KENTUCKY FRAMEWORK OF BEST PRACTICES FOR SCHOOL COUNSELORS

Kentucky Department of
EDUCATION

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Section I: Overview

Introduction/Preamble

School counselors are an important component of K-12 educational leadership teams within Kentucky schools. The "Kentucky Framework of Best Practices for School Counselors" helps school counselors throughout the state better understand what they should be doing in this role. This document also allows for reflection that should be used to improve and expand comprehensive school counseling programs along with the practices utilized by individual school counselors.

Defining the Kentucky School Counselor

A school counselor is a certified mental health professional supporting all K-12 students in their social/emotional, academic and career development. Through a comprehensive school counseling program, school counselors provide data-informed, universal and targeted learning experiences to develop the whole child in a diverse society.

Roles and Responsibilities of the School Counselor

The daily work of a school counselor may differ depending on the setting and context (urban, suburban or rural; elementary, middle, high school or career technical center; and so on). At the core, however, the work of the school counselor is to provide direct and indirect student services in support of students' academic, career and social/emotional development.

School counselors maintain their focus on students' developmental levels and short and long-term goals and provide services accordingly. They also serve as leaders who advocate on behalf of their students within their schools and share in the creation of a positive learning environment. To ensure their effectiveness, school counselors continuously engage in a cycle of improvement in which they adjust their professional learning and practices according to an informed analysis of available data.

Effective school counselors possess a wide body of knowledge and specific personal and professional competencies. With the adoption of the "Kentucky Framework of Best Practices for School Counselors" along with the "Kentucky Standards of Preparation for School Counselors" and the alignment to the American School Counseling Association's (ASCA) National Model, Kentucky has clearly defined the knowledge, skills and competencies of effective school counselors. The "Kentucky Framework of Best Practices for School Counselors," the "Kentucky Standards of Preparation for School Counselors" and alignment to the "ASCA National Model" promote best practices for Kentucky school counselors and offer a core set of expectations. Kentucky school counselors offer students access to the kinds of high-quality direct and indirect student services described throughout this document, which will support students' academic, career and social/emotional development.

School Counseling Preparation Program Standards as Established by 16 KAR 3:060

The preparation program standards, as authorized by *16 KAR 3:060,* "School Counselor, Provisional and Standard Certificates All Grades," acknowledge the importance of a common core of knowledge, skills and abilities, as well as the specific skills and knowledge unique to the practice of professional school counseling. The standards for school counselor training and preparation represent the foundation for the profession of school counseling in the Commonwealth of Kentucky that will provide practicing school counselors with useful feedback and support as they grow and learn professionally.

Crosswalk of Kentucky Framework for Teaching with Specialist Frameworks for Other Professionals (OPGES) and Self Evaluation Tool in KY Framework of Best Practices for School Counselors

School counselors are evaluated in Kentucky based on [Charlotte Danielson's "Framework for Teaching" (OPGES),](#) which is a research-based set of components. The "Kentucky Framework of Best Practices for School Counselors" offers a self-assessment tool. School counselors in Kentucky should reference the self-assessment tool when creating an annual professional growth plan. School Administrators may choose to refer to this tool when working with school counselors on their individual growth and the growth of their comprehensive school counseling programs. Below is a crosswalk that shows how the Danielson Framework (linked above) is like the assessment tool offered toward the end of this document.

School Counselor OPGES Domains Crosswalk

| School Counselor OPGES Components	KY Framework of Best Practices for School Counselors (Elements)
1A - Demonstrating knowledge of counseling theory and techniques	1.1 - School counselors apply developmental, learning, counseling, and education theories.
1B - Demonstrating knowledge of child and adolescent development	1.6 - School counselors demonstrate understanding of the impact of cultural, social, and environmental influences on student success and opportunities.
1C - Establishing goals for the counseling program appropriate to the setting and the students served	1.4 - School counselors use the *Kentucky Framework of Best Practices* to inform the implementation of a comprehensive school counseling program.
	1.5 - School counselors apply the "Kentucky Framework of Best Practices" and the "[ASCA School Counselor Professional Standards & Competencies"](#) to carry out the relevant objectives of the comprehensive school counseling program mission.
1D - Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	1.2 - School counselors demonstrate understanding of educational systems, legal issues, policies, research and trends in education and seek to keep up with the trends through ongoing, relevant and high-quality professional learning and growth.
	1.3 - School counselors apply legal and ethical principles of the school counseling profession.
1E - Plan in the counseling program integrated with the regular school program	2.1 - School counselors design and implement instruction aligned to the "Kentucky Framework of Best Practices" in large group, classroom, small group and individual settings for all students.
	2.2 - School counselors create school counseling program beliefs, vision and mission statements aligned with the school and district.
1F - Developing a plan to evaluate the counseling program	2.8 - School Counselors use assessment and testing to deliver effective services to students.
	3.5 - School counselors evaluate and report program results to the school community.
2A - Creating an environment of respect and rapport	1.6 - School counselors demonstrate understanding of the impact of cultural, social and environmental influences on student success and opportunities.
2B - Establishing a culture for productive communication	3.3 - School counselors use data to recommend changes and adjustments to the comprehensive school counseling

School Counselor OPGES Components	KY Framework of Best Practices for School Counselors (Elements)
	program, specific practices and/or school policies and procedures to foster student success.
2C - *Managing* routines and procedures	2.1 - School counselors design and implement instruction aligned to the "Kentucky Framework of Best Practices" in large group, classroom, small group and individual settings for all students.
	2.2 - School counselors create school counseling program beliefs, vision and mission statements aligned with the school and district
2D - Establishing standards of conduct and contributing to the culture for student behavior throughout the school	1.8 - School counselors create systemic change through the implementation of a comprehensive school counseling program.
2E - Organizing physical space	4.2 - School counselors take leadership in promoting a school environment that is inclusive of, responsive to and safe for its diverse members.
3A - Assessing student needs	2.3 - School counselors provide appraisal and advisement in large group, classroom, small group and individual settings and monitor student performance and progress.
3B - Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs	3.4 - School counselors develop and implement action plans aligned with program goals and student data.
	4.3 - School counselors advocate on behalf of all students.
3C - Using counseling text makes an individual and classroom programs	2.4 - School counselors provide short- term counseling in small group and individual settings.
3D - Brokering resources to meet needs	2.5 - School counselors make referrals to appropriate school and community resources.
	3.1 - School counselors identify areas for improvement in attendance, discipline, opportunity and resources.
3E - Demonstrating flexibility and responsiveness	3.6 - School counselors use time appropriately according to national and state recommendations and student/ school data.
	4.5 - School counselors demonstrate leadership in the use of interpersonal and organizational power.
4A - Reflecting on practice	3.2 - School counselors monitor the effectiveness of the school counseling program through reflection of practice.
	3.9 - School counselors use appropriate school counselor performance appraisal process.
4B - Maintaining records and submitting them in a timely fashion	2.7 - School counselors maintain records and submit them in a timely fashion.
4C - Communicating with families	2.6 - School counselors consult and collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success.
	3.5 - School counselors evaluate and report program results to the school community.
4D - *Participating* in a professional community	3.7 - School counselors establish agreement with the principal and other administrators about the comprehensive school counseling program.
	4.6 - School counselors demonstrate leadership through their participation in a professional community.
4E - Engaging in professional development	1.2 – e. School counselors engage in continual professional development and use resources to inform and guide ethical and legal work.

School Counselor OPGES Components	KY Framework of Best Practices for School Counselors (Elements)
4F - Showing professionalism	1.7 - School counselors demonstrate advocacy in a comprehensive school counseling program.
	1.9 - School counselors demonstrate professionalism in them field and have a professional responsibility to colleagues, parents, community members and students.
	3.8 - School counselors establish and convene an advisory council for the comprehensive school counseling program.
	4.1 - School counselors demonstrate leadership through the development and implementation of a comprehensive school counseling program.
	4.4 - School counselors advocate for their profession and the role that they play in fostering student success and well-being.

Alignment to the American School Counseling Association (ASCA)

The "Kentucky Framework of Best Practices for School Counselors" is aligned to the "ASCA National Model: A Framework for School Counseling Programs (4th Edition)." The contributors to the Kentucky framework requested a review by ASCA staff and received affirmation that the document is aligned to the national model.

The four major components of the "ASCA National Model," also contained in the "Kentucky Framework of Best Practices for School Counselors," are shown in the image below. It is important that all Kentucky schools contain comprehensive school counseling programs that are aligned. Thus, comprehensive school counseling programs should continually **assess** their programs and individual school counselors (see Kentucky Practice 3), **deliver** direct and indirect student services (see Kentucky Practice 2), align and **define** to "ASCA Mindsets & Behaviors for Student Success" (see Kentucky Practice 2) and "ASCA School Counselor Professional Standards & Competencies" and the "ASCA Ethical Standards for School Counselors" (see Kentucky Practice 1). Finally, school counselors should **manage** their comprehensive school counseling programs by planning to improve their programs (see Kentucky Practice 3 and 4).
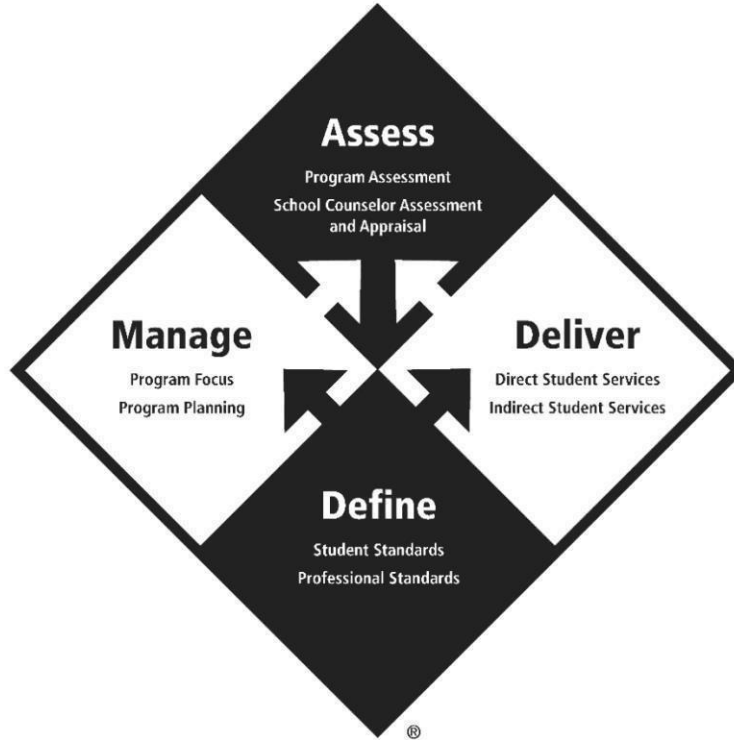
The ASCA National Model diamond graphic is a registered trademark of the American School Counselor Association and may not be reprinted or modified without permission.

Organization and Structure of the Practices

Each practice is organized as follows:
- Practices: The practice expresses a definable goal or area of responsibility of school counselors.
- Narrative Summary: The narrative summary describes the content of and rationale for each practice.
- Elements: The elements are statements of skills or characteristics that define effectiveness in the practice.
- Indicators: The indicators show the knowledge and skills of each element in practice. The indicators are observable or measurable statements that serve as tools in discussions of effective school counselors.

NOTE: Samples of evidence follow each practice to provide samples of the roles and responsibilities completed by school counselors in Kentucky. Through collaboration with teams of teachers, administrators, multiple states and the American School Counseling Association (ASCA), this sample list has been created. These samples may or may not fit the expectations in a district. These possible samples of evidence may serve as evidence in the self-reflection and professional growth plan, and to inform educators' overall professional practice rating.

The organization by practice, narrative summary, element and indicator is shown in the graphic below:

Practices:
Overarching goals and themes that provide a framework for effective practice

Narrative Summaries:
Statements that describe key understandings, assumptions and beliefs related to the practices

Elements:
Specific statements that define the various skills and characteristics that demonstrate the effectiveness in each practice

Indicators:
Observable and/or measurable statements that provide evidence of the practices and elements in action

Section II: Rationale, Purpose and Background

The Rationale

School counselors occupy an important leadership role in education and significantly contribute to outcomes used to measure the success of students and schools. Therefore, it is important to define the practices that shape, guide and inform that role.

The Professional Code of Ethics for Kentucky Certified Personnel (16 KAR 1:020) significantly influences both the "Kentucky Standards of Preparation for School Counselors" and the "Kentucky Framework of Best Practices for School Counselors" and are thus enmeshed within this document. "The Kentucky Standards of Preparation for School Counselors" provides the foundation for preparation programs and guides the school counselor candidate, while the "Kentucky Framework of Best Practices for School Counselors" guides the practicing counselor. These standards are interrelated as preparation begets practice; hence these documents were written at the same time as they share a somewhat dependent relationship.

The "Kentucky Framework of Best Practices for School Counselors" was also developed to guide the professional learning community in its view and use of the school counselor and the comprehensive school counseling program.

Who Is the Audience for this Document?

The purpose for articulating a framework for clear, statewide best practices is to provide a resource for school counselors to better understand what they should be doing in schools and to support school counselors in advocating for the importance of their profession; engaging in professional reflection and self-assessment; and pursuing their own professional learning. These practices are written for the individual school counselor.

School administrators should use this document to clarify how school counselors should be utilized in schools. Special attention should be paid to the ratios as mentioned below in the *Safety and Resiliency Act* along with direct and indirect student services that the school counselor provides.

As a result of self-assessment using the framework, school counselors may decide to build their knowledge and skills in areas such as:

- Human growth and development, and the related needs at each stage.
- Theories of social development, personality and social learning, and their impact on students' academic, career and social/emotional development.
- Learning styles and learning theories, and their impact on academic performance.
- Effective counseling and teaching techniques.
- Effective approaches to prevention and intervention.
- Meeting the needs of various populations of students.
- Cultural awareness, competence, and social justice.
- Career-development theories and models.
- Education, training and employment trends, and labor market information and resources; and
- Emerging trends and issues in school counseling.

(Picture courtesy of Kentucky School Counselor Association 2022 state conference)

Background on Senate Bill 8 (SB 8), Signed February 2020 (Updated July 2022)

In 2020, the Kentucky General Assembly passed Senate Bill 8 or SB 8 (2020). This Act affected multiple statutes regarding school safety and student resiliency. These statutes impact education and many agencies that work with districts and schools.

The requirements set forth in SB 8 strive to increase students' access to behavioral health services, foster supportive learning environments and utilize proven strategies to address physical safety. A vital component of this bill relates to the preservation of school counselors' time and ability to provide face-to-face services for students. SB 8 seeks to ensure appropriate counselor-to-student ratio to safeguard direct preventive and responsive services that protect the social, emotional, and physical safety of Kentucky's children.

SB 8 as it Relates to the School Counseling Profession in Kentucky

Section 1. KRS 158.441 is amended to read as follows:

(6) "School safety" means a program of prevention that protects students and staff from substance abuse, violence, bullying, theft, the sale or use of illegal substances, exposure to weapons and threats on school grounds, and injury from severe weather, fire and natural disasters.

Section 4. KRS 158.4416 is amended to read as follows:

(1) For purposes of this section:

  (a) "**School counselor**" means an individual who holds a valid school counselor certificate issued in accordance with the administrative regulations of the Education Professional Standards Board.

  (b) "**School-based mental health services provider**" means a licensed or certified school counselor, school psychologist, school social worker or other qualified mental health professional as defined in KRS 202A.011; and

  (c) "**Trauma-informed approach**" means incorporating principles of trauma awareness and trauma-informed practices, as recommended by the federal Substance Abuse and Mental Health Services Administration, in a school to foster a safe, stable and understanding learning environment for all students and staff and ensuring that all students are known well by at least one adult in the school setting.

(2) The General Assembly recognizes that all schools must provide a place for students to feel safe and supported to learn throughout the school day, and that any trauma a student may have experienced can have a significant impact on the ability of a student to learn. The General Assembly directs all public schools to adopt a trauma-informed approach to education to better recognize, understand, and address the learning needs of students impacted by trauma and to foster a learning environment where all students, including those who have been traumatized, can be safe, successful, and known well by at least one adult in the school setting.

(3) (a) Beginning July 1, 2021, or as funds and qualified personnel become available:

    1. Each school district and each public charter school shall employ at least one school counselor in each school with the goal of the school counselor spending 60% or more of his or her time providing counseling and related services directly to students; and

    2. It shall be the goal that each school district and each public charter school shall provide at least one school counselor or school-based mental health services provider who is employed by the school district for every 250 students, including but not limited to the school counselor required in subparagraph (1) of this paragraph.

  (b) A school counselor or school-based mental health services provider at each school shall facilitate the creation of a trauma-informed team to identify and assist students whose learning, behavior, and relationships have been impacted by trauma. The trauma-informed team may consist of school administrators, school counselors, school-based mental health services providers, family resource and youth services coordinators, school nurses, and any other school or district personnel.

  (c) Each school counselor or school-based mental health services provider providing services pursuant to this section, and the trauma-informed team members described in paragraph (b) of this subsection, shall provide training, guidance, and assistance to other administrators, teachers, and staff on:

    1. Recognizing symptoms of trauma in students;

    2. Utilizing interventions and strategies to support the learning needs of those students; and

    3. Implementing a plan for a trauma-informed approach as described in subsection (5) of this

section.

(d) 1. School districts may employ or contract for the services of school-based mental health services providers to assist with the development and implementation of a trauma-informed approach and the development of a trauma-informed team pursuant to this subsection and to enhance or expand student mental health support services as funds and qualified personnel become available.

    3. School-based mental health services providers may provide services through a collaboration between two or more school districts or between school districts and educational cooperatives or any other public or private entities, including but not limited to local or regional mental health day treatment programs.

(e) No later than Nov. 1, 2022, and each subsequent year, the local school district superintendent shall report to   the department the number of school based mental health service providers, the position held, placement in the district, certification or licensure held, the source of funding for each position, a summary of the job duties and work undertaken by each school-based mental health service provider, and the approximate percent of time devoted to each duty over the course of the year.

Section III: Kentucky Framework of Best Practices for School Counselors

Practice 1: Professional Identity/ Responsibility	School counselors will demonstrate a professional identity of ethical and legal practices and engage in ongoing professional learning.
Practice 2: Program Implementation	School counselors will develop and implement a culturally appropriate comprehensive school counseling program to advance the academic, career, and social/emotional development of all students, delivering both direct and indirect services.
Practice 3: Program Reflection and Self-Assessment	School counselors possess the knowledge, abilities, skills, and attitudes necessary to engage in a cycle of continuous improvement using data to identify needs, plan and implement programs aligning with the "Kentucky Framework of Best Practices" and "ASCA National Model." School counselors also evaluate impact and refine their work through reflective analysis.
Practice 4: Leadership/Advocacy	School counselors serve as leaders and advocates for all students by demonstrating effective leadership, vision, collaboration with all stakeholders and equitable practices that embrace the diversity of the school community. School counselors serve as change agents through the development and ongoing refinement of a comprehensive school counseling program. Social/emotional, career and academic student development serves as the ultimate goal.

(Pictures courtesy of Kentucky School Counselor Association 2022 state conference)

PRACTICE 1. PROFESSIONAL RESPONSIBILITY

School counselors will demonstrate a professional identity of ethical and legal practices and engage in ongoing professional learning.

Narrative Summary

School counselors engage in ongoing professional learning with a focus on supporting students' academic, career and social/emotional development. To this end, school counselors seek learning opportunities specifically designed to increase relevant knowledge and enhance essential skills. To ensure their own effectiveness, school counselors engage themselves in a continuous process of professional goal setting, self-assessment, learning and growth. School counselors always maintain and model a professional identity.

The professional school counselor's responsibilities to students includes:

- A primary obligation to the counselee, who is to be treated with respect as a unique individual.
- Concern with the educational, career, emotional and behavioral needs and encouraging the maximum development of each student.
- Refraining from consciously encouraging the student's acceptance of values, lifestyles, plans, decisions, and beliefs that represent the counselor's personal orientation.
- A responsibility for keeping informed of laws, regulations, and policies related to counselors and striving to ensure that the rights of counselees are adequately provided for and protected; and
- Practice within the ethical principles of the school counseling profession in accordance to the Professional Code of Ethics for Kentucky Certified Personnel 16 KAR 1:020 and the "ASCA Ethical Standards for School Counselors."

The professional school counselor has the following responsibilities to the community, parents and colleagues:

- Provide information to families about the school counseling program and inform them about all programs in the school to provide equity and access to every student; and
- Practice within the ethical principles of the school counseling profession in accordance to the "Professional Code of Ethics for Kentucky Certified Personnel" 16 KAR 1:020 and the "ASCA Ethical Standards for School Counselors."

PRACTICE 1. PROFESSIONAL RESPONSIBILITY School counselors will demonstrate a professional identity of ethical and legal practices and engage in ongoing professional learning.	
PRACTICE 1 ELEMENTS	**INDICATORS**
1.1 School counselors apply developmental, learning, counseling, and education theories.	a. School counselors use human development theories to have an impact on developmental issues affecting student success. b. School counselors use learning theory to support student achievement and success, including students with diverse learning needs. c. School counselors use established and emerging evidence-based counseling theories and techniques that are effective in a school setting to promote academic, career and social/emotional development, including but not limited to rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, Gestalt, solution-focused brief counseling, person-centered counseling and family systems. d. School counselors use counseling theories and techniques in individual, small group, classroom and large group settings to promote academic, career and social/emotional development. e. School counselors use career development theories to promote and support postsecondary planning. f. School counselors use the principles of multi-tiered systems of support within the context of a comprehensive school counseling program to provide instruction and interventions matched to student need. g. School counselors use systemic and environmental factors that affect human development, functioning, and behavior.
1.2 School counselors demonstrate understanding of educational systems, legal issues, policies, research, and trends in education and seek to keep up with the trends through ongoing, relevant and high-quality professional learning and growth.	a. School counselors utilize the organizational structure and governance of the educational system as well as cultural, political and social influences on current educational practices, including federal and state legislation. b. School counselors utilize the history of school counseling to create a context for the current state of the profession and comprehensive school counseling programs. c. School counselors delineate the roles of student service providers, such as school social worker, school psychologist or school nurse, and identify best practices for collaborating to have an impact on student success. d. School counselors utilize education research to inform decisions and programming. e. School counselors engage in continual professional development and use resources to inform and guide ethical and legal work. f. School counselor seeks out opportunities for professional development based on an individual assessment of need and data. g. School counselors stay current with education research and best practices. h. School counselors create an annual growth plan, which will address the professional development opportunities they need to attend to improve their practices, **including trauma-informed practices training every three years.**

PRACTICE 1 ELEMENTS	INDICATORS
1.3 School counselors apply legal and ethical principles of the school counseling profession.	a. School counselors follow "Kentucky Educator Ethics" to demonstrate high standards of integrity, leadership and professionalism. b. School counselors follow the legal aspects of the role of the school counselor in accordance with the "ASCA Ethical Standards for School Counselors." c. School counselors adhere to the unique legal and ethical principles of working with minor students in a school setting. d. School counselors adhere to the ethical and statutory limits of confidentiality. e. School counselors consult with other education, counseling and legal professionals as needed when ethical and legal questions arise. f. School counselors resolve ethical dilemmas by employing an ethical decision-making model in accordance with the Kentucky Educator Ethical Standards. g. School counselors engage in continual professional development to inform and guide ethical and legal work. h. School counselors adhere to ethical and culturally relevant strategies for addressing career development.
1.4 School counselors use the *Kentucky Framework of Best Practices for School Counselors* program.	a. School counselors utilize the "Kentucky Framework of Best Practices for School Counselors" to address student needs demonstrated in data. b. School counselors prioritize "Kentucky Framework of Best Practices for School Counselors" aligned with school improvement goals. c. School counselors utilize templates from the ASCA National Model to implement a comprehensive school counseling program. d. School counselors use strategies to promote student understanding of and access to a variety of community-based resources within the implementation of the comprehensive school counseling program.
1.5 School counselors apply the Kentucky Framework of Best Practices for School Counselors and the ASCA National Model to carry out the relevant objectives of the comprehensive school counseling program mission.	a. School counselors conduct and analyze self-appraisal and assessment data based on the rubrics in Section IV of this document related to best practices for school counselors, professional s and competencies b. School counselors use personal reflection, consultation and supervision to promote professional growth and development c. School counselors use objectives within their school's comprehensive school counseling program that reflect current knowledge and skills as provided in "Kentucky Framework of Best Practices for School Counselors" and the "ASCA National Model" d. School counselors use objectives within the comprehensive school counseling program that reflect input from all persons involved in the conduct of the program, including teachers, students and community members. e. School counselors use objectives within the comprehensive school counseling program that address student learning. f. School counselors use objectives within the comprehensive school counseling program that are written so they can be evaluated.

PRACTICE 1 ELEMENTS	INDICATORS
1.6 School counselors demonstrate understanding of the impact of cultural, social, and environmental influences on student success and opportunities.	a. School counselors demonstrate basic knowledge and respect of differences in customs, communications, traditions, values and other traits among students based on race, religion, ethnicity, nationality, sexual orientation, gender identity, physical or intellectual ability, and other factors. b. School counselors explain how students' cultural, social and economic background may affect their academic achievement, behavior, relationships and overall performance in school. c. School counselors maintain and communicate high expectations for every student, regardless of cultural, social or economic background. d. School counselors explain the dynamics of cross-cultural. communications and demonstrate the ability to communicate with persons of other cultures effectively. e. School counselors collaborate with administrators, teachers and other staff in the school and district to ensure culturally responsive curricula and student-centered instruction. f. School counselors understand personal limitations and biases and articulate how they may affect the school counselor's work.
1.7 School counselors demonstrate advocacy in a comprehensive school counseling program.	a. School counselors model school counselor advocacy competencies such as identification of institutional and social barriers that impede access, equity and success for all students to promote student success. b. School counselors model school counselor advocacy competencies such as consultation theories and the application of consultation skills to promote school counseling program development. c. School counselors explain the benefits of a comprehensive school counseling program for all stakeholders, including students, families, teachers, administrators and other school staff, school boards, department of education, school counselors, school counselor educators, community stakeholders and business leaders. d. School counselors articulate and provide rationale for appropriate activities for school counselors and for discontinuation of inappropriate activities for school counselors. f. School counselors use data (e.g., closing-the-opportunity gap reports, attendance, course passing, behavior) to promote reduction in school counselor-to-student ratios and reduction of inappropriate non-school-counseling-related tasks. g. School counselors participate in school counseling and education- related professional organizations.

PRACTICE 1 ELEMENTS	INDICATORS
1.8 School counselors create systemic change through the implementation of a comprehensive school counseling program.	a. School counselors act as systems change agents to create an environment promoting and supporting student success. b. School counselors use data to identify how school, district and state educational policies, procedures and practices support and/or impede student success. c. School counselors use data to demonstrate a need for systemic change in areas such as course enrollment patterns; equity and access; and excellence, opportunity and/or information gaps. e. School counselors develop and implement a plan to address personal and/or institutional resistance to change that better supports student success.
1.9 School counselors demonstrate professionalism in their field and have a professional responsibility to colleagues, parents, community members and students.	a. School counselors display high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and the public; advocates for students when needed. d. School counselors participate in seminars, workshops, trainings, conferences or other activities that contribute to personal and professional growth.

Sample Evidence

Component	Samples of evidence that may be evident during observation visit
Applying developmental, learning, counseling, and education theories	● Practices social justice/advocacy ● Appreciates multiculturalism ● Conducts career counseling ● Maintains toolbox of theories and counseling techniques ● Uses solution focused brief therapy ● Conducts role playing ● Leads and evaluates small group counseling ● Differentiates techniques based on the unique needs of individual students ● Works with students in classrooms, small groups and individually. ● Communicates skills for academic success through school counseling curricula, responsive counseling, individual student planning and school counseling program support activities ● Demonstrates the use of effective counseling skills
Engaging in professional development	● Studies current trends in school counseling ● Participates in professional development ● Participates as an active member in professional school counseling organizations ● Attends frequent mental health professional development opportunities ● Collaborates with colleagues ● Connects with a variety of counselor listservs at state and district level and actively participates ● Exchanges ideas in a variety of online platforms including sharing sites sponsored by professional counseling organizations and webinars ● Works toward completing a RAMP application ● School counselor seeks out opportunities for professional development that supports the comprehensive school counseling program.
Applying legal and ethical principles of the school counseling profession	● Practices within the ethical principles of the school counseling profession in accordance to the Professional Code of Ethics for Kentucky Certified Personnel 16 KAR 1:020 and the "ASCA Ethical Standards for School Counselors." ● Adheres to the legal responsibilities of the role of the school counselor, including the unique legal and ethical principles of working with minor students in a school setting ● Adheres to the ethical and statutory limits of confidentiality ● Fulfills legal and ethical obligations to families, teachers, administrators, and other school staff ● Consults with school counselors and other education, counseling, and legal professionals when ethical and legal questions arise ● Resolves ethical dilemmas by employing an ethical decision making model (B.3F) in accordance with the "ASCA Ethical Standards for School Counselors." ● Engages in continual professional development to inform and guide ethical and legal work

Component	Samples of evidence that may be evident during observation visit
Applying the *Kentucky Framework of Best Practices for School Counselors* along with [ASCA School Counselor Professional Standards & Competencies](#)	- Stays current with school counseling research and best practices - Conducts and analyzes self-appraisal and assessment related to school best practices for school counselors, professional standards, and competencies - Uses personal reflection, consultation, and supervision to promote professional growth and development - Develops an annual professional development plan to ensure engagement in professional growth opportunities related to relevant best practices, professional standards and competencies, and personal limitations
Using the *Kentucky Framework of Best Practices for School Counselors* to inform the implementation of a comprehensive school counseling program	- Identifies sources of power and authority along with formal and informal leadership - Identifies and demonstrate professional and personal qualities and skills of effective leaders - Applies a model of leadership to a comprehensive school counseling program - Creates the organizational structure and components of an effective school counseling program aligned with the ASCA National Model - Provides counseling through prevention and intervention - Applies the results of a school counseling program assessment to inform the design and implementation of the comprehensive school counseling program - Uses leadership skills to facilitate positive change for the comprehensive school counseling program - Defines the role of the school counselor and the school counseling program in the school crisis plan - Serves as a leader in the school and community to promote and support student success - Participates in the school improvement process to bring the school counseling perspective to the development of school goals
Understanding the impact of cultural, social and environmental influences on student success and opportunities	- Demonstrates basic knowledge and respect of differences in customs, communications, traditions, values, and other traits among students based on race, religion, ethnicity, nationality, sexual orientation, gender identity, physical or intellectual ability and other factors - Explains how students' cultural, social, and economic background may affect their academic achievement, behavior, relationships and overall performance in school - Uses diverse multicultural perspectives in counseling - Maintains and communicate high expectations for every student, regardless of cultural, social or economic background - Explains the dynamics of cross-cultural communications and demonstrate the ability to communicate with persons of other cultures effectively - Collaborates with administrators, teachers and other staff in the school and district to ensure culturally responsive curricula and student-centered instruction

Component	Samples of evidence that may be evident during observation visit
	• Understands barriers to learning and the causes/effects of them • Understands personal limitations and biases and articulates how they may affect the school counselor's work.
Demonstrating advocacy in a comprehensive school counseling program	• Discusses school counseling annual agreement with the principal and/or supervising administrator to formalize the delivery, management, and accountability of the comprehensive school counseling program • Explains and models the appropriate role of the school counselor and the organization of the school counseling program • Advocates for diversity and equity in education • Advocates for the appropriate use of school counselor time based on national recommendations and student needs • Finalizes the school counseling annual agreement after presentation to and discussion with the principal and/or supervising administrator
Creating systemic change through the implementation of a comprehensive school counseling program	• Completes management templates for the school counseling program with other members of the school counseling staff • Explains school counseling program goals, their basis in student data and their alignment with the school improvement plan • Completes comprehensive school counseling program for the school with appropriate, effective prototypes • Understands how to help students find their strengths and support resilience
Showing professionalism	• Demonstrates professional and personal qualities and skills of effective leaders • Advocates for equity and inclusion for all students and staff • Helps in various school issues • Advocates for students and provides resources and support • Maintains confidentiality with individual counseling, groups, parent meetings and other meetings • Submits reports in a timely manner to appropriate agencies and school/district personnel • Collaborates with outside agencies, community partners and other school-based professionals (e.g., family resource center staff members, psychologists, social workers, etc.) • Initiates contact with parents/guardians • Collaborates with teachers/staff • Demonstrates honesty/integrity/confidentiality • Displays high standards of honesty, integrity and confidentiality in interactions with colleagues, students and the public; advocates for students when needed

PRACTICE 2. PROGRAM IMPLEMENTATION

School counselors will develop and implement a culturally appropriate comprehensive school counseling program to advance the academic, career and social/emotional development of all students, delivering both direct and indirect student services.

Narrative Summary

School counselors provide preventive services to target the social/emotional development of all students through lessons developed for their comprehensive school counseling program. Academic needs are addressed and advocated for by school counselors, ensuring all students are appropriately placed and resources are available. Career opportunities for all students are explored through Individual Learning Plans and community resources, which school counselors coordinate for students.

Other direct services provided to students by school counselors may include but are not limited to individual and group counseling, one-on-one meetings, group lessons, school counseling curriculum lessons, parent/guardian and family education, and other approaches. Effective school counselors build on students' strengths, while helping them identify and manage their challenges.

Indirect student services are provided by the school counselor to ensure open communication and collaboration among the school, home and community to promote and build trust, understanding and partnerships. School counselors seek solutions and provide referrals to meet students' academic, career and social/emotional development needs.

(Picture courtesy of American School Counselor Association 2022 state conference)

PRACTICE 2. PROGRAM IMPLEMENTATION School counselors will develop and implement a culturally appropriate comprehensive school counseling program to advance the academic, career and social/emotional development of all students, delivering both direct and indirect services.	
PRACTICE 2 ELEMENTS	**INDICATORS**
2.1 School counselors design and implement instruction aligned to the "Kentucky Framework of Best Practices for School Counselors" in large group, classroom, small group and individual settings for all students	a. School counselors use student, school, and district data to identify achievement, attendance, and discipline issues to be addressed through instruction. b. School counselors evaluate cultural and social trends when developing and choosing curricula. c. School counselors identify appropriate evidence-based curricula aligned to *the "*ASCA Student Mindsets & Behaviors for Student Success." d. School counselors demonstrate pedagogical skills, including culturally responsive classroom management strategies, lesson planning and personalized instruction. e. School counselors create lesson plans identifying activities to be delivered, "ASCA Student Mindsets & Behaviors for Student Success" to be addressed, to whom activities will be delivered, how they will be delivered and how data will be evaluated to determine impact on student outcomes. f. School counselors use a variety of technologies in the delivery of school counseling core lessons and activities. g. School counselors engage with school administrators, teachers, and other staff to ensure the effective implementation of instruction. h. School counselors analyze data from lessons and activities to determine impact on student outcomes.
2.2 School counselors create school counseling program beliefs, vision and mission statements aligned with the school and district	a. School counselors analyze local school, district and state beliefs, assumptions, and philosophies about student success, specifically what they should know and be able to do. b. School counselors compose comprehensive school counseling program belief statements about students, families, teachers, school counseling programs and the educational process consistent with the school's educational philosophy and mission. c. School counselors analyze a school's educational beliefs, vision and mission. d. School counselors create a school counseling vision statement describing a future world where student outcomes are being successfully achieved, stating the best possible outcomes desired for students that are five to 15 years away and aligned with the school and district vision. e. School counselors create a school counseling mission statement aligned with the school, district and state that is specific, concise, clear and comprehensive which emphasizes equity, access and success for every student; and indicates long-range results desired for all students. f. School counselors communicate the vision and mission of the school counseling program to all appropriate stakeholders.

PRACTICE 2 ELEMENTS	INDICATORS
2.3 School counselors provide appraisal and advisement in large group, classroom, small group, and individual settings and monitor student performance and progress.	a. School counselors conduct detailed and individualized assessments of student needs to contribute to program planning. b. School counselors use assessments to help students understand their abilities, values, and career interests. c. School counselors include career opportunities, labor market trends and global economics to help students develop immediate and long- range plans. d. School counselors help students cross reference occupational/career goals and individual assessment results through the Individual Learning Plan. e. School counselors help students understand how academic performance relates to the world of work, family life and community service. f. School counselors help students understand the importance of postsecondary education and/or training as a pathway to a career g. School counselors help students and families navigate postsecondary. awareness, exploration, admissions, and financial aid processes h. School counselors connect students to workplace experiences to deepen understandings and explore career interests.
2.4 School counselors provide short-term counseling in small group and individual settings	a. School counselors use data to identify students in need of counseling intervention. b. School counselors provide support for students, including individual and small group counseling, during times of transition, heightened. stress, critical change or other situations impeding student success c. School counselors use an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning, including essential interviewing, counseling, and case conceptualization skills. d. School counselors explain the impact of adverse childhood experiences and trauma and demonstrate techniques to support all students who have experienced trauma. e. School counselors respond with appropriate intervention strategies to meet the needs of the individual, group or school community before, during and after crisis response (i.e., suicide prevention models and strategies). f. School counselors use career counseling processes, techniques, and resources – including those applicable to specific populations – to help students develop career plans. g. School counselors employ principles of group dynamics, including group process components, developmental stage theories, and groups members' roles and behaviors, as well as therapeutic factors and how they contribute to group effectiveness in both small and large group counseling. h. School counselors use approaches to group formation, including recruiting, screening and selecting members as well as approaches used for other types of group work (including task groups, psycho educational groups, and therapy groups) in both small and large group counseling

PRACTICE 2 ELEMENTS	INDICATORS
2.5 School counselors make referrals to appropriate school and community resources	a. School counselors maintain a list of current referral resources, consistent with school and district policies, for students, staff and families to effectively address academic, career and social/emotional issues. b. School counselors communicate the limits of school counseling and the continuum of mental health services. c. School counselors understand and articulate why diagnoses and long-term therapy is outside the scope of school counseling.
2.6 School counselors consult and collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success	a. School counselors gather information on student needs from families, teachers, administrators, other school staff and community organizations to inform the selection of strategies for student success. b. School counselors share strategies that support student achievement with families, teachers, administrators, school staff and community organizations. c. School counselors consult with educational and outside agency colleagues integrating technological strategies and applications within counseling and consultation processes when applicable. d. School counselors facilitate in-service training or workshops for families, administrators, other school staff, teachers or other stakeholders to broaden the impact of the school counseling program. e. School counselors' partner with others to advocate for student achievement and educational equity and opportunities. f. School counselors explain the potential for dual roles, such as talking to students about discipline issues as their counselor or as an educator that helps students evaluate their work while also being their school counselor. g. School counselors identify and involve appropriate school and community professionals as well as the family in a crisis h. School counselors supervise school counseling interns consistent with the principles of the "Kentucky School Counselor Standards of Preparation." i. School counselors employ cultural characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors as well as personal characteristics, orientations and skills. j. School counselors collaborate with stakeholders to understand common medications that affect learning, behavior and mood in children and adolescents. k. School counselors collaborate with stakeholders to understand the signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs.

2.7 School counselors maintain records and submit them in a timely fashion.	a. School counselors provide thorough and accurate information to families about the school counseling program. b. School counselors provide, when applicable and not breaking confidentiality, information to stakeholders about students.
2.8 School Counselors use assessment and testing to deliver effective services to students.	a. School counselors understand historical perspectives concerning the nature and meaning of assessment and testing in school counseling. b. School counselors use strategies for interpreting assessment and evaluation instruments to be data-informed and to plan for interventions. c. School counselors employ reliability and validity in the use of assessments. d. School counselors use assessments relevant to academic/ educational, career, personal and social development e. School counselors use environmental assessments and systematic behavioral observations. f. School counselors use ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results.

Sample Evidence

Component	Samples of evidence that may be evident during observation visit
Designing and implementing instruction aligned to the "Kentucky Framework of Best Practices for School Counselors" in large group, classroom, small group and individual settings	• Creates large group/classroom preventive lesson plans and implements these in classrooms in collaboration with teachers • Implements small group counseling using evidence-based materials and practices • Provides and implements individual counseling • Uses multiple intelligences to ensure that all students are reached • Implements an evidence-based school counseling curriculum to promote social/emotional learning
Creating school counseling program beliefs, vision and mission statements aligned with the school and district	• Creates and implements a comprehensive school counseling program that is culturally and developmentally appropriate for the counselor's school and district
Providing appraisal and advisement in large group, classroom, small group and individual settings and monitoring student performance and progress.	• Provides one-on-one advising to students about pathway classes and opportunities in high school to prepare them for post-secondary goals • Provides experiences, e.g., college, military and career fairs/college campus visits, to promote post-secondary goals
Making referrals to appropriate school and community resources	• Provides outside agencies to families when long-term counseling or therapy is needed • Submits referral forms (with parent/guardian permission) to outside agencies as needed
Consulting to support student achievement and success	• Communicates with outside agencies, within the boundaries of confidentiality, to help support student success

Maintaining records and submitting them in a timely fashion	• Maintains records of school counseling services according to district guidelines and procedures
	• Evaluates, documents and communicates evidence of effectiveness
	• Utilizes effective documentation as a tool to assist with year-to-year planning, organize continuity of interventions, increase reporting and accountability for the services provided, and to validate the necessity of providing direct service to students
	• Follows ethical guidelines for record keeping protecting student confidentiality and to organize contact data for reporting purposes
	• Follows the Family Educational Rights and Privacy Act in maintenance of records
	• Maintains records of parent and teacher communications in accordance with the district's records and retention policies
	• Communicates with district and state on testing and attendance deadlines
	• School counselor provides thorough and accurate information to families about the school counseling program as a whole and about individual students.
	• Maintain records of bullying and act on these records appropriately.
Using assessment and testing to deliver effective services to students based on academic/educational, social/emotional and career development needs.	• Prepares for and conducts initial assessment meetings.
	• Follows procedures for assessing risk of aggression or danger to others, self-inflicted harm or suicide.
	• Uses procedures for identifying trauma and abuse and for reporting abuse.
	Practices strategies for selecting administering and interpreting assessment and evaluation instruments.
	• Implements techniques for diagnostic and intervention planning purposes.
	• Uses assessments relevant to academic/educational, career and social/emotional development.
	• Uses environmental assessments and systematic behavioral observations.
	• Uses symptom checklists and personality and psychological testing.
	• Uses assessment results to diagnose developmental, behavioral, and mental disorders.
	• Uses culturally relevant strategies for selecting, administering, and interpreting assessment and test results.

PRACTICE 3. PROGRAM REFLECTION AND SELF-ASSESSMENT

School counselors possess the knowledge, abilities, skills and attitudes necessary to engage in a cycle of continuous improvement using data to identify needs, plan and implement programs aligning with the "Kentucky Framework of Best Practices." School counselors also evaluate impact and refine their work through reflective analysis.

Narrative Summary

The elements within the practitioner's model measure the school counselor's ability to implement, assess and continuously develop the comprehensive school counselor program. It is both the school counselor candidates' and the practicing school counselors' role to understand the importance of using data to plan, implement and continually improve. Data are a key element in accountability of the comprehensive school counseling program.

PRACTICE 3. PROGRAM REFLECTION
School counselors possess the knowledge, abilities, skills and attitudes necessary to engage in a cycle of continuous improvement using data to identify needs, plan and implement programs aligning with the "Kentucky Framework of Best Practices for School Counselors" and the "ASCA School Counselor Professional Standards & Competencies." School counselors also evaluate impact and refine their work through reflective analysis.

PRACTICE 3 ELEMENTS	INDICATORS
3.1 School counselors identify areas for improvement in attendance, discipline, opportunity and resources	a. School counselors collect and analyze data to identify areas of success or areas for improvement between and among different groups of students in achievement, attendance, discipline and opportunities. b. School counselors review, disaggregate and interpret student achievement, attendance and discipline data to identify and implement interventions as needed. c. School counselors create goals based on student, school and/or district data to close the excellence, opportunity and/or information gaps.
3.2 School counselors monitor the effectiveness of the school counseling program through reflection of practice.	a. School counselors develop measurable outcomes for school counseling activities, interventions and experiences. b. School counselors collaborate to create ongoing, regular assessments to measure the effectiveness of the school counseling program including pre and post assessments, needs assessments and the TELL Survey (along with other school or district surveys). c. School counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. School counselor makes some specific suggestions as to how the school counseling program might be improved.
3.3 School counselors use data to recommend changes and adjustments to the comprehensive school counseling program, specific practices and/or school policies and procedures to foster student success.	a. School counselors continually use site-specific data to demonstrate results and refine, enhance or recommend changes to policies, procedures and programs as needed to promote students' academic, career and social/emotional development. b. School counselors use achievement, attendance and/or discipline data to create school counseling program goals aligned with school improvement plans. c. School counselors write goals in a measurable format – such as the SMART goal format – and include baseline and target data within the goal statement. d. School counselors use student data and results from survey tools to monitor and refine school counseling program goals. e. School counselors communicate program goals to administrators, teachers, other school staff and stakeholders. f. School counselors continually seek ways to improve the counseling program and changes as needed in response to family, student, staff member or community input.

PRACTICE 3 ELEMENTS	INDICATORS
3.4 School counselors develop and implement action plans aligned with program goals and student data.	a. School counselors design and implement school counseling action plans aligned with school and school counseling program goals and student data. b. School counselors determine appropriate students for the target group of action plans based on student, school and district data c. School counselors help individual students formulate academic, personal/social and career plans. d. School counselors select evidence-based curricula and activities to accomplish objectives or select/develop other materials informed by research and best practice if evidence-based materials do not exist. e. School counselors identify appropriate resources needed to implement action plans. f. School counselors identify intended impact on academics, attendance, and discipline as result of action plan implementation. g. School counselors explain basic research sampling, methodology and analysis concepts as they relate to research outcomes and action research.
3.5 School counselors evaluate and report program results to the school community.	a. School counselors explain concepts related to program results and accountability, using both process and outcome measures within a comprehensive school counseling program. b. School counselors review progress toward school counseling program goals with the school community. c. School counselors analyze data in all aspects and designs (qualitative, quantitative, mixed research methods and statistical methods) to evaluate school counseling program effectiveness and to inform program development. d. School counselors collaborate with members of the school counseling team and with administration to decide how school counseling programs are evaluated and how results are shared. e. School counselors use data to demonstrate the value the school counseling program adds to student achievement. f. School counselors use presentation skills to share effectiveness data and results of action plans and activities with administrators, advisory councils, teachers, faculty and staff, families, school boards and stakeholders.

PRACTICE 3 ELEMENTS	INDICATORS
3.6 School counselors use time appropriately according to national and state recommendations and student/ school data.	a. School counselors articulate the distinction between direct and indirect student services and advocate for a school counseling program free of non-school counseling assignments. b. School counselors assess use of time in direct and indirect student services and program management and school support todetermine how much time is spent on each school counseling program component. c. School counselors advocate for the majority of school counselor time to be spent in school counseling services, thus limiting the impact of non-school counseling responsibilities on the effectiveness of the School Counseling program. d. School counselors organize and manage time to effectively implement a comprehensive school counseling program using skills including scheduling, publicizing, and prioritizing time. e. School counselors create annual and weekly calendars to plan activities reflecting school counseling program goals. f. School counselors identify, evaluate and participate in fair-share responsibilities (the sharing of non-counseling duties equally across the entire faculty population).
3.7 School counselors establish agreement with the principal and other administrators about the comprehensive school counseling program	a. School counselors' complete management templates for the school counseling program with other members of the school counselingstaff. b. School counselors discuss school counseling annual agreement with the principal and/or supervising administrator to formalize the delivery, management, and accountability of the comprehensive school counseling program. c. School counselors explain and model the appropriate role of the school counselor and the organization of the school counseling program. d. School counselors explain school counseling program goals, their basis in student data and their alignment with the school improvement plan. e. School counselors advocate for the appropriate use of school counselor time based on national and state recommendations and student needs. f. School counselors finalize the school counseling annual agreement after presentation to and/or discussion with the principal and/or supervising administrator.

PRACTICE 3 ELEMENTS	INDICATORS
3.8 School counselors establish and convene an advisory council for the comprehensive school counseling program	a. School counselors determine appropriate education stakeholders for representation on the advisory council and hold at least two advisory council meetings each school year. b. School counselors develop effective and efficient advisory council meeting agendas to inform stakeholders about the comprehensive school counseling program and to seek input from stakeholders about potential improvements to the program. Feedback should be actively solicited with time built in the agenda(s). c. School counselors explain and discuss school data, school counseling program assessment and school counseling program goals with the advisory council. d. School counselors record advisory council meeting notes and distribute as appropriate. e. School counselors analyze and incorporate feedback from the advisory council related to school counseling program goals as appropriate.
3.9 School counselors use appropriate school counselor performance appraisal process	a. School counselors explain and advocate for an appropriate school counselor performance appraisal process based on "Kentucky Framework of Best Practices for School Counselors," "ASCA School Counselor Professional Standards & Competencies" and implementation of the comprehensive school counseling program. b. School counselors explain how school counseling activities fit within categories of a performance appraisal instrument. c. School counselors utilize components of the "Framework of Best Practices" to document data-informed, student-focused activities that demonstrate evidence of introducing and teaching "ASCA Student Mindsets & Behaviors for Student Success."

Sample Evidence

Component	Samples of evidence that may be evident during observation visit
Identifying areas for improvement in attendance, discipline, opportunity and resources	● Demonstrates knowledge of barriers for students towardachievement ● Demonstrates knowledge of behaviors that place students at risk of low attendance and behavior/discipline issues ● Manages resources so that all students have access to equitable learning ● Assesses student needs to provide opportunity and resources for all ● Creates an environment of respect and rapport so that students not only want to be in school, but also behave appropriately
Reflecting on practice	● Continually evaluates programs implemented and adjusts. ● Plans school counselor advisory groups ● Collects and provides strategies for student success ● Surveys staff on perception of counseling program ● Creates a growth plan ● Participates in and brings value to professional learningcommunities ● Develops school counseling core lesson plan reflections ● Maintains personal/counseling notes ● Assists in creating School Improvement Plan ● Organizes his/her schedule and calendar for efficiency ● School counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. School counselor makes some specific suggestions as to how the counseling program might be improved.
Uses data to recommend changes and adjustments to the comprehensive school counseling program, specific practices and/or school policies and procedures to foster student success.	● Use of data to identify achievement, attendance and discipline issues to be addressed through instruction ● Use of data to identify how school, district and state educational policies, procedures and practices support and/or impede student success ● Use of data to demonstrate a need for systemic change in areas such as course enrollment patterns; equity and access; and opportunity and/or information gaps ● Use of student data and results from survey tools to monitor and refine school counseling program goals
Develops and implements action plans aligned with program goals and student data	● Assists students and teachers in the formulation of academic, social/emotional, and career plans based on knowledge of student needs ● Uses counseling techniques in implementation of actionplans ● Brokers resources to meet student needs relating to action plans

Component	Samples of evidence that may be evident during observation visit
Evaluates and reports program results to school community	● Assesses student needs ● Reflects on practice to evaluate program ● Communicates with school community and families
School counselors use time appropriately according to national recommendations and student/school data	● Demonstrates knowledge of state and federal regulations in relation to the counselor role and of resources both within and beyond the school and district to use time appropriately ● Demonstrates flexibility and responsiveness ● Manages routines and procedures appropriately ● Brokers resources to meet needs appropriate to use of time
Establishes agreement with the principal and other administrators about the comprehensive school counseling program	● Meets with principal and administrators to establish agreement about the comprehensive school counseling program ● Written agreement signed by principal and other administrators about the comprehensive school counseling program
Establishes and convenes an advisory council for the comprehensive school counseling program	● Demonstrates establishment of the advisory council for the comprehensive school counseling program ● Sign-in sheets for each advisory council meeting and roster listing members of the advisory committee ● Minutes of advisory committee meetings ● Creates an advisory that is inviting, respectful, supportive, inclusive and flexible
Uses appropriate school counselor performance appraisal process	● Assesses student needs ● Use of performance appraisal of both the school counselor and the program based on rubrics (See Section IV) ● Shows and models professionalism

PRACTICE 4. LEADERSHIP/ADVOCACY

The school counselor serves as a leader and an advocate for all students by demonstrating effective management and vision of the comprehensive school counselor program and collaboration with all stakeholders. School counselors provide equitable practices that embrace the diversity of the school community. The school counselor serves as a change agent through the development and ongoing refinement of a comprehensive school counseling program. The social/emotional, career and academic student development serves as the goal of the comprehensive school counseling program.

Narrative Summary

School counselors recognize they hold a unique role in schools as leaders and advocates for the well-being of the whole child, including a student's academic, career and social/emotional development. School counselors have a big picture view of the school community, as well as the span of student development and growth. In this role, school counselors work as dedicated professionals who provide leadership and advocacy for the development, implementation and management of the comprehensive school counseling program. Through their ongoing collaborations with students, parents/guardians, families, school administrators and personnel, school counselors contribute to a caring, positive school culture. Statewide and national organizations provide opportunities to school counselors collaborate, advocate and become leaders within their districts.

PRACTICE 4. LEADERSHIP/ADVOCACY	
The school counselor serves as a leader and an advocate for all students by demonstrating effective leadership, vision, and collaboration with all stakeholders. School counselors provide equitable practices that embrace the diversity of the school community. The school counselor serves as a change agent through the development and ongoing refinement of a comprehensive school counseling program. The social/emotional, career and academic student development serves as the goal of the comprehensive school counseling program.	
PRACTICE 4 ELEMENTS	**INDICATORS**
4.1 School counselors demonstrate leadership through the development and implementation of a comprehensive school counseling program.	a. School counselors can communicate the vision and mission of their school counseling program to administrators, teachers, other school staff and stakeholders. b. School counselors compose a personal beliefs statement about students, families, teachers, school counseling programs and their educational process that is consistent with their school counseling program, as well as the school's mission. c. School counselors establish and maintain positive, professional relationships with students, parents/guardians, staff members and community providers. d. School counselors can identify the organizational structure and individual components of their school counseling program. School counselors can communicate the difference between direct and indirect services. e. School counselors can identify areas of growth and strength in their own counseling program and adjust as needed. f. School counselors participate in the school improvement process to bring the school counseling perspective to the development of school goals. g. School counselors employ characteristics and functions of effective group leaders, including characteristics of leadership styles and approaches when designing group experiences in the comprehensive school counseling program. h. Organizes school-wide events on topics addressed in the school counseling program such as School Attendance Month, Bullying Month, Mental Health Month, Violence Prevention Month, Destigmatize Mental Health Campaigns, Kindness Month, Wellness Month.
4.2 School counselors take leadership in promoting a school environment that is inclusive of, responsive to and safe for its diverse members.	a. School counselors demonstrate understanding of diverse populations (broadly defined to include all categories of diversity) and can anticipate and respond to demographic shifts in the building and community. b. School counselors advocate for practices promoting understanding and counteraction of stereotypes. c. School counselors actively promote equitable access for all students to educational opportunities and needed resources and services. d. School counselors demonstrate commitment to principles of equity and fairness and model these attitudes and behaviors for school and community members, regardless of personal beliefs. e. School counselors collaborate to create, implement and recommend school safety initiatives, including a crisis response plan.

PRACTICE 4 ELEMENTS	INDICATORS
4.3 School counselors advocate on behalf of all students.	a. School counselors are visible and accessible to all students, staff, families and community members. b. School counselors identify factors that enhance and impede students' academic, career and social/emotional development. c. School counselors champion for the resources needed to support all students' emotional, social and physical needs, as well promote their career and social/emotional development. d. School counselors advocate for various populations of students, using strategies to ensure equity of opportunities for all students.
4.4 School counselors advocate for their profession and the role that they play in fostering student success and well-being.	a. School counselors communicate the valuable role of the school counseling program to the mission of the school and the success of its students. b. School counselors provide professional learning opportunities and/or resource for other members of the school community.
4.5 School counselors demonstrate leadership in the use of interpersonal and organizational power.	a. School counselors deliberately align the mission and goals of their school counseling program to the school's mission and goals, as well as school counselor responsibilities annually. b. School counselors participate on school and district committees to advocate for student programs and resources. c. School counselors' team and partner with staff, parents, businesses, and community organizations to support student achievement for all students. d. School counselors defend student supports, equity and accessibility to a rigorous education with education stakeholders.
4.6 School counselors demonstrate leadership through their participation in a professional community.	a. School counselors participate in school and district events and projects, maintaining a positive and productive relationship with colleagues and stakeholders. b. School counselors regularly and routinely engage in professional development related to the needs of their school, students, and counseling program.

Sample Evidence

Component	Samples of evidence that may be evident during observation visit
Serve as leaders.	• Is sought by school employees for advice, support and guidance • Demonstrates professional and personal qualities and skills of effective leaders • Advocates for equity and inclusion for all students and staff • Helps in various school issues • Advocates for students and provides resources and support • Collaborates with outside agencies, community partners and other school-based professionals (e.g., family resource center staff members, psychologists, social workers, etc.) • Initiates contact with parents/guardians • Collaborates with teachers/staff
Promotes a school environment that is inclusive of, responsive to and safe for its diverse members.	• Participates on committees and advisory boards • Actively participates in professional development • Establishes goals for the counseling program appropriate to the setting and the students served • Creates an environment of respect and rapport • Establishes standards of conduct for student behavior throughout the school • Organizes physical space to provide a safe environment Establishes a culture for productive communication
Advocates on behalf of all students, as well as for their profession and the role that school counselors play in fostering student success and well-being.	• Discusses school counseling annual agreement with the principal and/or supervising administrator to formalize the delivery, management, and accountability of the comprehensive school counseling program • Explains and models the appropriate role of the school counselor and the organization of the school counseling program • Advocates for the appropriate use of school counselor time based on national recommendations and student needs • Finalizes the school counseling annual agreement after presentation to • and discussion with the principal and/or supervising administrator
Practices leadership in the use of interpersonal and organizational power	• Identifies sources of power and authority and formal and informal leadership • Identifies and demonstrate professional and personal qualities and skills of effective leaders • Uses leadership skills to facilitate positive change for the comprehensive school counseling program • Serves as a leader in the school and community to promote and support student success • Participates in the school improvement process to bring the school counseling perspective to the development of school goals

Section IV: ASCA-aligned Kentucky School Counselor Crosswalk and Assessments

To show direct alignment as well as appropriate measurement of the school counselor role, this section presents the following:

1. A comparison of the "Kentucky Framework of Best Practices for School Counselors" to "ASCA School Counselor Professional Standards & Competencies."
2. A comparison of "2019 Kentucky Standards of Preparation for School Counselors" to the "Kentucky Framework of Best Practices for School Counselors"
3. School Counselor Performance Rubric
4. School Counseling Program Assessment

2023 Kentucky Framework of Best Practices for School Counselors to ASCA Competencies

Elements of Ky. Framework of Best Practices for School Counselors	Components of the Kentucky Framework of Best Practices for School Counselors	ASCA Competencies /Themes	ASCA Competencies Components
Professional Identity/ Responsibility	Practice 1.1. School counselors apply developmental, learning, counseling and education theories. • Indicators a–f for the "Kentucky Framework of Best Practices for School Counselors" 1.1 is in direct alignment with ASCA Standard B-PF 1, a – f. • Systemic and environmental factors that affect human development, functioning, and behavior.	Behaviors: Professional Foundation	1. Developmental, learning, counseling, and education theories - All components contained within the framework of best practices; only additional components are listed in the framework of best practices. 2. c. Explain and/or inform the process for development of policy and procedures at the building, district, state and national levels
Professional Identity/ Responsibility	Practice 1.2 School counselors demonstrate understanding of educational systems, legal issues, policies, research, and trends in education and seek to keep up with the trends... • Indicators a–d for the "Kentucky Framework of Best Practices for School Counselors" 1.2 is in direct alignment with ASCA Standard B-PF 2, a–b, d-f, h; B- PF, a, d; and B-PF 4, d.	Behaviors: Professional Foundation	2. Demonstrate understanding of educational systems, legal issues, policies, research and trends in education - All components contained within the framework of best practices; only additional components are listed in the framework of best practices.
Professional Identity/ Responsibility	Practice 1.3. School counselors apply legal and ethical principles of the school counseling profession. • Indicators for the "Kentucky Framework of Best Practices for School Counselors" Practice 1.3 are in direct alignment with ASCA Standard B-PF 3.	Behaviors: Professional Foundation	3. Apply legal and ethical principles of the school counseling profession - All components contained within the framework of best practices; only additional components are listed in the framework of best practices.
Professional Identity/ Responsibility	Practice 1.4. School counselors use the "Kentucky Framework of Best Practices" to inform the implementation of a CSCP. • Indicators for the "Kentucky Framework of Best Practices for School Counselors" Practice 1.4 are in direct alignment with ASCA Standard B-PF 5.	Behaviors: Professional Foundation	5. Use "ASCA Mindsets and Behaviors for Student Success" *to* inform the implementation of a comprehensive school counseling program. - All components contained within the framework of best practices; only additional components are listed in the framework of best practices.
Professional Identity/ Responsibility	Practice 1.5. School counselors apply "ASCA School Counselor Professional Standards & Competencies" to carry out the relevant objectives of the CSCP mission. • Indicators for the "Kentucky Framework of Best Practices for School Counselors" Practice 1.5 are in direct alignment with ASCA Standard B-PF 4. • Self-appraisal and assessment data based on the rubrics in Section IV of this document related to "ASCA School Counselor Professional Standards & Competencies" • Use of objectives within the CSCP (1) as provided in the "Kentucky Framework of Best Practices for School Counseling," (2) that include input from all stakeholders, (3) that address student learning, and (4) that are written so they can be evaluated.	Behaviors: Professional Foundation	• 4. Apply "ASCA School Counselor Professional Standards & Competencies" - All components contained within the framework of best practices; only additional components are listed in the framework of best practices.

Elements of Ky. Framework of Best Practices for School Counselors	Components of the "Kentucky Framework of Best Practices for School Counselors"	ASCA Competencies /Themes	ASCA Competencies Components
Professional Identity/ Responsibility	Practice 1.6 School counselors demonstrate understanding of the impact of cultural, social and environmental influences on student success and opportunities. • Indicators for the "Kentucky Framework of Best Practices for School Counselors" Practice 1.6 are in direct alignment with ASCA Standard B-PF 6.	Behaviors: Professional Foundation	6. Demonstrate understanding of the impact of cultural, social and environmental influences on student success and opportunities - All components contained within the framework of best practices; only additional components are listed in the framework of best practices.
Professional Identity/ Responsibility	Practice 1.7. School counselors demonstrate advocacy in a comprehensive school counseling program. • Indicators for the "Kentucky Framework of Best Practices for School Counselors" Practice 1.7 are in direct alignment with ASCA Standard B-PF 7.	Behaviors: Professional Foundation	8. Demonstrate advocacy for a comprehensive school counseling program - All components contained within the framework of best practices: only additional components are listed in the framework of best practices.
Professional Identity/ Responsibility	Practice 1.8 School counselors create systemic change through the implementation of a CSCP. Indicators for the "Kentucky Framework of Best Practices for School Counselors" Practice 1.8 are in direct alignment with ASCA Standard B-PF 8.	Behaviors: Professional Foundation	9. Create systemic change through the implementation of a comprehensive school counseling program - All components contained within the framework of best practices. only additional components are listed in the framework of best practices.
Professional Identity/ Responsibility	Practice 1.9. School counselors demonstrate professionalism in their field and have a professional responsibility to colleagues, parents, community members and students. • School counselors display high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and the public; advocates for students when needed. School counselors participate in seminars, workshops, trainings, conferences or other activities that contribute to personal and professional growth.	Behaviors: Professional Foundation	7. b. Identify and demonstrate professional and personal qualities and skills of effective leaders 3. c. Adhere to the ethical and statutory limits of confidentiality 3. d. Fulfill legal and ethical obligations to families, teachers, administrators and other school staff 3. h. Engage in continual professional development to inform and guide ethical and legal work
Program Implementation	2.1. School counselors design and implement instruction aligned to the "ASCA Mindsets and Behaviors for Student Success" in large group, classroom, small group and individual settings Indicators for the "Kentucky Framework of Best Practices for School Counselors" Practice 2.1 are in direct alignment with ASCA Standard B-SS 1.	Behaviors: Student Services	1. Design and implement instruction aligned to the "ASCA Mindsets and Behaviors for Student Success" large group, classroom, small group and individual settings. - All components contained within the framework of best practices; only additional components are listed in the framework of best practices.
Program Implementation	2.2. School counselors create school counseling program beliefs, vision and mission statements aligned with the school and district Indicators for the "Kentucky Framework of Best Practices for School Counselors" Practice 2.2 are in direct alignment with ASCA Standard B-PA 1.	Behaviors: Planning and Assessment	1. Create school counseling program beliefs, vision and mission statements aligned with the school and district - All components contained within the framework of best practices; only additional components are listed in the framework of best practices.
Program Implementation	2.3. School counselors provide appraisal and advisement in large group, classroom, small group and individual settings and monitor student performance and progress. Indicators for the "Kentucky Framework of Best Practices for School Counselors" Practice 2.3 are in direct alignment with ASCA Standard B-SS 2.	Behaviors: Student Services	2. Provide appraisal and advisement in large group, classroom, small group and individual settings - All components contained within the framework of best practices; only additional components are listed in the framework of best practices.

Elements of Ky. Framework of Best Practices for School Counselors	Components of the "Kentucky Framework of Best Practices for School Counselors"	ASCA Competencies /Themes	ASCA Competencies Components
Program Implementation on	2.4. School counselors provide short-term counseling in small group and individual settings • Indicators a-e for the "Kentucky Framework of Best Practices for School Counselors" Practice 2.5 are in direct alignment with ASCA Standard B-SS 3 a-e. Indicators f-g for the "Kentucky Framework of Best Practices for School Counselors" Practice 2.5 are in alignment with ASCA Standard B-PF 1.c.	Behaviors: Student Services and Professional Foundation	B-SS 3. Provide short-term counseling in small group and individual settings B-PF 1. c. Use … counseling theories and techniques that are effective in a school setting to promote … career … development… - All components contained within the framework of best practices; only additional components are listed in the framework of best practices.
Program Implementation on	2.5. School counselors make referrals to appropriate school and community resources Indicators for the "Kentucky Framework of Best Practices for School Counselors" Practice 2.6 are in direct alignment with ASCA Standard B-SS 4.	Behaviors: Student Services	4. Make referrals to appropriate school and community resources - All components contained within the framework of best practices; only additional components are listed in the framework of best practices.
Program Implementation on	2.6. School counselors consult and collaborate … • Indicators a – i for the "Kentucky Framework of Best Practices for School Counselors" Practice 2.7 are in direct alignment with ASCA Standards B-SS 5 and B-SS 6. Collaborate with stakeholders to understand the signs and symptoms of substance abuse	Behaviors: Student Services	5. Consult to support student achievement and success 6. Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success 3. d. Explain the impact of adverse childhood experiences and trauma, and demonstrate techniques to support students who have experienced trauma
Program Implementation on	2.7. School counselors maintain records and submit them in a timely fashion. Indicators for the "Kentucky Framework of Best Practices for School Counselors" Practice 2.8 are in direct alignment with ASCA Standard B-PA 5.	Behaviors: Planning and Assessment	B-PA 5. Evaluate and report program results to the school community - All components contained within the framework of best practices; only • additional components are listed in the framework of best practices.
Program Implementation	2.8. School Counselors use assessment and testing to deliver effective services to students • Historical perspectives concerning the nature and meaning of assessment and testing in school counseling • Use strategies for interpreting assessment and evaluation instruments to be data-informed and to plan for interventions • Employ reliability and validity in the use of assessments • Use assessments relevant to academic/educational, career, personal and social development • Environmental assessments and systematic behavioral observations • Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	Behaviors: Professional Foundation and Student Services	PF 7. e. Apply the results of a school counseling program assessment to inform the design and implementation of the comprehensive school counseling program SS 2. Provide appraisal and advisement in large group, classroom, small group and individual settings SS 2.b. Use assessments to help students understand their abilities, values and career interests
Program Reflection and Evaluation	3.1. Identify gaps in achievement, attendance, discipline, opportunity and resources • Indicators for the "Kentucky Framework of Best Practices for School Counselors" Practice 3.1 are in direct alignment with ASCA Standard B-PA 2.	Behaviors: Planning and Assessment	2. Identify gaps in achievement, attendance, discipline, opportunity and resources - All components contained within the framework of best practices; only additional components are listed in the framework of best practices.

Elements of Ky. Framework of Best Practices for School Counselors	Components of the "Kentucky Framework of Best Practices for School Counselors"	ASCA Competencies /Themes	ASCA Competencies Components
Program Reflection and Evaluation	3.2. School counselors monitor the effectiveness of the school counseling program through reflection of practice. • Indicators for the "Kentucky Framework of Best Practices for School Counselors" Practice 3.2 are in direct alignment with ASCA Standards B-PA 3.b and B-PA 5.	Behaviors: Planning and Assessment	B-PA 5. Evaluate and report program results to the school community B-PA 3. b. Write goals in a measurable format such as the SMART goal format, and include baseline and target data within the goal statement
Program Reflection and Evaluation	3.3. School counselors use data for to CSCP • Indicators for the "Kentucky Framework of Best Practices for School Counselors" Practice 3.3 are based on ASCA Standard B-PA 3 Indicators.	Behaviors: Planning and Assessment	B-PA 3. Develop school counseling program goals based on student data
Program Reflection and Evaluation	3.4. School counselors develop … • Indicators for the "Kentucky Framework of Best Practices for School Counselors" Practice 3.4 are in direct alignment with ASCA Standard B-PA 4.	Behaviors: Planning and Assessment	B-PA 4. Develop and implement action plans aligned with program goals and student data
Program Reflection and Evaluation	3.5. School counselors evaluate and report program results to the school community. • Indicators for the "Kentucky Framework of Best Practices for School Counselors" Practice 3.5 are in direct alignment with ASCA Standard B-PA 5.	Behaviors: Planning and Assessment	B-PA 5. Evaluate and report program results to the school community
Program Reflection and Evaluation	3.6. School counselors use time … • Indicators for the "Kentucky Framework of Best Practices for School Counselors" Practice 3.6 are in direct alignment with ASCA Standard B-PA 6.	Behaviors: Planning and Assessment	B-PA 6. Use time appropriately according to national recommendations and student/school data
Program Reflection and Evaluation	3.7. School counselors establish agreement with the principal and other administrators about the comprehensive school counseling program • Indicators for the "Kentucky Framework of Best Practices for School Counselors" Practice 3.7 are in direct alignment with ASCA Standard B-PA 7.	Behaviors: Planning and Assessment	B-PA 7. Establish agreement with the principal and other administrators about the comprehensive school counseling program
Program Reflection and Evaluation	3.8. School counselors establish and convene an advisory council for the comprehensive school counseling program • Indicators the "Kentucky Framework of Best Practices for School Counselors" Practice 3.8 are in direct alignment with ASCA Standard B-PA 8.	Behaviors: Planning and Assessment	B-PE 8. Establish and convene an advisory council for the comprehensive school counseling program
Program Reflection and Evaluation	3.9. School counselors use appropriate school counselor performance appraisal process • Indicators for the "Kentucky Framework of Best Practices for School Counselors" Practice 3.9 are in direct alignment with ASCA Standard B-PA 9.	Behaviors: Planning and Assessment	B-PA 9. Use appropriate school counselor performance appraisal process
Leadership	4.1. School counselors demonstrate leadership through the development and implementation of a comprehensive school counseling program. Indicators for the "Kentucky Framework of Best Practices for School Counselors" Practice 4.1 are in direct alignment with ASCA Standard B-PF 7 and B-PF 1.f.	Behaviors: Professional Foundation	B-PF 7. Demonstrate leadership through the development and implementation of a comprehensive school counseling program B-PF 1. f. Communicate the vision and mission of the school counseling program to administrators, teachers, other school staff and stakeholders

Elements of Ky. Framework of Best Practices for School Counselors	Components of the "Kentucky Framework of Best Practices for School Counselors"	ASCA Competencies Themes	ASCA Competencies Components
Leadership	4.2 School counselors take leadership in promoting a school environment that is inclusive of, responsive to and safe for its diverse members. Indicators for the "Kentucky Framework of Best Practices for School Counselors" Practice 2 are in direct alignment with ASCA Standard B-PF 6 and B-SS 6.a.	Behaviors: Professional Foundation and Student Services	B-PF 6. Demonstrate understanding of the impact of cultural, social and environmental influences on student success and opportunities communications, traditions, values and other traits among students B-SS 6. a. Partner with others to advocate for student achievement and educational equity and opportunities
Leadership	4.3. School counselors advocate on behalf of all students and visible/accessible to all students, staff, families and community members. • Identify factors that enhance and impede students' academic, career and social/emotional development. • Champion for the resources needed to support all students' needs, as well promote the career and social/emotional development. School counselors advocate for various populations of students, using strategies to ensure equity of opportunities for all students.	Behaviors	B-SS 6. a. Partner with others to advocate for student achievement and educational equity and opportunities B-PA 2. a. Collect and analyze data to identify areas of success or gaps between and among different groups of students B-PA 4. e. Identify appropriate resources needed to implement action plans B-PF 8. a. Model school counselor advocacy competencies to promote school counseling program development and student success
Leadership	4.4. School counselors advocate for their profession and the role that they play in fostering student success and well-being. Communicate the valuable role of the school counseling program to the mission of the school and the success of its students.	Behaviors: Professional Foundation	B-PF 8. a. Model school counselor advocacy competencies to promote school counseling program development and student success B-PF 7. g. Define the role of the school counselor and the school counseling program in the school crisis plan
Leadership	4.5. School counselors demonstrate leadership in the use of interpersonal and organizational power. • Align the mission and goals of the school counseling program to the school's mission and goals as well as school counselor responsibilities. Partner with staff, parents, businesses and community organizations to support student achievement for all students.	Behaviors: Professional Foundation and Student Services	B-PF 7. c. Apply a model of leadership to a CSCP. B-PE 1. e. Create a school counseling mission statement aligned with school, district and state missions B-SS 6. a. Partner with others to advocate for student achievement and educational equity and opportunities
Leadership	4.6 School counselors demonstrate leadership through the participation in a professional community. • Participate in school and district events and projects, maintaining a positive and productive relationship with colleagues and stakeholders. Engage in professional development related to the needs of their school, students and counseling program.	Behaviors: Professional Foundation and Planning/ Assessment	B-PF 7. i. Participate in the school improvement process to bring the school counseling perspective to the development of school goals. B-PA 6. f. Identify, evaluate and participate in fair-share responsibilities B-PF 3. h. Engage in continual professional development to inform and guide ethical and legal work

School Counselor Self-Assessment

Practice 1: Professional Identity/Responsibility

Measure	Need for Improvement	Developing	Accomplished	Exemplary
Applying developmental, learning, counseling, and education theories	School counselor demonstrates little understanding of counseling theory and techniques.	School counselor demonstrates basic understanding of counseling theory and techniques.	School counselor demonstrates understanding of counseling theory and techniques.	School counselor demonstrates deep and thorough understanding of counseling theory and techniques.
Keeping up with the trends through ongoing, relevant and high-quality professional learning and growth.	School counselor does not participate in professional development.	School counselor's participation in professional development activities is limited to those that are convenient or are required.	School counselor participates in professional development that supports the comprehensive school counseling program.	School counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
Applying legal and ethical principles of the school counseling profession	The school counselor does not adhere to the ethical standards for school counselors nor the relevant federal, state and local codes and policies.	The school counselor has limited adherence to ethical standards for school counselors and all relevant federal, state and local codes and policies	The school counselor adheres to relevant ethical standards for school counselors and all relevant federal, state and local codes and policies.	The school counselor adheres to relevant ethical standards for school counselors and all relevant codes and policies, helps colleagues access, interpret codes and policies, and understand implications.
Applying ASCA School Counselor Professional Standards & Competencies	The school counselor does not apply ASCA's professional standards and competencies.	The school counselor has limited adherence to ASCA's professional standards and competencies.	The school counselor adheres to ASCA's professional standards and competencies.	The school counselor models ASCA's professional standards and competencies for others.
Using the Kentucky Framework of Best Practices and the ASCA National Model to inform the implementation of a comprehensive school counseling program	The school counselor does not use the "**Kentucky Framework of Best Practices" and the "ASCA National Model"** to inform implementation of a comprehensive school counseling program.	The school counselor partially uses the "**Kentucky Framework of Best Practices" and the "ASCA National Model"** to inform implementation of a comprehensive school counseling program.	The school counselor uses the "**Kentucky Framework of Best Practices" and the "ASCA National Model"** to inform implementation of a comprehensive school counseling program.	The school counselor models use of "**Kentucky Framework of Best Practices" and the ASCA National Model"** to inform implementation of a comprehensive school counseling program.
Understanding the impact of cultural, social and environmental influences on student success and opportunities	The school counselor does not understand the impact of cultural, social and environmental influences on student success and opportunities within the school.	The school counselor partially understands the impact of cultural, social and environmental influences on student success and opportunities within the school.	The school counselor understands the impact of cultural, social and environmental influences on student success and opportunities within the school.	The school counselor implements actions to impact cultural, social and environmental influences on student success and opportunities within the school.
Demonstrating advocacy in the components within a comprehensive school counseling program	The school counselor does not demonstrate advocacy in the components within a comprehensive school counseling program.	The school counselor speaks to advocacy in the components but does not carry advocacy out in actions.	The school counselor demonstrates advocacy in the components within the comprehensive school counseling program in both words and actions.	The school counselor not only demonstrates advocacy in the components within the comprehensive school counseling program, but also leads in the transition of the school counselor role.
Creating systemic change through the implementation of a comprehensive school counseling program	The school counselor cannot articulate components of a comprehensive school counseling program.	The school counselor articulates all components of a comprehensive school counseling program.	The school counselor articulates all components of a comprehensive school counseling program, reflects on future program needs and works to design a plan of implementation.	The school counselor implements all components of a comprehensive school counseling program and frequently reflects on future program development.

Measure	Need for Improvement	Developing	Accomplished	Exemplary
Demonstrating professionalism	School counselor displays dishonesty in interactions with colleagues, students and the public. Counselor violates the principles of confidentiality.	School counselor is honest in interactions with colleagues, students, and the public. Counselor does not violate confidentiality.	School counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and the public. Counselor advocates for students.	School 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.

Practice 2: Program Implementation

Measure	Need for Improvement	Developing	Accomplished	Exemplary
Designing and implementing instruction aligned to the _Kentucky Framework of Best Practices for School Counseling_ in large groups/classrooms, small groups and individual settings	The school counselor lacks knowledge of the "Kentucky Framework of Best Practices for School Counselors"/or does not deliver counseling services to support students academically, socially/emotionally, and in career/goal setting.	The school counselor uses knowledge of the "Kentucky Framework of Best Practices" _for School Counselors_ to deliver counseling services inconsistently or ineffectively to students in the areas of academic, social/emotional and career/goal setting.	The school counselor uses knowledge of the "Kentucky Framework of Best Practices for School Counselors" to deliver counseling services effectively to students in the areas of academic, social/emotional and career/goal setting; the counselor makes adjustments as needed.	The school counselor uses knowledge of the "Kentucky Framework of Best Practices for School Counselors" to deliver counseling services effectively to students in all domains; the counselor adjusts as needed and works in collaboration with all stakeholders.
Creating school counseling program beliefs, vision and mission statements aligned with the school and district	The school counselor does not create program beliefs, vision and mission statements	The school counselor creates some program beliefs, vision and mission statements but they are not aligned with the school and the district.	The school counselor creates program beliefs, vision, and mission statements that are aligned with the school and district.	The school counselor creates program beliefs, vision, and mission statements that are aligned with the school and district. The comprehensive school counseling components are constructed from these.
Providing appraisal & advisement in large group, classroom, small group and individual settings and monitoring student performance and progress.	The school counselor does not collect data nor demonstrate a positive change in students' knowledge, behavior or skills for post-secondary opportunities	The school counselor collects data but cannot demonstrate a positive change in students' knowledge, behavior or skills for post-secondary opportunities.	The school counselor collects data and clearly demonstrates a positive change in students' knowledge, behavior or skills for post-secondary opportunities.	The school counselor collects data and clearly demonstrates a positive change in students' knowledge, behavior or skills for post-secondary opportunities with in-depth insight.
Providing short-term counseling in small group and individual settings	The school counselor does not provide short-term counseling in small group and/or individual settings	The school counselor inconsistently and ineffectively provides short-term counseling in small group and individual settings	The school counselor provides short-term counseling in small group and individual settings on an as needed basis	The school counselor provides short-term counseling in small group and individual settings, delivering effective, comprehensive services
Making referrals to appropriate schools and community resources	The school counselor does not make referrals to any outside agencies or community resources to support or promote student success.	The school counselor only makes referrals upon request and attempts to coordinate community resources but has limited success.	The school counselor makes referrals and connections on behalf of guardians to outside agencies and coordinates community resources.	The school counselor makes referrals and connections to outside agencies on behalf of guardians and follows up, maintains confidentiality and coordinates community resources to support and promote student success.

Measure	Need for Improvement	Developing	Accomplished	Exemplary
Collaborating and consulting with families, teachers, administrators, other school staff and education stakeholders for student achievement and success	School counselor provides no information to families, either about the counseling program as a whole or about the individual students.	School counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	School counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	School counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.
Maintaining records and submitting them in a timely fashion.	School counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	School counselor's reports, records, and documentation are generally accurate but are occasionally late.	School counselor's reports, records, and documentation are accurate and are submitted in a timely manner.	School counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.
Using assessment and testing to deliver effective services to students	The school counselor does not use assessment and testing to deliver effective services to students	The school counselor inconsistently and ineffectively uses assessment and testing to deliver effective services to students	The school counselor uses assessment and testing to deliver effective services to students	The school counselor uses assessment and testing to deliver services to students, delivering effective, comprehensive services

Practice 3: Program Reflection and Evaluation

Measure	Need for Improvement	Developing	Accomplished	Exemplary
Identifying gaps in attendance, discipline, opportunity and resources	The school counselor does not identify gaps in attendance, discipline, opportunity and resources.	The school counselor incompletely identifies gaps in attendance, discipline, opportunity, and resources.	The school counselor identifies gaps in attendance, discipline, opportunity and resources.	The school counselor identifies gaps in attendance, discipline, opportunity and resources as well as acts on that identification.
Reflecting on practice	The school counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	The school counselor's reflection on practice is a moderately accurate and objective description without citing specific examples and with only global suggestions as to how it might be improved.	The school counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics and suggestions to improve counselor program.	The school counselor's reflection is highly accurate and perceptive, citing specific examples that were fully successful for students. Counselor draws on an extensive repertoire to suggest alternative strategies.

Measure	Need for Improvement	Developing	Accomplished	Exemplary
Using data to recommend changes and adjustments to the comprehensive school counseling program, specific practices and/or school policies and procedures to foster student success	The school counselor does not use data to recommend changes and adjustments to the comprehensive school counseling program, practices and/or school policies and procedures to foster student success.	The school counselor uses partial data to recommend incomplete changes/ adjustments to the comprehensive school counseling program, practices and/or school policies and procedures to foster student success.	The school counselor uses data to recommend changes and adjustments to the comprehensive school counseling program, specific practices and/ or school policies and procedures to foster student success.	The school counselor uses a variety of data points to recommend innovative changes/ adjustments to the comprehensive school counseling program, specific practices and/or school policies and procedures to foster student success.
Developing and implementing action plans aligned with program goals and student data	The school counselor does not develop and/or implement action plans aligned with program goals and student data.	The school counselor develops but does not fully implement action plans aligned with program goals and student data.	The school counselor develops and implements action plans aligned with program goals and student data.	The school counselor develops and implements innovative action plans copiously aligned with a variety of program goals and student data.
Evaluating and reporting program results to the school community	The school counselor does not evaluate and/or report program results to the school community.	The school counselor evaluates but does not report program results to the school community.	The school counselor evaluates and reports program results to the school community.	The school counselor evaluates and reports program results to the school community resourcefully and creatively
Using time appropriately according to national recommendations and student/school data	The school counselor does not use time appropriately according to national recommendations and student/school data.	The school counselor partially uses time appropriately according to national recommendations and student/school data.	The school counselor uses time appropriately according to national recommendations and student/school data.	The school counselor uses time appropriately according to national recommendations and student/school data as well as advocating for the use of appropriate for all counselors.
Establishing agreement(s) with the principal and other administrators about the comprehensive school counseling program	The school counselor does not establish agreement(s) with the principal and other administrators about the comprehensive school counseling program.	The school counselor establishes incomplete agreement with the principal, but does not follow through with other administrators.	The school counselor establishes agreement(s) with the principal and other administrators about the comprehensive school counseling program.	The school counselor establishes inventive agreement(s) with the principal and other administrators about the comprehensive school counseling program.
Establishing and convening an advisory council for the comprehensive school counseling program.	The school counselor does not establish or convene an advisory council for the comprehensive school counseling program.	The school counselor establishes an advisory council for the comprehensive school counseling program but does not regularly convene the advisory council.	The school counselor establishes and convenes an advisory council for the comprehensive school counseling program.	The school counselor establishes a model advisory council and timely convenes the advisory council for the comprehensive school counseling program.
Using appropriate school counselor performance appraisal process	The school counselor does not use an appropriate school counselor performance appraisal process	The school counselor partially uses an appropriate school counselor performance appraisal process.	The school counselor uses an appropriate school counselor performance appraisal process.	The school counselor innovatively uses an appropriate school counselor performance appraisal process.

Practice 4: Leadership/Advocacy

Measure	Need for Improvement	Developing	Accomplished	Exemplary
Serving as leaders	The school counselor does not attempt to establish professional relationships within the school through communication, teamwork and collaboration.	The school counselor attempts to establish professional relationships within the school through communication, teamwork and collaboration with limited success.	The school counselor establishes and maintains professional relationships within and outside of the school through communication, teamwork and collaboration.	The school counselor establishes and strengthens strategic professional relationships within and outside of the school through communication, teamwork and collaboration.
Taking leadership in promoting a school environment that is inclusive of, responsive to and safe for its diverse members.	The school counselor does not advocate for nor responds to the needs of diverse populations.	The school counselor attempts to respond to the needs of diverse populations and has demonstrated progress in promoting an inclusive, responsive and safe school environment for its diverse members.	The school counselor effectively advocates for and responds to the needs of diverse populations, resulting in a positive impact on practices that promotes an inclusive, responsive and safe school environment for its diverse members.	The school counselor effectively advocates for practices within and outside the school community and proactively addresses changing needs of diverse populations, resulting in a positive impact that promotes an inclusive, responsive and sage school environment for its diverse members.
Advocating on behalf of all students.	The school counselor is unable to identify community, environmental and institutional factors that enhance or impede development and does not advocate for equity of opportunity for all students.	The school counselor identifies community, environmental and institutional factors that enhance or impede development but does not advocate for equity of opportunity for all students.	The school counselor identifies community, environmental and institutional factors that enhance or impede development and advocates for equity of opportunity for all students.	The school counselor identifies community, environmental and institutional factors that enhance or impede development and collaborates with stakeholders to advocate for programs, policies and practices that ensure equity of opportunity for all students.
Advocating for their profession and the role that school counselors play in fostering student success and well-being.	The school counselor does not promote the program or the role of the school counselor in achieving the school's mission and student success.	The school counselor occasionally promotes the program and is beginning to articulate the role of the school counselor in achieving the school's mission and student success.	The school counselor effectively and consistently promotes the program and articulates the role of the school counselor in achieving the school's mission and student success.	The school counselor effectively and consistently promotes the program and articulates the role of the school counselor in achieving the school's mission and student success and contributes to the advancement of the school counseling profession.
Demonstrating leadership in the use of interpersonal and organizational power.	The school counselor does not demonstrate leadership in the use of interpersonal and organizational power.	The school counselor partially demonstrates leadership in the use of interpersonal and organizational power.	The school counselor demonstrates leadership in the use of interpersonal and organizational power.	The school counselor models leadership in the use of interpersonal and organizational power.

Measure	Need for Improvement	Developing	Accomplished	Exemplary
Demonstrating leadership through participation in a professional community.	The school counselor's relationships with staff members and other counselors are negative or self- serving and avoids being involved in school and events and projects.	The school counselor's relationships with staff members and other counselors are cordial, and counselor participates in school and district events and projects when specifically requested.	School counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	School counselor makes a substantial effort to attend school and district events and assumes leadership with colleagues.

School Counseling Program Assessment

DESIGN				
Criteria	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**
Beliefs				
a. Indicates an agreed-upon belief system about the ability of all students to achieve				
b. Addresses how the school counseling program meets student developmental needs				
c. Addresses the school counselor's role as an advocate for every student				
d. Identifies persons to be involved in the planning, managing, delivery and evaluation of school counseling program activities				
e. Includes how data informs program decisions				
f. Includes how ethical standards guide the work of school counselors				
Vision Statement				
a. Describes a future where school counseling goals and strategies are being successfully achieved				
b. Outlines a rich and textual picture of what success looks like and feels like				
c. Is bold and inspiring				
d. States best possible student outcomes				
e. Is believable and achievable				
Mission Statement				
a. Aligns with the school's mission statement and may show linkages to district and state department of education mission statements				
b. Written with students as the primary focus				
c. Advocates for equity, access, and success of every student				
d. Indicates the long-range results desired for all students				
Program Goals				
a. Promote achievement, attendance and/or behavior				
b. Are based on school data				
c. Address schoolwide data, policies, and practices to address closing-the-opportunity gap issues				
d. Address academic, career and/or personal/social development				
ASCA Mindsets and Behaviors				
a. Standards are identified and align with program mission and goals				
b. Standards and competencies selected from other standards (state/district, 21st Century, Character Ed, etc.) align with ASCA Mindsets and Behaviors, program mission and goals as appropriate				
School Counselor Professional Competencies and Ethical Standards				
a. ASCA School Counselor Competencies have been reviewed				
b. ASCA Ethical Standards for School Counselors have been reviewed				
MANAGE				
Criteria	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**
School counselor competencies assessment has been completed				
School counseling program assessment has been completed				
Use-of-Time Assessment				
a. Use-of-time assessment completed twice a year				
b. Direct and indirect services account for 80 percent of time or more				
c. Program management and school support activities account for 20 percent of time or less				
Annual Agreement				
a. Created and signed by the school counselor and supervising administrator within first two months of school				
b. One agreement per school counselor				
c. Provides rationale for use of time based on data and goals				
d. Reflects school counseling program mission and program goals				
e. Lists school counselor roles and responsibilities				
f. Identifies areas for school counselor professional development				
Advisory Council				
a. Membership includes administrator and representatives of school and community stakeholders				

Criteria				
b. Meets at least twice a year and maintains agenda and minutes				
c. Advises on school counseling program goals; reviews program results and makes recommendations				
d. Advocates and engages in public relations for the school counseling program				
e. Advocates for school counseling program funding and resources				
Use of Data				
a. School data profile completed, tracking achievement, attendance and behavior data				
b. School data inform program goals				
c. School counseling program data (process, perception, outcome) are collected and reviewed and inform program decisions				
d. Organizes and shares data/results in a user-friendly format (e.g., charts)				
Action Plans (Curriculum, Small Group and Closing the Opportunity Gap)				
a. Data are used to develop curriculum, small group and closing-the-opportunity gap action plans using action plan templates				
b. Action plans are consistent with the program goals and competencies				
c. Projected results (process, perception and outcome) data have been identified				
d. Projected outcome data are stated in terms of what the student will demonstrate				
Curriculum Lesson Plan				
Curriculum lesson plan templates are used to develop and implement classroom activities				
Calendars (Annual and Weekly)				
a. Indicate activities of a comprehensive school counseling program				
b. Reflect program goals and activities of school counseling curriculum, small group and closing-the-opportunity gap action plans				
c. Are published and distributed to appropriate persons				
d. Indicate fair-share responsibilities				
e. Weekly calendar aligns with planned use of time in the annual agreement				

DELIVER				
Criteria	Ineffective	Developing	Accomplished	Exemplary
Direct student services are provided (Strategies to include instruction, group activities, appraisal, advisement, counseling and crisis response)				
a. Deliver school counseling curriculum lessons to classroom and large groups				
b. Provide appraisal and advisement to assist all students with academic, career and personal/social planning				
c. Provide individual and/or group counseling to identified students with identified concerns or needs				
Indirect student services are provided to identified students (Strategies to include referrals, consultation, collaboration)				
Direct and indirect service provision amounts to 80% or more of the school counselor's time				

ASSESS				
Criteria	Ineffective	Developing	Accomplished	Exemplary
Data Tracking				
a. School data profile is analyzed and implications for results over time are considered				
b. Use-of-time assessment is analyzed, and implications are considered				
Program Results (Process, Perception and Outcome Data)				
a. Curriculum results report is analyzed, and implications are considered				
b. Small group results reports are analyzed, and implications are considered				
c. Closing-the-opportunity gap results reports are analyzed, and implications are considered				
d. Program results are shared with stakeholders				
Evaluation and Improvement				
a. School counselor competencies assessment informs self-improvement and professional development				
b. School counseling program assessment informs program improvement				
c. School counselor performance appraisal is conducted and informs improvement				
d. Program goal results are analyzed, and implications considered				

Section V: Sample Job Description

*This document is an exemplar provided by the Kentucky Department of Education for districts considering adopting or adapting their current job description. By no means should this document be considered a requirement or mandate from the Kentucky Department of Education to school districts.

Job Title: School Counselor

Scope of Responsibilities:
The job functions of a Kentucky school counselor include maintaining a professional identity, supporting all K-12 students in their social/emotional, academic and career development, and being an active school leader who is reflective about his/her comprehensive school counseling program. The school counselor will provide data-informed, universal and targeted learning experiences to develop the whole child in a diverse society.

District and School Priority Alignment
School counselors will align actions to the mission and vision of the district and his/her school.

A school counselor exemplifies a professional identity by:
- Using human development theories to have an impact on developmental issues affecting student success.
- Using learning theory to support student achievement and success, including students with diverse learning needs.
- Using established and emerging evidence-based counseling theories and techniques that are effective in a school setting to promote academic, career and social/emotional development.
- Using career development theories and align them with career and technical education, when possible, to promote and support postsecondary planning.
- Using the principles of multi-tiered systems of support within the context of comprehensive school counseling program to provide instruction and interventions matched to student need.
- Using systemic and environmental factors that affect human development, functioning and behavior.
- Applying legal and ethical principles of the school counseling professional identity
- Following "Kentucky Educator Ethics" to demonstrate high standards of integrity, leadership and professionalism.
- Following the legal aspects of the role of the school counselor.
- Adhering to the unique legal and ethical principles of working with minor students in a school setting.
- Adhering to the ethical and statutory limits of confidentiality.
- Consulting with other education, counseling and legal professionals as needed when ethical and legal questions arise.
- Conducting and analyzing self-appraisal and assessment data based on the rubrics in Section IV of the "Kentucky Framework of Best Practices for School Counselors"
- Collaborating with administrators, teachers and other staff in the school and district to ensure culturally responsive curricula and student-centered instruction

A school counselor is an active school leader who is reflective about his/her program by:
- Identifying factors that enhance and impede students' academic, career and social/emotional development
- Focusing on the academic, career (through the Individual Learning Plan), and personal/social development of all students, delivering culturally appropriate direct and indirect services
- Developing measurable outcomes for school counseling activities, interventions, and experiences.
- Collaborating to create ongoing, regular assessments to measure the effectiveness of the school counseling program including pre and post assessments, needs assessments and the TELL Survey (along with other school or district surveys).
- Articulating the distinction between direct and indirect student services and advocate for a school counseling program free of non-school counseling assignments.
- Assessing use of time in direct and indirect student services and program management and school support to determine how much time is spent on each school counseling program component.
- Demonstrating effective management and vision of the comprehensive school counselor program and collaboration with all stakeholders
- Providing equitable practices that embrace the diversity of the school community
- Contributing to a caring, positive school culture

A school counselor incorporates a comprehensive school counseling program by:
- Using student, school and district data to identify achievement, attendance, and discipline issues to be addressed through instruction.
- Evaluating cultural and social trends when developing and choosing curricula for school counseling lessons.
- Identifying appropriate evidence-based curricula aligned to "ASCA's Mindsets and Behaviors for Student Success."
- Conducting assessments of student needs to contribute to program planning.
- Maintaining a list of current referral resources, consistent with school and district policies, for students, staff, and families to effectively address academic, career and social/emotional issues.
- Using personal reflection, consultation, and supervision to promote professional growth and development
- Using objectives within their school's comprehensive school counseling program that reflect current knowledge and skills
- Using school counseling professional "ASCA School Counselor Professional Standards & Competencies" and "ASCA's Mindsets & Behaviors for Student Success"
- Using data to inform student outcome goals, action plans and lesson plans
- Reaching agreement with administrator on school counseling program priorities and activities
- Adhering to state and national recommendations for use of time
- Leading school counseling advisory council
- Providing direct and indirect student services to promote student achievement, career development and social emotional development
- Assessing student and program results to inform school counseling program implementation and enhancement

Minimum Qualifications:
Master's Degree in School Counseling
Certification in School Counseling by the Kentucky Department of Education

Desirable Qualifications
Successful experience in schools
Knowledge of School Counselors
Professional Identity
Knowledge of individual and group counseling techniques, specifically group dynamics
Demonstrated communication skills
Demonstrated technology skills

Physical Demands
Wide range of physical movement, including bending, squatting, reaching, with the ability to lift, carry, push or pull light weights as well as use of hands for simple grasping and fine manipulations
Use of speech, vision, hearing
Sitting or standing for extended periods of time
Indoor and outdoor activity

# Section VI: Kentucky Comprehensive School Counseling Template

Creating a comprehensive school counseling program is a step-by-step process that demonstrates and exemplifies how school counselors are serving students by both national and state recommendations. In collaboration with the American School Counselor Association, this implementation template was designed as a guide to understand this process using an annual timeline to define, manage, deliver, and assess the school counseling program.

1. **Define Your School Counseling Program and Yourself**
   a. Kentucky Framework of Best Practices for School Counselors
   b. ASCA Counselor Ethical Standards
   c. ASCA Professional Standards
   d. ASCA Student Standards: Mindsets and Behaviors for Student Success

2. **Analyze School Data - What data drives your school counseling program?**
   a. Data resources
      i. Equity Dashboard
      ii. **A**ttendance, **B**ehavior, **C**ourse Passing
      iii. Comprehensive School Improvement Plan and Comprehensive District Improvement Plan
   b. Needs Assessments (Stakeholder Voice)
      i. Students
      ii. Staff
      iii. Families
   c. Analysis
      i. School Data Summary
         1. Strengths?
         2. Areas for growth?
         3. Patterns?
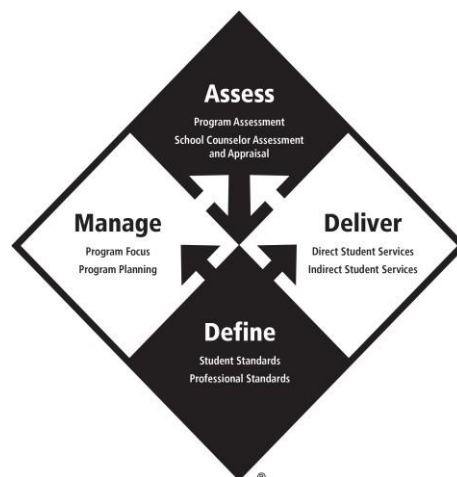
3. **Manage Your School Counseling Program**
   a. Program Focus - connect to school/district values
      i. Beliefs
      ii. Vision
      iii. Mission
   b. Program Planning - What measurable impact will you include within your program?
      i. Administrative Conference (Annual Agreement)
         1. Sample
      ii. Student Outcome Goals
         1. ASCA Student Learning Objectives
         2. SMART Goal
         3. Sample
      iii. Action Plans
         1. Classroom and Group
         2. Closing-the-gap
            a. 3 Types of Data to Consider
               i. Participation (anticipated/actual results)
               ii. Mindsets and Behaviors (pre/post)
               iii. Outcome Data (baseline/results)
            b. Complete the following portions of the document:
               i. School name
               ii. Annual Student Outcome Goal (Program Planning step ii.)
   iii. Two ASCA Student Standards and Mindsets and Behaviors Pre/Post

Assessment Statements
- iv. Interventions that support student outcome goal (direct and indirect)
- v. Systemic focus and 1-2 strategies that influence the systemic change
- vi. Baseline Data, Pre-Assessment Data, Outcome Data Plan
- iv. Lesson Plan (use with large and small group instruction)
  1. Small Group Sample
  2. Lesson Plan (Recognized ASCA Model Program Approved)
- v. Calendars
  1. Annual
  2. Weekly
- vi. Advisory Council
  1. Agenda
  2. Minutes

4. **Deliver Your School Counseling Services**
   a. Recommended Use of Time (60% Direct/20% Indirect/20% Other) *Senate Bill 102: KRS 158.4416*
   b. Use of Time Resources
      i. Submitting Use of Time Annually to KDE
      ii. ASCA 5 Day Calculator
      iii. Appropriate vs. Inappropriate Duties
   c. Multi-Tiered System of Support Model for School Counseling (academic, college/career, social/emotional)
      i. Direct Services
         1. Instruction
            a. ALL - Large Group and Classroom
            b. SOME - Small Group and Individual
            c. Focused on "ASCA Student Standards: Mindsets & Behaviors for Student Success"
         2. Appraisal and Advisement
            a. Analyze and assess students' abilities, interests, skills and achievement
            b. Make recommendations based on tests, inventories and other data
         3. Counseling
            a. Proactive: Check-in's
            b. Crisis situations (during and after)
            c. Responsive: Short-term
      ii. Indirect Services
         1. Collaboration - What stakeholder groups are you collaborating and/or leading within your school? District? Region? State? Nation?
         2. Consultation - What is your expertise when discussing information, opinions, and recommendations to other individuals who support the student or are seeking information about the student?
         3. Referrals - What referrals do you make on behalf of students for academic, college/career readiness, and social-emotional needs?
   d. Reporting Results - Impact of School Counseling
      i. Newsletters
      ii. Social Media
      iii. Sharing during faculty meetings, professional learning communities, etc.…
5. **Assess Your School Counseling Program and Yourself as a School Counselor**
   a. Kentucky Framework Program Assessment (pg. 55)
      i. Classroom and Small Group Results
      ii. Closing the Gap Results
         1. Complete the following sections from this document that was started during the Program Planning - Action Plan step 2.
   b. Kentucky Framework Counselor Assessment (pg. 49)
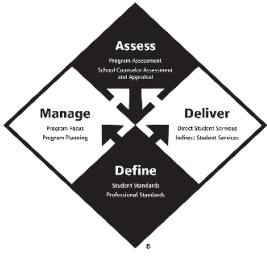
Kentucky School Counseling Multi-Tiered System of Supports Implementation Model

Kentucky Multi-Tiered System of Supports (KyMTSS) is a multi-level prevention system to support student achievement and social-emotional behavioral competencies through an integration of differentiated core instruction, assessment and intervention. The framework aligns with research that demonstrates the interconnectedness of academic, behavioral and social-emotional skills (Kentucky Department of Education, n.d.). For example, The American School Counselor Association's position statement maintains, "*School counselors are stakeholders in the development and implementation of multi-tiered system of supports (MTSS), including, but not limited to, response to intervention and responsive positive behavioral interventions and supports. School counselors align their work with MTSS through the implementation of a school counseling program designed to affect student development in the academic (achievement), career (career exploration and development) and social/emotional (behavior) domains.*" Kentucky uses a three-tiered delivery model for instruction, assessment, intervention and support. Tier 1 provides universal instruction and support for all students. Tier 2 provides targeted support for students who need additional interventions in addition to Tier 1. Students generally receive Tier 2 support in a small group setting. Tier 3 provides intensive, individualized support for students. Typically, Tier 3 support is a one-on-one session between a counselor and a student or provided by an outside service provider. KyMTSS promotes the integration of systems-level approaches and state/district/school initiatives under one comprehensive framework to use resources while focusing more efficiently on improving outcomes for every student. In this layered delivery model, students receive the instruction and support needed in a timely manner. Allowing for a more effective, efficient, equitable and sustainable use of resources.

Response to Intervention (RTI) and Positive Behavior Interventions and Supports (PBIS) are examples of multi-tiered systems that are integrated under the overarching framework of KyMTSS. Additionally, integrated school-based mental health, social-emotional learning, trauma-informed schools, resiliency practices and bully-free schools are also examples of initiatives that are supported under the KyMTSS comprehensive framework. The framework provides seamless support using integrated teams, data and practices. Utilizing a single, cohesive framework reduces initiative overload. An organized system of support ensures that all students receive high-quality instruction and interventions that are delivered based on need, monitored for progress, and adjustments made based on the effectiveness through data-analysis.

The Kentucky Framework of Best Practices for School Counselors practice element 1.1, (f), states, "*School counselors use the principles of multi-tiered systems of support within the context of a comprehensive school counseling program to provide instruction and interventions matched to student need.*" According to Kentucky regulation KRS 158.4416, Section 3 (c) states, "*Each school counselor or school-based mental health services provider…shall provide training, guidance and assistance…utilizing interventions and strategies to support the learning needs of students.*" The school counselor is an integral member of the MTSS Team serving as a consultant, collaborator and advocate. Additionally, the school counselor facilitates the tiered delivery process of the Comprehensive School Counseling Program within the school and district. Both roles are essential for the success of meeting the academic, social-emotional, behavioral, and college and career readiness for all students.

KYMTSS 6 Essential Elements, KY School Counselor Practice Elements, and ASCA National Model Components Crosswalk		
6 Essential Elements of KYMTSS	**Kentucky Framework of Best Practices for School Counselors Practice Elements**	**ASCA Comprehensive Model**
Equitable Access and Opportunity	**1.6 School counselors demonstrate understanding of the impact of cultural, social and environmental influences on student success and opportunities.** **1.7 School counselors demonstrate advocacy in a comprehensive school counseling program.** **4.2 School counselors take leadership in promoting a school environment that is inclusive of, responsive to and safe for its diverse members.** **4.3 School counselors advocate on behalf of all students.**	MANAGE AND DELIVER
Tiered Delivery System with a Continuum of Supports	**2.3 School counselors provide appraisal and advisement in large group, classroom, small group and individual settings and monitor student performance and progress. (Tier 1, 2 and 3)** **2.4 School counselors provide short- term counseling in small group and individual settings. (Tier 2)** **2.5 School counselors make referrals to appropriate school and community resources. (Tier 2 and 3)** **2.6 School counselors consult and collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success. (Tier 1, 2 and 3)** **2.8 School Counselors use assessment and testing to deliver effective services to students. (Tier 1, 2 and 3)**	DEFINE AND DELIVER
Collaborative Problem-Solving Teams	**1.9 School counselors demonstrate professionalism in their field and have a professional responsibility to colleagues, parents, community members and students.** **3.4 School counselors develop and implement action plans aligned with program goals and student data. (Tier 1, 2 and 3)** **4.1 School counselors demonstrate leadership through the development and implementation of a comprehensive school counseling program.** **4.6 School counselors demonstrate leadership through their participation in a professional community.**	DELIVER AND ASSESS
Data-Based Decision-Making with Comprehensive Screening & Assessment	**3.1 School counselors identify areas for improvement in attendance, discipline, opportunity and resources. (Tier 1, 2 and 3)** **3.3 School counselors use data to recommend changes and adjustments to the comprehensive school counseling program, specific practices and/or school policies and procedures to foster student success. (Tier 1, 2 and 3)** **3.4 School counselors develop and implement action plans aligned with program goals and student data. (Tier 1, 2 and 3)**	MANAGE AND ASSESS
Evidence-Based Instruction, Intervention and Supports	**1.1 School counselors apply developmental, learning, counseling and education theories.** **2.1 School counselors design and implement instruction aligned to the "Kentucky Framework of Best Practices for School Counselors" in large group, classroom, small group and individual settings for all students.**	DEFINE AND DELIVER
Family, School, and Community Partnerships	**3.5 School counselors evaluate and report program results to the school community.** **3.8 School counselors establish and convene an advisory council for the comprehensive school counseling program.** **4.6 School counselors demonstrate leadership through their participation in a professional community.**	MANAGE AND ASSESS

Comprehensive School Counseling Multi-Tiered System of Supports

Tier 3 - Intensive, Equity-driven Direct and Indirect Services for FEW (1-5% of students receive services)

- Consult and collaborate with community-based mental health providers, academic agencies, and families for safety plans, back-to-school transition meetings, and tutoring.
- Student-driven, short-term individual counseling
- Threat and Risk Assessments
- Crisis Management
- Consult and collaborate with staff for Brief Functional Behavior Assessments for Individualized Behavior Plans

Tier 2 - Supplemental Equity-driven Direct and Indirect for some (10-15% of students receive services)

Tier 2 Academic	Tier 2 College and Career Readiness	Tier 2 Social Emotional Learning
• Data and Student-driven Small Groups and Individual Counseling (work skills) • Appraisal and Advisement • Credit Recovery • Individual Learning Plan • Consult and collaborate with staff, families and admin.	• Data and student-driven individual counseling and small groups (adapting to new situations, self-awareness) • Collaborate with community and business mentors, staff, families • Appraisal and Advisement • Critical team member/leader problem solving teams (professional learning communities, child study teams, etc.)	• Data and Student-driven Small Groups and Individual Counseling (CASEL Domains) • Social and emotional learning (SEL)-Driven and behavioral Interventions • Peer Mediation • Restorative Practices • Appraisal and Advisement

Tier 1 - Equity-driven Direct and Indirect Prevention ALL students (75-85% success rate)

Tier 1 Academic	Tier 1 College and Career Readiness	Tier 1 Social Emotional Learning
• Large Group Instruction • Family trainings (grade level expectations) • Consult and collaborate with stakeholders (staff and admin) • Schoolwide initiatives positively encouraging academic achievement • Individual Learning Plan • Universal assessments and the use of data • Student appraisal and advisement	• Large Group Instruction • Individual Learning Plan • Career Fair • Reality Fair (financial planning) • Transition Between Levels Tour/Collaborate • Family trainings (collaborate with business and post-secondary) • Consult and collaborate with stakeholders (staff and admin) • Universal assessments and the use of data • Student appraisal and advisement	• Large Group Instruction • Wellness Check-In • Calming Spaces • Goal Setting • Student-driven service projects • New Student Activities • Suicide Prevention • Bullying Prevention • Classroom Implementation • Family trainings (safe tech-use, what is true SEL?) • Consult and collaborate with stakeholders (staff and admin) • Universal Screeners

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6%20Com-
petencies,specific%20and%20measurable%20indicators%20of%20the%20behavior%20standards

ASCA National Model Phased Implementation Plan

anm-phases.pdf (schoolcounselor.org)

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Glossary

Program Planning and School Support: Planning and support includes those management activities needed to assure the implementation and ongoing evaluation of a high quality, developmental, comprehensive school counseling program.

Stakeholders: Stakeholders include those people, groups or organizations that have an interest or concern in the comprehensive school counseling program. Internal stakeholders may include educators and administrators at the building or district level. External stakeholders may include community organizations, business/industry or groups.

Student Standards: Student standards are those standards written to describe the expected knowledge, skills and competencies students should possess at each grade level or grade-level band. "The American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success" describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development.

Trauma Informed Practices: An organizational structure and treatment framework that involves understanding, recognizing and responding to the effects of all types of traumas.