

# Indian Prairie School District's Framework for School Counselors

based upon 2013 Danielson Framework for Teaching Evaluation Instrument

<p><b>Domain 1 - Planning and Preparation</b></p> <p><b>1a: Demonstrating Knowledge of District/School Programming and Counseling Techniques</b></p> <ul style="list-style-type: none"> <li>Knowledge of counseling theory and techniques</li> </ul> <p><b>1b: Demonstrating Knowledge of Students, including Child and Adolescent Development</b></p> <ul style="list-style-type: none"> <li>Knowledge of child and adolescent development</li> <li>Knowledge of personal, environmental or experiential needs</li> </ul> <p><b>1c: Establishing A Counseling Plan with Goals Appropriate to the Setting and the Students Served</b></p> <ul style="list-style-type: none"> <li>Appropriate to the setting and age of the student</li> <li>Consultation with students, parents and colleagues</li> </ul> <p><b>1d: Demonstrating Knowledge of and Access to Resources</b></p> <ul style="list-style-type: none"> <li>Integrating with the regular school program</li> <li>Including developmental guidance</li> <li>Including intervention and responsive services</li> </ul> <p><b>1e: Developing a Plan to Evaluate Counseling Services</b></p> <ul style="list-style-type: none"> <li>Clear goals are identified</li> <li>Collection of evidence</li> <li>Consistent implementation</li> </ul>	<p><b>Domain 2 – The Environment</b></p> <p><b>2a: Creating an Environment of Safety, Respect and Rapport</b></p> <ul style="list-style-type: none"> <li>Counselor interaction with students</li> <li>Student interactions with other students</li> </ul> <p><b>2b: Establishing a Culture for Productive Communication in the School Community</b></p> <ul style="list-style-type: none"> <li>Among students or teachers</li> <li>Between students and staff</li> </ul> <p><b>2c: Managing Routines, Procedures and Physical Space</b></p> <ul style="list-style-type: none"> <li>Effective routines</li> <li>Prioritizing time-sensitive tasks</li> <li>Management of physical space</li> </ul> <p><b>2d: Establishing Standards of Conduct and Contributing to the Culture for Student Behavior Throughout the School</b></p> <ul style="list-style-type: none"> <li>Contribution to the culture for student behavior</li> <li>Clear standards for counseling sessions</li> </ul>
<p><b>Reflecting on Professional Practice</b></p>	
<p><b>Domain 4 – Professional Responsibilities</b></p> <p><b>4a: Reflecting on Practice</b></p> <ul style="list-style-type: none"> <li>Self-Assessment</li> <li>Utilization of alternative strategies</li> </ul> <p><b>4b: Maintaining Accurate Records and Using Appropriate Data to Guide Practice</b></p> <ul style="list-style-type: none"> <li>Submitting records in a timely fashion</li> <li>Management of accurate records</li> </ul> <p><b>4c: Communicating with Families, Staff and Community</b></p> <ul style="list-style-type: none"> <li>Providing appropriate and accurate information</li> <li>Maintaining Confidentiality</li> </ul> <p><b>4d: Growing Individually and Collectively as a Professional</b></p> <ul style="list-style-type: none"> <li>Pursuing Professional Development</li> <li>Contribute to the Counseling Profession</li> </ul> <p><b>4e: Showing Professionalism</b></p> <ul style="list-style-type: none"> <li>Integrity and ethical conduct</li> <li>Service to students, colleagues, and community</li> <li>Advocacy</li> </ul>	<p><b>Domain 3 – Delivery of Service</b></p> <p><b>3a: Communicating Clearly and Accurately with Stakeholders</b></p> <ul style="list-style-type: none"> <li>Accuracy of assessing student needs</li> <li>Collaboration with support staff</li> <li>Knowledge of students needs</li> </ul> <p><b>3b: Implementing Individual and Group Counseling Techniques and Activities</b></p> <ul style="list-style-type: none"> <li>Academic Plans</li> <li>Personal/Social Plans</li> <li>Career Plans</li> <li>Knowledge of student needs</li> </ul> <p><b>3c: Leveraging School, Staff, and community Resources to Advocate for and Meet Student Needs</b></p> <ul style="list-style-type: none"> <li>Addressing academics, personal/social, and career</li> <li>Decision making and problem solving</li> <li>Variation of settings</li> </ul> <p><b>3d: Assessing Student Needs to Provide Program Services</b></p> <ul style="list-style-type: none"> <li>Academic Plans</li> <li>Personal/Social Plans</li> <li>Career Plans</li> <li>Self-Assessment, Self-Advocacy</li> </ul> <p><b>3e: Demonstrating Flexibility and Responsiveness</b></p> <ul style="list-style-type: none"> <li>Response to the student, parent or teacher</li> <li>Continually improving the counseling program</li> </ul>

**Common Themes:** Equity, Cultural Competence, High Expectations, Developmental Appropriateness, Attention to Individual Students (including those with special needs), Appropriate Use of Technology, Student Assumption of Responsibility