioeconomic status.
3c: Cultural sensitivity and student learning	No evidence of providing culturally responsive school counseling activities that promote student learning and achievement.	Sometimes provides culturally responsive school counseling activities that promote student learning and achievement.	Consistently provides culturally responsive school counseling activities that promote student learning and achievement.	Leads counselors and stakeholders in providing culturally responsive school counseling activities that promote student learning and achievement.

The school counselor advocates for a safe, supportive, and inclusive school where all students can learn.

Indicators

- 1 Collaborates with stakeholders to foster a positive school climate that respects and values the diversity of all members of the school community.
- 2 Provides culturally responsive school counseling activities that promote student learning and achievement.
- 3 Advocates for policies and programs that promote equity, access, and inclusion for all students regardless of race, religion, sexual orientation, country of origin, ethnicity, language, ability, or socioeconomic status.
- 4 Promotes prevention and intervention programs and activities that address student needs.

STANDARD 4: PROFESSIONAL RESPONSIBILITIES				
Element	Levels of Performance			
	Basic	Emerging	Proficient	Distinguished
4a: Reflecting on practice	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	Counselor’s reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Counselor’s reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.	Counselor’s reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.
4b: Maintaining records and submitting them in a timely fashion	Counselor’s reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor’s reports, records, and documentation are generally accurate but are occasionally late.	Counselor’s reports, records, and documentation are accurate and are submitted in a timely manner.	Counselor’s approach to record keeping is highly systematic and efficient and serves as a model for colleagues.
4c: Communicating with families	Counselor provides no information to families, either about the counseling program as a whole or about individual students.	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES (continued)				
Element	Levels of Performance			
	Basic	Emerging	Proficient	Distinguished
4d: Participating in a professional community	Counselor’s relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.	Counselor’s relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.	Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e: Engaging in professional development	Counselor does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills.	Counselor’s participation in professional development activities is limited to those that are convenient or are required.	Counselor seeks out opportunities for professional development based on an individual assessment of need.	Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism	Counselor displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.	Counselor is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

The school counselor improves his/her knowledge, skills, and practices and advances the school counseling profession.

Indicators

- 1 Acts ethically and professionally with all students and stakeholders.
- 2 Seeks ongoing relevant professional development.
- 3 Actively reflects on professional practice and supervision feedback.
- 4 Identifies and applies new ideas that improve the school and enhance the academic, career and personal/social development of all students.
- 5 Promotes the professionalism of school counselors.
- 6 Communicates and collaborates effectively with all stakeholders.