

ALIGNING DANIELSON FRAMEWORK WITH TENETS OF THE SCHOOL COUNSELING PROFESSION: *A Resource for Self-Reflective Practice*

PROFESSIONAL SCHOOL COUNSELING

School Guidance Counselors in New York City public schools are professional educators certified by New York State Department of Education and licensed by New York City Department of Education. The delivery of school counseling practices and services is guided by comprehensive frameworks and standards of the **American School Counselor Association (ASCA)** and the **New York State School Counselor Association (NYSSCA)**. The work of school guidance counselors in New York City public schools positively impacts student academic success in alignment with city, state, and federal mandates; local and national standards: Common Core (the New York State Learning Standards); social emotional development; and postsecondary access and career readiness.

Through **Counseling, Coordination, Consultation, Advocacy, Leadership, Data -Informed Practice, Systemic Change, Collaboration**, and the use of technology, school guidance counselors deliver a comprehensive program that supports every student's **academic, career and personal/social development**.

Integral to the implementation process is the notion of **collaboration**, which requires school guidance counselors to team with administrators, faculty, and stakeholders to cooperatively focus on data such as attendance, promotion rates, graduation rates, discipline infractions, in other words the key data that are barometers of school improvement in their respective buildings. Accepting this challenge propels school guidance counselors to accept responsibility as advocates, focus **strategic and intentional interventions** to remove barriers to learning, and raise the level of expectations for students.

School counselors deliver a Comprehensive School Counseling Program (CSCP) in order to:

- Provide students with knowledge and skills to be effective learners and contributing members of the school community
- Align with the **Comprehensive Education Plan (CEP)**
- Guarantee student access to the counselor and the counselor access to the student
- Provide developmental as well as prevention and intervention learning activities and services
- Demonstrate student growth and development through learner outcomes
- Ensure students achieve the competencies of the **ASCA National Standards for Students** across three broad interrelated domains:



ALIGNING THE DANIELSON FRAMEWORK

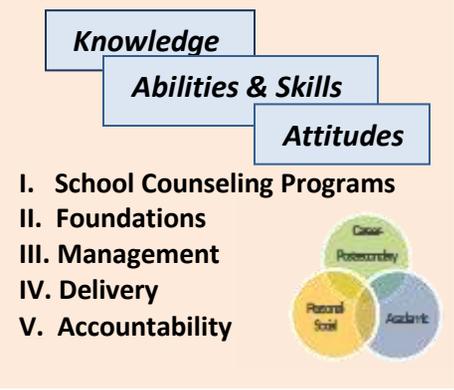
The Danielson Framework for Teaching, developed by Charlotte Danielson, is a set of principles to be used for the teaching profession. In *“Enhancing Professional Practice: A Framework for Teaching”* (2007), Danielson provided examples of domains and elements illustrating how the framework can be adapted for the reflective practice of school counselors and other non-instructional professionals in the school. The unique practice of Professional School Counselors is currently guided by local and national school counseling frameworks. Developed as a resource to assist self-reflective practice by school counselors, the following outline illustrates the alignment of domains of *“Danielson Framework for School Counselors”* (Danielson, 2007, pp 141-148) with existing key tenets of the school counseling profession.

“Danielson Framework for School Counselors” adapted from: Danielson, C. (2007). *“Enhancing Professional Practice: A Framework for Teaching”* pp. 141-148
Suero-Duran, M., OSYD, NYC DOE (Version 10/2013; Total Number of Pages: 12)

Inquiries related to this document may be sent to: Guidance@schools.nyc.gov

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Key Tenets:

ASCA/NYSSCA School Counseling Themes	ASCA School Counselor Competencies (SCC)	ASCA Ethical Standards for School Counselors (ESSC)
<p>The following core themes, embedded within the ASCA National Model and the NYSSCA Model, represent traditional and contemporary principles guiding the practice of Professional School Counselors (ASCA, 2005; NYSSCA, 2005):</p> 	<p>Set of professional competencies organized and consistent with the ASCA National Model, developed by the American School Counselor Association (ASCA) in collaboration with a task force composed of practicing counselors, district school counseling supervisors and counselor educators from across the country (ASCA, rev. 2012).</p> 	<p>Set of professional national standards developed by the American School Counselor Association (ASCAS) serving as a guide for the ethical practices of school counseling professionals (ASCA, rev.2010).</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>Responsibilities to:</p> </div> <ul style="list-style-type: none"> A. Students B. Parents / Guardians C. Colleagues and Professional Associates D. School and the Community E. Self F. The Profession G. Maintenance of Standards

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“Danielson Framework for School Counselors” adapted from: Danielson, C. (2007). *Enhancing Professional Practice: A Framework for Teaching* pp. 141-148

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DANIELSON FRAMEWORK FOR SCHOOL COUNSELORS- DOMAIN 1: Planning and Preparation			
DANIELSON COMPONENTS	DANIELSON RUBRIC Distinguished Level Description	ASCA / NYSSCA School Counseling Themes	ASCA –Description of sample elements:
1a: Demonstrating knowledge of counseling theory and techniques	Counselor demonstrates deep and thorough understanding of counseling theory and techniques.	Counseling Coordination Consultation Advocacy Leadership Data-Informed Practice Systemic-Change Agent Collaboration	<ul style="list-style-type: none"> • School Counselor Competencies (SCC) • Ethical Standards for School Counselors (ESSC) <p>SCC: 1-A-5. SCHOOL COUNSELING PROGRAMS- Understanding of: Individual counseling, group counseling and classroom guidance programs ensuring equitable access to resources that promote academic achievement; personal, social and emotional development including the identification of appropriate post-secondary education for every student II-A-4. FOUNDATIONS-Understanding of: history and purpose of school counseling, including traditional and transformed roles of school counselors III-A-3. DELIVERY-Understanding of: counseling theories and techniques that work in school, such as solution-focused brief counseling, reality therapy, cognitive behavioral therapy</p>
1b: Demonstrating knowledge of child and adolescent development	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.		<p>SCC: II-A-5. FOUNDATIONS- Understanding of: Human development theories and developmental issues affecting student success</p>
1c: Establishing goals for the counseling program appropriate to the setting and the students served	Counselor’s goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.		<p>SCC: I-A-3. SCHOOL COUNSELING PROGRAMS-Understanding of: Impediments to student learning and use of advocacy and data-driven school counseling practices to act effectively in closing the achievement/opportunity gap I-A-6. Understanding of: Collaborations with stakeholders such as parents and guardians, teachers, administrators and community leaders to create learning environments that promote educational equity and success for every student ESSC: A.3. a. Professional school counselors: Provide students with a comprehensive school counseling program that parallels the ASCA national Model with emphasis on working jointly with all students to develop personal/social, academic and career goals.</p>

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DANIELSON FRAMEWORK FOR SCHOOL COUNSELORS - DOMAIN 1: Planning and Preparation (continued)			
DANIELSON COMPONENTS	DANIELSON RUBRIC Distinguished Level Description	ASCA / NYSSCA School Counseling Themes	ASCA –Description of sample elements:
1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	Counselor’s knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community	Counseling Coordination Consultation Advocacy Leadership Data-Informed Practice Systemic-Change Agent Collaboration	<ul style="list-style-type: none"> • School Counselor Competencies (SCC) • Ethical Standards for School Counselors (ESSC)
1e: Planning the counseling program, integrated with the regular school program	Counselor’s plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.		<p>SCC:</p> <p>I-A-1. SCHOOL COUNSELING PROGRAMS. Understanding of: The organizational structure and governance of the American educational system as well as cultural, political and social influences on current educational practices</p> <p>I-A-7. Understanding of: Legal, ethical and professional issues in pre-K-12 schools</p> <p>II-B-4. FOUNDATION- Understands and practices in accordance with school district policy and local, state and federal statutory requirements.</p>
1f: Developing a plan to evaluate the counseling program	Counselor’s evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.		<p>SCC:</p> <p>II-B-1. FOUNDATIONS- Develops the beliefs and philosophy of the school counseling program that align with current school improvement and student success initiatives at the school, district, and state level</p> <p>ESSC:</p> <p>A.1.b.Professional school counselors: Are concerned with the educational, academic, career, personal and social needs and encourage the maximum development of every student</p> <p>D.1.C. Professional school counselors: Are knowledgeable and supportive of their school’s mission, and connect their program to the school’s mission</p>

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DANIELSON FRAMEWORK FOR SCHOOL COUNSELORS – DOMAIN 2: The Environment			
DANIELSON COMPONENTS	DANIELSON RUBRIC Distinguished Level Description	ASCA / NYSSCA School Counseling Themes	ASCA –Description of sample elements: <ul style="list-style-type: none"> • School Counselor Competencies (SCC) • Ethical Standards for School Counselors (ESSC)
2a: Creating an environment of respect and rapport	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.	<div style="border: 2px solid black; padding: 5px;"> <p style="margin: 0;">Counseling</p> <p style="margin: 0;">Coordination</p> <p style="margin: 0;">Consultation</p> <p style="margin: 0;">Advocacy</p> <p style="margin: 0;">Leadership</p> <p style="margin: 0;">Data-Informed Practice</p> <p style="margin: 0;">Systemic-Change Agent</p> <p style="margin: 0;">Collaboration</p> </div>	SCC: I-B-5. SCHOOL COUNSELING PROGRAMS -Acts as a systems change agent to create an environment promoting and supporting student success ESSC: E.2.d. Professional school counselors: Affirm the multiple cultural and linguistic identities of every student and all stakeholders. Advocate for equitable school and school counseling program policies and practices...
2b: Establishing a culture for productive communication	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.		SCC: III.B.1e. DELIVERY -Encourages staff involvement to ensure the effective implementation of the school guidance curriculum ESSC: D.1.g - Professional School counselors: Assist in developing: (1) curricular and environmental conditions appropriate for the school and community...
2c: Managing routines and procedures	Counselor’s routines for the counseling center or classroom are seamless, and students assist in maintaining them.		SCC: IV-A-4. MANAGEMENT -Understanding of: Time management, including long- and short-term management using tools such as schedules and calendars ESSC: A.8. Professional school counselors: Maintain and secure records necessary for rendering professional services to the student as required by law, regulations, institutional procedures, and confidentiality guidelines

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DANIELSON FRAMEWORK FOR SCHOOL COUNSELORS- DOMAIN 2: The Environment (continued)			
DANIELSON COMPONENTS	DANIELSON RUBRIC Distinguished Level Description	ASCA / NYSSCA School Counseling Themes	ASCA –Description of sample elements: <ul style="list-style-type: none"> • School Counselor Competencies (SCC) • Ethical Standards for School Counselors (ESSC)
2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school	Counselor has established clear standards of conduct for counseling sessions and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.	<div style="border: 3px double black; padding: 5px; text-align: center;"> Counseling Coordination Consultation Advocacy Leadership Data-Informed Practice Systemic-Change Agent Collaboration </div>	SCC: II-B-4g. FOUNDATIONS- Models ethical behavior ESSC: Preamble- Professional School counselors are advocates, leaders, collaborators and consultants...following tenets of professional responsibility: <ul style="list-style-type: none"> • ...Each person has the right to be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students... • ...Each person has the right to feel safe in school environments that school counselors help create, free from abuse, bullying, neglect, harassment or other forms of violence. A.5.B. Professional school counselors: Help educate about and prevent personal and social concerns within the school counselor’s scope of education and competence...
2e: Organizing physical space	Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.		SCC. IV-b-6e. MANAGEMENT- Identifies appropriate resources needed

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DANIELSON FRAMEWORK FOR SCHOOL COUNSELORS – DOMAIN 3: Delivery of Service			
DANIELSON COMPONENTS	DANIELSON RUBRIC Distinguished Level Description	ASCA / NYSSCA School Counseling Themes	ASCA –Description of sample elements:
3a: Assessing student needs	Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.	Counseling Coordination Consultation Advocacy Leadership Data-Informed Practice Systemic-Change Agent Collaboration	ASCA –Description of sample elements: <ul style="list-style-type: none"> • School Counselor Competencies (SCC) • Ethical Standards for School Counselors (ESSC)
3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs	Counselor helps individual students and teachers formulate academic, personal/social, and career plans.		SCC: III-B-2b. DELIVERY- Develops strategies to implement individual student planning, such as strategies for appraisal, advisement, goal-setting, decision-making, social skills, transition or post-secondary planning ESSC: A.1.e. Professional school counselors: Promote the welfare of individual students and collaborate with them to develop an action plan for success
3c: Using counseling techniques in individual and classroom programs	Counselor uses 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.		SCC: III-B-2. DELIVERY- Facilitates individual student planning. III-B-2c. DELIVERY- Helps students establish goals, and develops and uses planning skills in collaboration with parents or guardians and school personnel SCC. I-A-9. SCHOOL COUNSELING PROGRAMS- Understanding of: the continuum of mental health services, including prevention and intervention strategies to enhance student success

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DANIELSON FRAMEWORK FOR SCHOOL COUNSELORS- DOMAIN 2: Delivery of Service (continued)			
DANIELSON COMPONENTS	DANIELSON RUBRIC Distinguished Level Description	ASCA / NYSSCA School Counseling Themes	ASCA –Description of sample elements:
3d: Brokering resources to meet needs	Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.	Counseling Coordination Consultation Advocacy Leadership Data-Informed Practice Systemic-Change Agent Collaboration	ASCA –Description of sample elements: <ul style="list-style-type: none"> School Counselor Competencies (SCC) Ethical Standards for School Counselors (ESSC)
3e: Demonstrating flexibility and responsiveness	Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.		ESSC: C.1.d. Professional school counselors are aware of and utilize related professionals, organizations and other resources to whom the student may be referred. C.3.b. Broker services internal and external to the schools to help ensure every student receives the benefits of a school counseling program and specific academic, career/college and personal/social competencies SCC: III-A-7. DELIVERY- Understanding of responsive services. IV-B2a.MANAGEMENT- Uses leadership skills to facilitate vision and positive change for the comprehensive school counseling program ESSC: B.1.f. Professional school counselors: Work to establish, as appropriate, collaborative relationships with parents/guardians to best serve students. C.1.a. Professional school counselors: Establish and maintain professional relationships with faculty, staff and administration to facilitate an optimum counseling program D.2.c. Professional school counselors: promote equity for all students through community resources

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DANIELSON FRAMEWORK FOR SCHOOL COUNSELORS- DOMAIN 4: Professional Responsibilities			
DANIELSON COMPONENTS	DANIELSON RUBRIC Distinguished Level Description	ASCA / NYSSCA School Counseling Themes	ASCA –Description of sample elements: <ul style="list-style-type: none"> • School Counselor Competencies (SCC) • Ethical Standards for School Counselors (ESSC)
4a: Reflecting on practice	Counselor’s reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on extensive repertoire to suggest alternative strategies.	<div style="border: 3px double black; padding: 10px; margin: 0 auto; width: 80%;"> <p style="text-align: center;">Counseling</p> <p style="text-align: center;">Coordination</p> <p style="text-align: center;">Consultation</p> <p style="text-align: center;">Advocacy</p> <p style="text-align: center;">Leadership</p> <p style="text-align: center;">Data-Informed Practice</p> <p style="text-align: center;">Systemic-Change Agent</p> <p style="text-align: center;">Collaboration</p> </div>	SCC: IV-B-1g. MANAGEMENT- Uses personal reflection, consultation and supervision to promote professional growth and development ESSC: A.3.b. Professional school counselors: Ensure equitable academic, career, post-secondary access and personal/social opportunities for all students through the use of data to help close achievement gaps and opportunity gaps
4b: Maintaining records and submitting them in a timely fashion	Counselor’s approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.		SCC: IV-B-1. MANAGEMENT- Negotiates with the administrator to define the management system for the comprehensive school counseling program. IV-B-4.MANAGEMENT- Organizes and manages time to implement an effective school counseling program IV-B-5-MANAGEMENT- Develops calendars to ensure the effective implementation of the school counseling program V-B-1-ACCOUNTABILITY- Uses data from results reports to evaluate program effectiveness and to determine program needs V-B-1g. ACCOUNTABILITY- Reports program results to professional school counseling community
4c: Communicating with families	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.		SCC: I-B-4. SCHOOL COUNSELING PROGRAM- Collaborates with parents, teachers, administrators, community leaders and other stakeholders to promote and support student success III-B.2c. DELIVERY- Helps students establish goals, and develops and uses planning skills in collaboration with parents or guardians and school personnel. ESSC: B.1.d. Professional school counselors: Inform parents of the nature of counseling services provided in the school setting B.1.f. Professional school counselors: Work to establish, as appropriate, collaborative relationships with parents/guardians to best serve student

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DANIELSON FRAMEWORK FOR SCHOOL COUNSELORS- DOMAIN 4: Professional Responsibilities (continued)			
DANIELSON COMPONENTS	DANIELSON RUBRIC Distinguished Level Description	ASCA / NYSSCA School Counseling Themes	ASCA –Description of sample elements: <ul style="list-style-type: none"> • School Counselor Competencies (SCC) • Ethical Standards for School Counselors (ESSC)
4d: Participating in a professional community	Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.	<div style="border: 2px solid black; padding: 5px; text-align: center;"> Counseling Coordination Consultation Advocacy Leadership Data-Informed Practice Systemic-Change Agent Collaboration </div>	SCC: I-B-4b. SCHOOL COUNSELING PROGRAM- Identifies and applies models of collaboration for effective use in a school counseling program and understands the similarities and differences between consultation, collaboration, and counseling and coordination strategies ESSC: E-1.e. Professional school counselors: Ensure a variety of regular opportunities for participating in and facilitating professional development for self and other educators... F.4. ...collaborate with special educators, school nurses, school social workers, school psychologists, college counselors/admissions officers, physical therapists, occupational therapists and speech pathologists to advocate for optimal services for students and all other stakeholders
4e: Engaging in professional development	Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues		SCC: II-B-4h. FOUNDATION- Continuously engages in professional development and uses resources to inform and guide ethical and legal work III-B-4c. DELIVERY- Conducts in-service training for other stakeholders to share school counseling expertise III-B-4d. DELIVERY- Understands and knows how to provide supervision for school counseling interns consistent with the principles of the ASCA National Model ESSC: E-1.e. Professional school counselors: Ensure a variety of regular opportunities for participating in and facilitating professional development for self and other educators...

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DANIELSON FRAMEWORK FOR SCHOOL COUNSELORS- DOMAIN 4: Professional Responsibilities (continued)			
DANIELSON COMPONENTS	DANIELSON RUBRIC Distinguished Level Description	ASCA / NYSSCA School Counseling Themes	ASCA –Description of sample elements:
4f: Showing professionalism	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.	<div style="border: 3px double black; padding: 5px;"> <p>Counseling</p> <p>Coordination</p> <p>Consultation</p> <p>Advocacy</p> <p>Leadership</p> <p>Data-Informed Practice</p> <p>Systemic-Change Agent</p> <p>Collaboration</p> </div>	<ul style="list-style-type: none"> • School Counselor Competencies (SCC) • Ethical Standards for School Counselors (ESSC) <p>SCC: II-B-4. FOUNDATION-Applies the ethical standards and principles of the school counseling profession and adheres to the legal aspects of the role of the school counselor II-B-4i. FOUNDATION- Practices within the ethical and statutory limits of confidentiality ESSC: E.2.g. Professional school counselors: work as advocates and leaders in the school to create equity-based school counseling programs that help close any achievement, opportunity and attainment gaps that deny all students the chance to pursue their educational goals F.1.B Professional School counselors: Conduct themselves in such a manner as to advance individual ethical practice and the profession</p>

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