



POLK COUNTY
PUBLIC SCHOOLS
STUDENTS FIRST

Student Advisor Evaluation EPC Rating Rubrics



1a. Demonstrating knowledge of theory, techniques, and child and adolescent development	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	Domain 1: Planning and Preparation			
	<u>Little or no</u> evidence exists that the school counselor demonstrates knowledge of theory, techniques, and child/adolescent development. The school counselor exhibits lack of understanding of counseling theory and techniques, demonstrates little or no awareness of research-based practices, and does not seek to improve guidance program and services. The school counselor rarely uses knowledge or skill application to meet the needs of students, school staff, and the community.	<u>Partial</u> evidence exists that the school counselor demonstrates knowledge of theory, techniques, and child/adolescent development. The school counselor sporadically displays limited knowledge of counseling theory and techniques. The school counselor rarely utilizes research-based practices to improve the guidance program and services. The school counselor exhibits little knowledge in the application of skills to meet the needs of students, school staff, and the community.	<u>Adequate</u> evidence exists that the school counselor demonstrates knowledge of theory, techniques, and child/adolescent development. The school counselor applies a solid understanding of counseling theory and techniques by applying skills and knowledge to meet the needs of students, school staff, and the community. The school counselor has an awareness of current research and strives to improve the guidance program and services.	<u>Significant and varied</u> evidence exists that the school counselor demonstrates knowledge of theory, techniques, and child/adolescent development. The school counselor consistently applies a thorough understanding of counseling theory and techniques by demonstrating the ability to continuously utilize skills and knowledge to meet the needs of students, school staff, and the community. The school counselor consistently applies research-based practices to enhance or improve guidance program and services.
Florida Educator Accomplished Practices: Foundation Principle 2 Instructional Design & Lesson Planning		Possible evidence may include sources such as: Informal observations, conversations between administrator and counselor, department/leadership team meetings, review of documents, feedback from stakeholders.		
Evidence-Based Professional Standards: - Danielson, C., <i>Enhancing Professional Practice-A Framework for Teaching</i>, p. 141, 1a - American School Counseling Association (ASCA) Competencies: I-A-8; I-B-1; III-A-2 - Polk County Developmental Guidance Plan-PSD-5		EPC Questions: - What counseling practices have you applied to enhance your comprehensive guidance program? Are there any evidenced-based practices that you are utilizing in your developmental guidance program? - Describe a situation in your guidance program where you applied a targeted theory or approach (academic or behavioral) to assist a student or staff member.		

1b. Implementing a plan with appropriate goals for program and/or service delivery that includes an evaluation component	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	Domain 1: Planning and Preparation			
	<u>Little or no</u> evidence exists that the school counselor implements a plan with appropriate goals for program and/or service delivery that includes an evaluation component. The school counselor exhibits little or no evidence of developing and/or implementing a guidance plan that has appropriate goals for the academic setting. The school counselor fails to meet the needs of the students. No utilization of comprehensive evaluative process is evident.	<u>Partial</u> evidence exists that the school counselor implements a plan with appropriate goals for program and/or service delivery that includes an evaluation component. The school counselor inconsistently develops and/or implements a guidance plan that has achievable goals for guidance program and services that are appropriate to the academic setting. The school counselor infrequently meets student needs. Limited utilization of comprehensive evaluative process.	<u>Adequate</u> evidence exists that the school counselor implements a plan with appropriate goals for program and/or service delivery that includes an evaluation component. The school counselor develops and implements annual goals for guidance program and services that are appropriate to the academic setting and student needs. The school counselor utilizes data for a comprehensive evaluation.	<u>Significant and varied</u> evidence exists that the school counselor implements a plan with appropriate goals for program and/or service delivery that includes an evaluation component. The school counselor consistently develops and implements clear goals for guidance program and services that are appropriate to the academic setting, student needs, and the school improvement plan. The school counselor creates and utilizes an ongoing evaluation component and uses data to revise the guidance program.
Florida Educator Accomplished Practices: Instructional Design & Lesson Planning Foundation Principle 1		Possible evidence may include sources such as: Resource files/directories, referral records, informal observations, evaluative instrument, feedback from families/students/school staff, conversations between administrator and counselor.		
Evidence-Based Professional Standards: - Danielson, C., <i>Enhancing Professional Practice-A Framework for Teaching</i>, p. 141, 1c - ASCA Competencies: III-B-1; III-B-1b; III-B-4b; IV-C-2; V-A-1; V-B-1; V-B-1b; V-B-1b - ASCA National Model -Standard 10 - Florida's School Counseling Framework-Florida Department of Education (DOE)-2010, Chapter 2, p. 13-15		EPC Questions: - What strategies have you developed for implementation of the District Developmental Guidance Plan? - How did you evaluate the outcome of your counseling services and/or program?		

1c. Demonstrating knowledge of resources	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	Domain 1: Planning and Preparation			
	<u>Little or no</u> evidence exists that the school counselor has knowledge of resources. The school counselor demonstrates little or no knowledge of available resources for students and families.	<u>Partial</u> evidence exists that the school counselor has knowledge of resources. The school counselor rarely researches resources based on specific student, family, school needs and occasionally assists students, families, and school staff to access and use these resources.	<u>Adequate</u> evidence exists that the school counselor has knowledge of resources. The school counselor often researches resources based on specific student, family, school needs and empowers students, families, and school staff to access and effectively use these resources.	<u>Significant and varied</u> evidence exists that the school counselor has knowledge of resources. The school 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. The school counselor collaborates with community agencies and actively participates in helping students, parents and school staff access relevant community resources/services.
Florida Educator Accomplished Practices Foundation Principle 2 Instructional Design & Lesson Planning Instructional Delivery & Facilitation		Possible evidence may include sources such as: Resource files/directories, referral records, informal observations, feedback from families/students/school staff, conversations between administrator and counselor.		
Evidence-Based Professional Standards • Danielson, C., <i>Enhancing Professional Practice-A Framework for Teaching</i>, p.142, 1d • ASCA Competencies: III-B-3; III-B-3a; III-3-3b; III-B-3c; III- B-3f; III-B-3h; III-B-3i • Polk Developmental Guidance Plan--PSD-9 • Florida's School Counseling Framework- Standard 4		EPC Questions: • What resources and/or research-based interventions have you used to meet the needs of students, staff members, and families? • Describe a situation in which you collaborated or linked a family or student with community resources.		

2a. Creating a school counseling environment of respect and rapport that establishes a climate that enhances learning	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	Domain 2: Environment			
	<u>Little or no</u> evidence exists that the school counselor creates an environment of respect and rapport. The school counselor demonstrates behaviors that create a negative climate.	<u>Partial</u> evidence exists that the school counselor creates an environment of respect and rapport has been established. The school counselor demonstrates positive and negative interactions and displays limited accessibility to students and/or parents, school staff, administration, and the community.	<u>Adequate</u> evidence exists that the school counselor creates an environment of respect and rapport has been established. The school counselor models positive interactions and is responsive, open, and respectful of varying opinions and perspectives. The school counselor is accessible to students, parents, school staff, administration, and the community.	<u>Significant and varied</u> evidence exists that the school counselor creates an environment of respect and rapport has been established. The school counselor consistently models positive interactions and is responsive, open, and respectful of varying opinions and perspectives. The school counselor promotes accessibility to students, parents, school staff, administration, and the community.
Florida Educator Accomplished Practices: The Learning Environment		Possible evidence may include sources such as: The counselor's calendar, a communication notebook, formal/informal observations, sign-in sheets for teachers and students, email to school staff and/or parents regarding meetings, notes in student agendas or folders, telephone log sheets.		
Evidence-Based Professional Standards: - Danielson, C., <i>Enhancing Professional Practice-A Framework for Teaching</i>, p. 143 - ASCA National Competencies 1.A.6 - ASCA National - Polk Developmental Guidance Plan-AD-1, PSD-4 - Florida's School Counseling Framework- Standard 1		EPC Questions: Describe the ways you support the faculty, staff, and students that helps to facilitate a positive climate that enhances student learning.		

2b. Managing procedures: record keeping, time management, organization, following district policies	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	Domain 2: Environment			
	<u>Little or no</u> evidence exists of that the school counselor utilizes management skills in the fulfillment of the guidance functions. The school counselor lacks basic organization, time management skills, and knowledge of district procedures. The school counselor's reports, records, and documentation are consistently missing, late, or inaccurate.	<u>Partial</u> evidence that the school counselor utilizes management skills in the fulfillment of the guidance functions. The school counselor displays limited understanding of district procedures and exhibits inconsistent organizational and time management skills.	<u>Adequate</u> evidence exists that the school counselor utilizes management skills in the fulfillment of the guidance functions. The school counselor maintains accurate records, reports, and documentation in a timely manner. The school counselor is aware of reporting and documenting, applying district procedures consistently. The school counselor displays adequate time management within the school day.	<u>Significant and varied</u> evidence exists that the school counselor utilizes management skills in the fulfillment of the guidance functions. The school counselor maintains exemplary records (as related to district procedures), reports, and documentation in a timely manner and develops and maintains a highly systematic management system that serves as a model for colleagues. The school counselor displays flexible time management that is seamless within the school day.
Florida Educator Accomplished Practices: The Learning Environment		Possible evidence may include sources such as: Calendar, email, informal observations, records, participation in district committees and training.		
Evidence-Based Professional Standards: • ASCA National Standards 7.1.1-F & J; 7.1.2E • Florida's School Counseling Framework-Standard 9		EPC Questions: • What strategies have you used to effectively manage time? • How do you prepare for each day? Do you feel you are punctual for meetings and with accountability paperwork?		

2c. Managing behavior and compliance	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	Domain 2: Environment			
	<u>Little or no</u> evidence exists that the school counselor establishes behavioral standards. The school counselor does not establish standards of conduct for students during counseling sessions, group presentations, and crisis situations. The school counselor displays little or no awareness of developmental characteristics of students.	<u>Partial</u> evidence exists that the school counselor establishes behavioral standards. The school counselor inconsistently establishes standards of conduct for students during counseling sessions, group presentations, and crisis situations. The school counselor inconsistently applies appropriate knowledge of developmental techniques.	<u>Adequate</u> evidence exists that the school counselor establishes behavioral standards. The school counselor consistently establishes standards of conduct for students during counseling sessions, group presentations, and crisis situations. The school counselor has an essential level of knowledge of developmental characteristics of students.	<u>Significant and varied</u> evidence exists that the school counselor establishes behavioral standards. The school counselor consistently establishes effective standards of conduct for counseling sessions, group presentations, and crisis situations. The school counselor has an essential level of knowledge of developmental characteristics of students and seeks new knowledge pertaining to behavioral research and techniques. The school counselor is a collaborative partner and provides resources for colleagues.
Florida Educator Accomplished Practices: The Learning Environment		Possible evidence may include sources such as: Professional development on behavior management, faculty presentations, informal observation, crisis intervention logs, group expectations, social skills groups/training, participation in groups, {i.e. District Crisis Team, Problem Solving/Response to Intervention (PS/RtI), Positive Behavior Support (PBS)}.		
Evidence-Based Professional Standards: - ASCA National Standards 7.2.1 D, - Polk Developmental Guidance Plan-PSD-5 - Danielson, C., <i>Enhancing Professional Practice- A Framework for Teaching</i>, p. 144 - Florida's School Counseling Framework, Standard 8		EPC Questions: - Describe a situation in which you used a technique(s) to address a behavioral issue. What was the outcome? - How have you used techniques from professional development to enhance your comprehensive guidance program?		

2d. Organizing work environment and resources	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	Domain 2: Environment			
	<u>Little or no</u> evidence exists that the school counselor exhibits organizational skills or the knowledge of resources available. The school counselor exhibits little to no organization and time management when conducting activities. The school counselor displays little to no understanding of available resources or suitable practices.	<u>Partial</u> evidence that the school counselor exhibits organizational skills or the knowledge of resources available. The school counselor exhibits limited skills in organization and time management when conducting planned and documented activities. The school counselor has a limited understanding of available resources or suitable practices.	<u>Adequate</u> evidence exists that the school counselor exhibits organizational skills or the knowledge of resources available. The school counselor exhibits skills in organization and time management when conducting effectively planned and documented activities. The school counselor displays an understanding of available resources and models suitable practice.	<u>Significant and varied</u> evidence exists that the school counselor exhibits organizational skills or the knowledge of resources available. The school counselor exhibits exemplary skills in organization and time management when conducting effectively planned and documented activities. The school counselor displays an expert understanding of available resources and models suitable practice.
Florida Educator Accomplished Practices: The Learning Environment Instructional Design and Lesson Planning		Possible evidence may include sources such as: Informal observations by administrators, conversations with administrators, in-service agendas, professional development, local resource guides/files, community feedback, Outlook calendar notices.		
Evidence-Based Professional Standards: • ASCA National Competencies IVA-4, IV B-1 • Florida's School Counseling Framework, Standard 1, 5, 9		EPC Questions: • Describe your organizational mechanisms/techniques that relate to the school's counseling program.		

3a. Demonstrating flexibility and responsibility	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	Domain 3: Service Delivery and Instruction			
	<u>Little or no</u> evidence exists that the school counselor demonstrates flexibility and responsibility. The school counselor shows little or no recognition of the needs of students, parents, and staff members and does not modify the counseling program to work toward success for all students.	<u>Partial</u> evidence exists that the school counselor demonstrates flexibility and responsibility. The school counselor shows limited recognition of the needs of students, parents, and staff members and may modify the counseling program to work toward success for all students.	<u>Adequate</u> evidence exists that the school counselor demonstrates flexibility and responsibility. The school counselor recognizes the needs of students, parents, and staff members and modifies the counseling program to work toward success for all students. The school counselor seeks changes to the comprehensive school counseling program to improve its effectiveness when necessary.	<u>Significant and varied</u> evidence exists that the school counselor demonstrates flexibility and responsibility. The school counselor consistently recognizes the needs of students, parents, and staff members and actively modifies counseling program to work toward success for all students. The school counselor actively seeks ways to make changes to the comprehensive school counseling program to improve its effectiveness.
Florida Educator Accomplished Practices: Foundation Principle 3 The Learning Environment		Possible evidence may include sources such as: Pre/post surveys, Informal observations, conversations, student data records, staff surveys and consultations, Comprehensive Guidance Plan.		
Evidence-Based Professional Standards: - Danielson, C., <i>Enhancing Professional Practice-A Framework for Teaching</i>, p. 146, 3 e - ASCA Competencies: 1-B-1, 1-B-1d - Florida School Counseling Framework: Standard 2		EPC Questions: How do you use your needs assessment data to improve your school counseling program?		

3b. Collecting and analyzing school data to develop a school counseling program	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	Domain 3: Service Delivery and Instruction			
	<u>Little or no</u> evidence exists that the school counselor assesses school-wide needs to develop a school counseling program. The school counselor does not review data, or seek input from students, parents, or staff members, and/or assess needs to develop and implement a school counseling program.	<u>Partial</u> evidence exists that the school counselor assesses school-wide needs to develop a school counseling program. The school counselor may not review data, or seek input from students, parents, or staff members, and/or thoroughly assess needs to develop and implement a school counseling program.	<u>Adequate</u> evidence exists that the school counselor assesses school-wide needs to develop a school counseling program. The school counselor reviews data, seeks input from students, parents, and staff members, and assesses needs to develop and implement a comprehensive school counseling program.	<u>Significant and varied</u> evidence exists that the school counselor assesses school-wide needs to develop a school counseling program. The school counselor continually reviews data, seeks input from students, parents, and staff members, and assesses needs to develop and implement a comprehensive adaptive school counseling program.
Florida Educator Accomplished Practices: Assessment Instructional Design and Lesson Planning		Possible evidence may include sources such as: Needs assessment sample, needs assessment data, pre/post surveys, informal observations, conversations, student data records, staff surveys, and consultations.		
Evidence-Based Professional Standards: • Danielson, C., <i>Enhancing Professional Practice-A Framework for Teaching</i>, p. 145, 3 a • ASCA Competencies: V-B-1 through V-B-1i • Florida School Counseling Framework: Standard 7 • Gysbers, Norman C. & Henderson, Patricia, <i>Developing and Managing Your School Guidance Program</i>.		EPC Questions: • Describe how you have used data (generated from a school-wide needs assessment) to develop and assess your school counseling program.		

3c. Utilizing data to develop, implement, monitor, and evaluate student intervention plan and/or progress toward student goal attainment	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	Domain 3: Service Delivery and Instruction			
	<u>Little or no</u> evidence exists that the school counselor utilizes data to develop, implement, monitor, and evaluate student intervention plan and/or progress toward student goal attainment. The school counselor rarely analyzes or disaggregates data to develop, implement, or evaluate student intervention plans and/or progress toward student goal attainment. The school counselor does not make recommendations to the Student Support Team regarding the student's intervention plan and/or progress toward student goal attainment.	<u>Partial</u> evidence exists that the school counselor utilizes data to develop, implement, monitor, and evaluate student intervention plan and/or progress toward student goal attainment. The school counselor inconsistently analyzes and disaggregates data to develop, implement, and evaluate student intervention plans and/or progress toward student goal attainment. The school counselor may make recommendations to the Student Support Team regarding the student's intervention plan and/or progress toward student goal attainment.	<u>Adequate</u> evidence exists that the school counselor utilizes data to develop, implement, monitor, and evaluate student intervention plan and/or progress toward student goal attainment. The school counselor analyzes and disaggregates data to develop, implement, and evaluate student intervention plans and/or progress toward student goal attainment. The school counselor makes recommendations to the Student Support Team regarding the student's intervention plan and/or progress toward student goal attainment.	<u>Significant and varied</u> evidence exists that the school counselor utilizes data to develop, implement, monitor, and evaluate student intervention plan and/or progress toward student goal attainment. The school counselor continually analyzes and disaggregates data to develop, implement, and evaluate student intervention plans and/or progress toward student goal attainment. The school counselor makes appropriate and timely recommendations to the Student Support Team regarding the student's intervention plan and/or progress toward student goal attainment.
Florida Educator Accomplished Practices: Assessment		Possible evidence may include sources such as: Needs assessment sample, needs assessment data, Comprehensive Guidance Plan, pre/post surveys, observations, conversations, student data records, staff surveys, consultations, counselor internal records, counselor calendar, student sign-in sheet, parent phone log, "Mission, Elements, Analyze, Stakeholders-Unite, Educate" (MEASURE).		
Evidence-Based Professional Standards: - ASCA Competencies: V-B-1 through V-B-1i - Florida School Counseling Framework: Standard 7 - Mission, Elements, Analyze, Stakeholders-Unite, Educate (MEASURE)-Dahir, C. & Stone, C., <i>School Counselor Accountability: A MEASURE of Success</i>.		EPC Questions: How do you use data to evaluate the outcome of your school counseling program and services?		

3d. Assisting students in the formulation of age-appropriate academic, personal/ social, and career plans/ awareness based on knowledge of student needs	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	Domain 3: Service Delivery and Instruction			
	<u>Little or no</u> evidence exists that the school counselor assists students are assisted in the formulation of age- appropriate academic, personal/social, and career plans/awareness based on knowledge of student needs. The school counselor does not assist students to formulate age-appropriate academic, personal/social, and career plans/awareness.	<u>Partial</u> evidence exists that the school counselor assists students in the formulation of age-appropriate academic, personal/social, and career plans/awareness based on knowledge of student needs. The school counselor inconsistently helps students to formulate age-appropriate academic, personal/social, and career plans/awareness.	<u>Adequate</u> evidence exists that the school counselor assists students are assisted in the formulation of age- appropriate academic, personal/social, and career plans/awareness based on knowledge of student needs. The school counselor helps students to formulate age-appropriate academic, personal/social, and career plans/awareness.	<u>Significant and varied</u> evidence exists that the school counselor assists students are assisted in the formulation of age- appropriate academic, personal/social, and career plans/awareness based on knowledge of student needs. The school counselor consistently helps students to formulate age-appropriate academic, personal/social, and career plans/awareness. The school counselor recognizes and seeks out students who are in need of additional services
Florida Educator Accomplished Practices: Instructional Delivery and Facilitation Foundation Principle 3		Possible evidence may include sources such as: Informal observations, conversations, student data records, staff surveys and consultations, e- PEP 4-year plans, choices, registration information and handouts, counselor logs, newsletter, website, Great American Teach-In, career exploration programs.		
Evidence-Based Professional Standards: - Danielson, C., <i>Enhancing Professional Practice- A Framework for Teaching</i>, p. 145 - ASCA competencies IV-B – 3 - Florida School Counseling Framework, Standard 2 & 3 - Polk Developmental Guidance Plan-CD-3		EPC Questions: - Describe a situation/example in which you facilitated the age-appropriate services (1. Academic, 2. Personal/Social, 3. Career) for students based upon their learning style, needs, and developmental levels. - What type of management tools do you utilize in your guidance program? - What procedures and/or methods do you use to customize plans/awareness for the needs of students?		

4a. Growing and developing professionally	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	Domain 4: Professional Responsibility and Ethical Conduct			
	<u>Little or no</u> evidence exists that the school counselor is growing and developing professionally. The school counselor rarely learns about innovations and trends in the profession of school counseling as well as in the field of education and does not apply new knowledge.	<u>Partial</u> evidence exists that the school counselor is growing and developing professionally. The school counselor occasionally learns about innovations and trends in the profession of school counseling as well as in the field of education and rarely applies new knowledge.	<u>Adequate</u> evidence exists that the school counselor is growing and developing professionally. The school counselor maintains competence by learning about innovations and trends in the profession of school counseling as well as in the field of education and frequently applies new knowledge.	<u>Significant and varied</u> evidence exists that the school counselor is growing and developing professionally. The school counselor maintains competence and seeks to grow professionally by learning about innovations and trends in the profession of school counseling as well as in the field of education and seeks opportunities to apply new knowledge.
Florida Educator Accomplished Practices: Foundation Principle 3 Continuous Professional Improvement		Possible evidence may include sources such as: Workshop/seminar registrations, certificates of completion of coursework, advanced certifications/licensure, webinars, sign-in sheets from workshop presentations, professional readings, proof of membership in professional organizations (e.g., American Counselor Association (ACA), American School Counselor Association (ASCA), Florida School Counselor Association (FSCA), Polk County Counselor Association (PCCA), informal observations in applying new skills.		
Evidence-Based Professional Standards: - ASCA competencies IIIB1a, IIIB1g, V-B - Florida School Counseling Framework, Standard 7 & 13 - Polk Developmental Guidance Plan-p. 103, 104		EPC Question: Share personal and/or professional growth activities you have been involved with this year. How have you applied the content in your position?		

4b. Sharing and applying knowledge of resources to meet student needs	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	Domain 4: Professional Responsibility and Ethical Conduct			
	<u>Little or no</u> evidence exists that the school counselor applies and shares knowledge of resources for meeting student needs. The school counselor does not establish rapport with stakeholders nor provides information about counseling programs and services. The school counselor does not make appropriate referrals.	<u>Partial</u> evidence exists that the school counselor applies and shares knowledge of resources for meeting student needs. The school counselor establishes rapport with stakeholders on a limited basis. The school counselor occasionally responds to feedback on needs of students and does not always make referrals and/or provide accurate information when making referrals. The school counselor provides limited information to stakeholders about counseling programs and services.	<u>Adequate</u> evidence exists that the school counselor applies and shares knowledge of resources for meeting student needs. The school counselor establishes rapport with stakeholders. The school counselor responds to feedback on pertinent and emerging needs of students and provides accurate information when making referrals. The school counselor provides thorough and accurate information to stakeholders about counseling programs and services.	<u>Significant and varied</u> evidence exists that the school counselor applies and shares knowledge of resources for meeting student needs. The school counselor consistently establishes rapport with stakeholders. The school counselor encourages and responds to feedback on pertinent and emerging needs of students and is a knowledgeable resource, sharing appropriate information when making referrals. The school counselor is proactive in providing thorough and accurate information to stakeholders about counseling programs and services.
	Florida Educator Accomplished Practices Continuous Professional Improvement Professional Responsibility and Ethical Conduct			
	Possible evidence may include sources such as: Observations, written and/or electronic artifacts/agendas, administrator conversations with counselor, oral communication, work samples, calendars and graphic organizers, documentation logs (quarterly guidance logs, etc.), emails, parent conference documentation, interviews with stakeholders, leadership roles in school and/or district, facilitation of problem solving team, brokering community resources to assist students.			
	Evidence-Based Professional Standards ASCA competencies I-A-6; I-B-1e; I-B-4; III-C-2; III-C-4			
	EPC Questions - Describe some ways you have shared your guidance services knowledge with others. - How do you use problem-solving to address student or school issues? - What procedures and/or methods do you use to customize plans/awareness for the needs of students			

4c. Contributing and participating in school, district, professional community, and community initiatives	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	Domain 4: Professional Responsibility and Ethical Conduct			
	<u>Little or no</u> evidence exists that the school counselor contributes and participates in school, district, professional communities, and community initiatives. The school counselor does not participate in school and/or district committees. The school counselor does not participate in joint projects and programs with colleagues and other professionals.	<u>Partial</u> evidence exists that the school counselor contributes and participates in school, district, professional communities, and community initiatives. The school counselor rarely participates in school and/or district committees. The school counselor rarely participates in joint projects and programs with colleagues and other professionals.	<u>Adequate</u> evidence exists that the school counselor contributes and participates in school, district, professional communities, and community initiatives. The school counselor participates in school and/or district committees. The school counselor is professional, constructive, and knowledgeable about issues affecting the school and/or district, and seeks opportunities to establish professional relationships and to collaborate with colleagues.	<u>Significant and varied</u> evidence exists that the school counselor contributes and participates in school, district, professional communities, and community initiatives. The school counselor advocates for the implementation of school and/or district projects and initiatives. The school counselor is professional, constructive, and knowledgeable about complex issues affecting the school and/or district, and seeks opportunities to work in collaboration with other professionals and continues to promote initiatives.
Florida Educator Accomplished Practices Continuous Professional Improvement		Possible evidence may include sources such as: Communication logs, parent conference logs, attending professional conferences, presentations at professional conferences or meetings, holding an elective office in a professional group, counselor's calendar, information observations.		
Evidence Based Professional Standards ASCA National Standards, I-A-6; I-B-2; I-B-4; I-C-5; IIB-4, II- B4a, 11-B4c, II-B4e, IIB-4f; IV-B-1d		EPC Questions - Please share about the personal and/or professional growth activities you have been involved with this year. - Describe your role in the district, professional community, and community initiatives and how this has impacted student achievement.		

4d. Demonstrating adherence to ethical standards	Unsatisfactory/Needs Improvement or Developing	Effective/Highly Effective
	Domain 4: Professional Responsibility and Ethical Conduct	
	<u>Little or no</u> evidence exists that the school counselor meets ethical standards. The school counselor does not adhere to professional standards, ethics, and practices for school counselors. The school counselor does not maintain accurate records, fails to comply appropriately with situations governed by the law, and does not adhere to standards of confidentiality.	<u>Significant and varied</u> evidence exists that the school counselor meets ethical standards. The school counselor adheres to professional standards, ethics, and practices for school counselors. The school counselor maintains accurate records, complies appropriately with situations governed by the law, and adheres to standards of confidentiality.
Florida Educator Accomplished Practices Foundation Principle 3 Professional Responsibility and Ethical Conduct		Possible evidence may include sources such as: Observations, conversations with teachers and/or students, electronic transmissions to parents, staff, administration and/or students, counseling notes, student cumulative folders (release of information forms), group work documentation, research and/or presentations within the profession, notes of consultation with interested parties or service providers.
Evidence-Based Professional Standards • ASCA Ethical Standards for School Counselors, revised 2010 (Subsections of ASCA Ethical Standards: B. Responsibilities to Parents/Guardians; C. Responsibilities to Colleagues and Professional Associates; D. Responsibilities to School, Communities and Families; F. Responsibilities to the Profession; G. Maintenance of Standards) • ACA Code of Ethics, revised 2005. • ASCA National Model, I.A.7; II.A.7; II-B-4a; II-B-4f; II-B- 4g; II-B-4j; II-B-4k; II-C-4 • 6B-1.001 <i>Code of Ethics of the Education Profession in Florida</i>. 6B-1.006 Principles of Professional Conduct for the Education Profession in Florida. • Florida’s School Counseling Framework-(DOE), Appendix D, p. 85-93		EPC Questions • As determined by code of ethics, this dimension is necessary and non-negotiable in application.

5a. Facilitating productive verbal and nonverbal communication	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	Domain 5: Communication			
	<u>Little or no</u> evidence exists that the school counselor facilitates productive verbal and nonverbal communication. The school counselor does not effectively use communication styles and techniques to facilitate collaboration. The school counselor does not effectively listen, communicate, or provide feedback to others to elicit dialogue between parties.	<u>Partial</u> evidence exists that the school counselor facilitates productive verbal and nonverbal communication. The school counselor inconsistently uses communication styles and techniques to facilitate collaboration. The school counselor listens, communicates, and provides feedback to others to elicit dialogue between parties.	<u>Adequate</u> evidence exists that the school counselor facilitates productive verbal and nonverbal communication. The school counselor uses communication styles and techniques to facilitate productive collaboration. The school counselor uses active listening, constructive communication skills and provides accurate feedback to others to elicit active dialogue between parties.	<u>Significant and varied</u> evidence exists that the school counselor facilitates productive verbal and nonverbal communication. The school counselor consistently uses varied communication styles and techniques to facilitate productive collaboration. The school counselor consistently uses active listening, constructive communication skills and provides accurate feedback to others to elicit active dialogue between parties.
Florida Educator Accomplished Practices: Instructional Delivery and Facilitation		Possible evidence may include sources such as: Informal observations of interaction with others, demonstrating effective leadership ability, feedback from community, parents, and staff members, positive meeting outcomes.		
Evidence-Based Professional Standards: • ASCA National Standards – I.B-4d, I.B- 4e, I.B- 5 • Florida’s School Counseling Framework-DOE, Standard 2, 3, 4, & 13		EPC Questions: • What are some specific, effective communication techniques you have applied this year with students, parents, or staff? • Tell me about a time when you effectively communicated with a student, parent, or staff member to ensure student needs were addressed promptly. • Describe an example of how you have invited stakeholder involvement with students.		

5b. Communicating with Stakeholders	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	Domain 5: Communication			
	<u>Little or no</u> evidence exists that the school counselor communicates with stakeholders. The school counselor rarely uses written and verbal communication with families, students, school staff, and stakeholders.	<u>Partial</u> evidence exists that the school counselor communicates with stakeholders. The school counselor inconsistently uses written and verbal communication with families, students, school staff, and stakeholders. The school counselor inconsistently provides communication to keep families, students, and stakeholders informed of student progress as outlined in the school counseling plan.	<u>Adequate</u> evidence exists that the school counselor communicates with stakeholders. The school counselor uses written and verbal communication with families, students, school staff, and appropriate stakeholders. The school counselor provides informative and timely communication to keep families, students, and appropriate stakeholders informed of student progress as outlined in the school counseling plan. The school counselor's communications may invite stakeholder involvement.	<u>Significant and varied</u> evidence exists that the school counselor communicates with stakeholders. The school counselor consistently uses written and verbal communication with families, students, school staff, and appropriate stakeholders. The school counselor actively provides informative and timely communication to keep families, students, and appropriate stakeholders informed of student progress as outlined in the school counseling plan. The school counselor's communications encourage active stakeholder involvement.
Florida Educator Accomplished Practices: Instructional Delivery and Facilitation		Possible evidence may include sources such as: Newsletters, <i>connect ed. telephone messaging</i> , emails, phone log, student folder/agendas, parent conference notes, informal observations, website.		
Evidence-Based Professional Standards: - NBCT – Standard 7 - ASCA National Standards: I.B.3, I.B.3c, I.B.4 - Florida's School Counseling Frameworks-DOE: Standards 3, 4, 9, 12, 13		EPC Questions: - What are some communication techniques (written and/or verbal) you have used this year with students, parents, and/or staff? - Describe an example of how you have invited stakeholder involvement with students, parents, and/or staff.		



POLK COUNTY
PUBLIC SCHOOLS
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ENHANCING STUDENT ACHIEVEMENT THROUGH
PROFESSIONAL DEVELOPMENT