



The Visalia Continuum of Professional Practice for School Counselors is based on the California Standards for the School Counseling Profession and is aligned with the California Continuum of Teaching Practices. This Continuum is intended to be used as a guide for School Counselors as they develop, refine, and extend their practice. This Continuum is to be used by School Counselors and administration as a tool for self-reflection, setting professional goals, launching a cycle of inquiry, and to guide, support and accelerate the ongoing professional growth focused on student achievement and is not designed to be for use as a stand-alone observation or evaluation instrument.

SELECTED ELEMENTS FOR PROBATIONARY COUNSELORS ONLY

Standard One: PROFESSIONAL SCHOOL COUNSELOR DEVELOPMENT Effective school counselors emphasize leadership in the creation of comprehensive school counseling programs. School counselors exhibit leadership qualities through collaboration, advocacy, utilizing measurable student outcomes, and a dedication to social justice and equity.				
Element	Indicator <i>These are examples and description of practice for each element</i> <i>Effective school counselors:</i>	Exploring <i>Counselor is in the beginning stages of development toward these elements</i>	Applying <i>Counselor is showing progress and developing toward implementation of these elements</i>	Integrating <i>Counselor incorporating established and adopted indicators of these elements</i>
Element 1 A: LEADERSHIP: Effective school counselors emphasize leadership in the creation of comprehensive school counseling programs. School counselors exhibit leadership qualities through collaboration, advocacy, utilizing measurable student outcomes, and a dedication to social justice and equity.	Indicator 1A-1: develop action plans to yield measurable student outcomes that demonstrate intentionality within the scope of services delivered to all students.			
	Indicator 1A-2: promote meaningful change within school communities by strategizing on programmatic needs and gaps in service delivery, and by inspiring solution-focused transformations that benefit students, teachers, administrators, caregivers, and district leaders.			
	Indicator 1A-3: communicate the appropriate roles, responsibilities, and duties related to the school counseling profession with educational partners, including, but not limited to students, teachers, administrators, district leaders, board members, families, caregivers, and community partners.			
	Indicator 1A-4: model for student and staff the importance of mutual respect and embracing the social,			

	cultural, and linguistic diversities of the school community.			
Element	Indicator	Exploring	Applying	Integrating
Element 1 B: REFLECTIVE & ETHICAL PRACTICE Effective school counselors emphasize the importance of upholding ethical mandates and developing a reflective practice.	Indicator 1B-1: operate consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.			
	Indicator 1B-2: follow mandated reporting protocols.			
	Indicator 1B-3: actively integrate ethical practices into their daily work as outlined by the American School Counselor Association (ASCA).			
	Indicator 1B-4: assess and develop a plan for areas of professional growth through self reflective practice.			
ASCA Supporting Documents: Administrative Conference, Annual Student Outcome Goal Plan, Classroom and Mindsets Behavior Action Plan, Closing the Gap Action Plan, Counseling Advisory Council, School Data Summary, Site Annual calendar, Small Group and Classroom Lesson Plans				

Standard Two: SCHOOL-BASED MENTAL HEALTH Recognizes the importance of students' emotional well-being and provides the necessary support to ensure a conducive learning environment.				
Element	Indicator	Exploring <i>Counselor is in the beginning stages of development toward these elements</i>	Applying <i>Counselor is showing progress and developing toward implementation of these elements</i>	Integrating <i>Counselor incorporating established and adopted indicators of these elements</i>
Element 2A: SCHOOL-WIDE MENTAL AND BEHAVIORAL HEALTH PROMOTION Effective school counselors focus on preventive care rather than reactive. Activities associated with this standard include preventing academic and/or social problems by building a healthy learning environment for students. This includes building systems and addressing policies where mental and behavioral health are valued and prioritized and by employing inclusive and	Indicator 2A-1: collaborate within educational systems to foster a robust, welcoming, and encouraging school environment by employing diverse delivery models and methods such as classroom education, trauma-informed practices, restorative approaches, and culturally responsive techniques.			
	Indicator 2A-2: use various mental and behavioral health assessments to understand students' needs, analyze schoolwide data, set up screening procedures, and keep a record of resources for addressing these needs.			

culturally responsive strategies that reduce stigma and remove systemic barriers.	Indicator 2A-3: facilitate culturally responsive and inclusive mental and behavioral health training and educational programs for students, staff, and parents, including, but not limited to, early warning sign recognition, trauma-informed care, and restorative practices.			
ASCA Supporting Documents: Annual Student Outcome Goal Plan, Classroom and Mindsets Behavior Action Plan, Closing the Gap Action Plan, School Data Summary, Site Annual Calendar, Small Group and Classroom Lesson Plans				

Standard Three: SCHOOL COUNSELING DOMAINS
Academic, Postsecondary, and Social Emotional Development Encompasses Academic, Postsecondary, and Social Emotional Development, fostering a balanced and comprehensive approach to student development.

Element	Indicator	Exploring <i>Counselor is in the beginning stages of development toward these elements</i>	Applying <i>Counselor is showing progress and developing toward implementation of these elements</i>	Integrating <i>Counselor incorporating established and adopted indicators of these elements</i>
Element INDICATOR 3A: ACADEMIC DEVELOPMENT Effective school counselors foster academic excellence and success for all students by considering individual strengths, needs, and challenges. School counselors collaborate with various educational partners to provide appropriate support, eliminate barriers, and guide students on their educational pathways, contributing to a positive and empowering learning experience for all students within the school community.	Indicator 3A-1: collaborate with students to develop academic plans and equitably address academic needs by implementing an ongoing review system that includes, but is not limited to credit recovery, tutoring, and skill-based interventions toward meeting promotion and graduation requirements.			
	Indicator 3A-2: work with students, teachers, parents, caregivers, and community members, to ensure student academic achievement. ASCA Supporting Documents: School Data Summary, Site Annual calendar, Annual Student Outcome Goal Plan, Closing the Gap Action Plan, Classroom and Small Group Lesson Plans, Classroom and Small Group Results Report			
	Indicator 3A-3: provide transitional services between pivotal grade levels that communicate academic expectations and engage students and families in academic planning to meet requirements for continued success. ASCA Supporting Documents: Site Annual calendar, Classroom and Small Group Lesson Plans, Classroom and Small Group Results Report, Classroom and Mindsets Behavior Action Plan			

	Indicator 3A-4: promote rigorous coursework aligned with grade-level expectations, state and national standards, and college and career pathways.			
Element	Indicator	Exploring	Applying	Integrating
<p>Element 3B: POSTSECONDARY DEVELOPMENT - Effective school counselors establish a cradle-to-career support system. In a scope and sequence frame, they educate students at all grade levels, preparing students to access various postsecondary options and providing comprehensive information regarding career pathways and financial aid to support informed decision-making. Additionally, they educate students and caregivers on the sequential steps needed to prepare for admission into postsecondary institutions and workforce opportunities.</p>	<p>Indicator 3B-1: create a robust, equitable, and inclusive preschool-to-profession system that is differentiated to the diverse needs and interests of all students. This process involves leveraging technology and the forging of business community partnerships and other organizations that can contribute to student career goals while creating a comprehensive support network that enhances their chances for workforce Success.</p>			
	<p>Indicator 3B-2: provide personalized counseling for students, accounting for their intellectual strengths, unique aspirations, and interests. School counselors guide and advise students about the various postsecondary eligibility criteria and options available to them, such as 2-year colleges, 4-year colleges, technical colleges, the military, apprenticeships, and direct employment opportunities.</p>			
	<p>Indicator 3B-3: inform students and families about the necessary steps to apply for postsecondary and work-based learning opportunities. This includes providing guidance on academic requirements such as the A-G and college admission requirements, financial aid application processes like the Free Application for Federal Student Aid (FAFSA), military enlistment opportunities, and participation in specialized readiness programs such as Advancement Via Individual Determination (AVID) early college program, dual enrollment, advanced placement, and International Baccalaureate Program.</p>			
	<p>Indicator 3B-4: provide lessons, workshops, and resources to students and families on topics related to career, college, and all postsecondary options, as well as workplace and employability skills. These lessons and workshops cover essential topics around employability. Additionally, school counselors work within college and career readiness systems to administer career inventories that help both students and families gain a deeper understanding of the</p>			

	student's career and personal interests and skills.			
Element	Indicator	Exploring	Applying	Integrating
Element 3C: TRANSFORMATIVE SOCIAL EMOTIONAL DEVELOPMENT - Effective school counselors provide grade-level appropriate Social Emotional Learning (SEL) lessons, fostering emotional intelligence and well-being in students. This comprehensive approach integrates SEL principles into a schoolwide skill-building system, aligned with gradelevel standards and SEL benchmarks, ensuring a positive and lasting impact on students' lives both inside and outside the school environment.	Indicator 3C-1: develop and implement grade-level appropriate SEL lessons integrated into the instructional program that foster emotional intelligence and well-being in students.			
	Indicator 3C-2: provide self management and relationship skills to help students understand the impact of their actions on themselves and others as a guide to navigating challenging situations and promoting their emotional growth.			
	Indicator 3C-3: prepare and disseminate resources and training for school staff members, parents, and caregivers on SEL strategies.			
	Indicator 3C-4: develop comprehensive schoolwide systems that incorporate SEL principles aligned with grade-level standards and SEL benchmarks. These systems are integrated into various aspects of the school, including classroom instruction, school culture, and extracurricular activities.			
ASCA Supporting Documents: Annual Student Outcome Goal Plan, Closing the Gap Action Plan, Classroom and Small Group Lesson Plans, Classroom and Small Group Results Report, Classroom and Mindsets Behavior Action Plan, School Data Summary, Site Annual calendar				

Standard Four:TIERED SYSTEMS OF SUPPORT Implements a tiered approach to intervention and assistance to address the diverse needs of students through a Multi-Tiered System of Support.				
Element	Indicator	Exploring	Applying	Integrating
	Effective school counselors:	<i>Counselor is in the beginning stages of development toward these elements</i>	<i>Counselor is showing progress and developing toward implementation of these elements</i>	<i>Counselor incorporating established and adopted indicators of these elements</i>
Element	Indicator	Exploring	Applying	Integrating
ELEMENT 4B: DATA INFORMED DECISION MAKING - Effective school counselors utilize data to inform	Indicator 4B-1: collaborate with the MTSS team to collect, disaggregate, and analyze school-wide data (e.g., attendance, discipline, etc.) to identify systemic barriers and equity gaps			

<p>decision-making and drive improvements in student outcomes.</p>	<p>ASCA Supporting Documents: School Data Summary, Annual Student Outcome Goal Plan, Closing the Gap Action Plan</p>			
	<p>Indicator 4B-2: use data to identify and improve student outcomes including setting measurable goals and monitoring the impact of implementation.</p> <p>ASCA Supporting Documents: School Data Summary, Annual Student Outcome Goal Plan, Closing the Gap Action Plan, Classroom and Small Group Lesson Plans, Classroom and Small Group Results Report, Classroom and Mindsets Behavior Action Plan</p>			
	<p>Indicator 4B-3: employ various data sources, encompassing screening and progress monitoring information to guide instructional choices and counseling interventions and determine transitions within the multi-level prevention framework</p> <p>ASCA Supporting Documents: School Data Summary, Annual Student Outcome Goal Plan, Closing the Gap Action Plan,</p>			

Supporting ASCA Documents: Classroom and Mindsets Behavior Action Plan, Closing the Gap Action Plan, Counseling Advisory Council, School Data Summary, Small Group Lesson Plans, Student Outcome Goal Plan

inderSTANDARD FIVE INDIRECT SERVICES: Coordination, Collaboration, Consultation, & Supervision
Focuses on the collaborative efforts of coordination, consultation, and supervision to establish a nurturing and collaborative ecosystem that supports student success through indirect services

Element	Indicator	Exploring <i>Counselor is in the beginning stages of development toward these elements</i>	Applying <i>Counselor is showing progress and developing toward implementation of these elements</i>	Integrating <i>Counselor incorporating established and adopted indicators of these elements</i>
Element	Indicator	Exploring	Applying	Integrating
<p>ELEMENT 5B: CONSULTATION Effective school counselors engage with consultees (parent, teacher, administrator, etc.) with the primary objective of fostering positive change in students.</p>	<p>Indicator 5B-1: provide consultative support to teachers and other school staff to effectively address student-related issues and foster academic success.</p>			
	<p>Indicator 5B-2: offer consultative support to parents/caregivers, guiding them on matters pertaining to their child's academic, postsecondary, and social emotional needs.</p>			

	<p>Indicator 5B-3: engage in consultations with community-based service providers, including state licensed practitioners, to ensure effective communication regarding student progress.</p>			
<p>ASCA Supporting Documents: Administrative Conference, Counseling Advisory Council, Site Annual Calendar, Use of Time (Fall/Spring)</p>				

STANDARD SIX: CREATING & MAINTAINING SAFE, SUPPORTIVE, AND INCLUSIVE ENVIRONMENTS FOR STUDENT WELLBEING Ensures that the school environment is inclusive, safe, and supportive for the overall well-being of students. **(NO STANDARDS CHOSEN)**

ASCA Supporting Documents: Administrative Conference, Classroom and Mindsets Behavior Action Plan, Closing the Gap Action Plan, Site Annual Calendar, Small Group and Classroom Lesson plans, Student Outcome Goal Plan,