

## 2017 North Carolina School Counselor Feedback on Connections of School Counseling and MTSS Critical Components

*NC MTSS is a multi-tiered framework, which promotes school improvement through engaging, research-based academic and behavioral practices. NC MTSS employs a systems approach using data-driven problem solving to maximize growth for all. Below are the Critical Components for successful MTSS implementation in the left column crosswalked with feedback gathered from nearly 600 North Carolina school counselors regarding where they recognized connections to the MTSS Critical Components to North Carolina School Counseling standards and activities. Due to time constraints, we were not able to collect feedback on every standard. Note that these were the participants' responses and discussion about whether or not a given response might also fit better with a different Professional School Counselor Standard was not included. Due to this and that there is some overlap across professional standards, individual school counselors may find the activities listed to be services they may be implementing as part of a different standard.*

*An asterisk (\*) indicates representation of that response having been provided numerous times*

MTSS Critical Component	NC School Counselor Standards and Activities
<p><b>Leadership -</b></p> <p><i>Leadership is key to successful implementation of any large-scale innovation. The building principal, assistant principal(s), and school leadership team are critical to implementing MTSS at the school level. They engage staff in ongoing professional development for implementing MTSS, plan strategically for MTSS implementation, and model a problem-solving process for school improvement. The school principal also supports the implementation of MTSS by communicating a vision and mission to school staff, providing resources for planning and implementing instruction and intervention, and ensuring that</i></p>	<p>Standard 1 – School counselors demonstrate leadership, advocacy, and collaboration.</p> <ul style="list-style-type: none"> <li>• Ongoing professional development (implementing and participating; all staff) *</li> <li>• Leading in the development of revisions in the school counseling program</li> <li>• Collaborating/communicating with staff and other stakeholders</li> <li>• Mentoring and supporting colleagues to improve the academic and behavioral standards of students</li> <li>• Advocating for individual learning needs</li> <li>• Using data to determine school-wide strategies</li> <li>• Using data to evaluate outcomes</li> <li>• Multidisciplinary approach</li> <li>• More data than just test scores</li> <li>• Strengthens best practices</li> <li>• Being a part of the leadership team</li> <li>• Restructure comprehensive counseling program, if needed, to align with MTSS</li> <li>• Problem solving team</li> <li>• Data based problem solving (also requires access to data)*</li> <li>• Address diverse learning needs</li> <li>• Active participation</li> <li>• Involve stakeholders</li> <li>• Make effort to promote community involvement</li> <li>• Provide input and support</li> <li>• Continuous improvement</li> <li>• Positive learning community</li> </ul>

*staff have the data needed for data-based problem solving.*

- Using data for school wide goals
- Advocate for all students and school\*
- Mission and vision
- Directly aligns with standards: all stakeholder communication, collaboration for decision making, data sharing/outcome data, implementing innovative practices, supporting colleagues understanding of ethical practices
- Creates data driven goals and strategies that align with school improvement plan
- Promotes professional growth
- Collects and analyzes school level data that demonstrate the program's impact
- Collaborate with all school staff, school improvement, collaboration, and student achievement
- Collaborates with school staff to pick evidence based practices
- Positive school climate
- Supporting role on MTSS team
- Promotes awareness
- Demonstrate leadership
- Advocate for positive change in policies and practices
- Participates in Intervention Implementation
- Responsiveness
- Cultural awareness
- Communication with district, state or national
- Support team members (other teachers, etc.)
- Diversity
- Individualized per student
- Evaluate and revise program for positive improvement
- Address student needs with staff
- Serve/lead student-based need teams
- Model high ethical standards\*

Standard 2 – School counselors promote a respectful environment for a diverse population of students.

- Strategic planning/collaboration\*
- Culturally appropriate and inclusive
- Holding high expectations
- Communicating vision and mission
- Use of data/data-drive\*
- Plan of action
- Modeling
- Providing professional development\*

- Shared responsibility
- Develops partnerships with stakeholders/Family and other stakeholder collaboration\*
- Promoting a respectful environment
- Fostering a positive and nurturing relationship with caring adults through modeling and teaching
- Serving on the SIT team/SIT involvement\*
- Assist in designing to school vision
- Collaborate in and outside of your school\*
- Stay current and share research and best practices
- Diversity
- Advocacy
- Implementation of best practices
- Providing school -wide needs assessments
- Develop curriculum/contributes to the development of curricula\*
- Deliver program based on data
- Help students develop goals
- Encourage student and family involvement
- Utilize community partnerships
- Provide professional development on strategies to address diverse students' diverse needs\*
- Collaborate with teachers to deliver curriculum to diverse students
- Models and teaches stakeholders
- Educating staff on diversity and providing resources
- Provide support to stakeholders to model positive relationships
- Adapt services based on data\*
- Communicate vision with stakeholders
- School-wide climate
- Share and follow best practices\*
- Advocating for positive change in policies/educational outcomes
- Ethical decision-making
- Share relevant data with MTSS team
- Helping team understand ethics and laws of school counselors
- Respectful environment for diverse students (poor/low SES, instability, drugs, abuse, cultural diversity, homeless, foster care)
- Delivers programs and activities
- Leadership of the school has a responsibility to align the school goals and mission to promote "a respectful environment for a diverse population of students"
- In order for counselors to lead in the promotion of this environment, they must work with leadership must make the

'space' (scheduling meetings, etc.) for various in-service and training events

Standard 3 - School counselors understand and facilitate the implementation of a comprehensive school counseling program.

- Understands importance of aligning evidence based research to support student success in NC SCOS
- Engaging staff in professional development based on counselor knowledge and providing resources\*
- Collaboration with all school personnel and stakeholders/ Involve stakeholders
- School and community awareness of comprehensive program,
- Professional development (second step, AVID, cultural awareness, bullying prevention)
- Supplement Parent Night (i.e. Trainings, parent conferences)
- Needs assessments from staff, students, and community stakeholders\*
- Annual agreement
- Retention meetings
- Academic counseling parent letter
- Interventions (various counseling theories)
- Communication district level (counseling meetings, MTSS)
- Communicate effective practices between stakeholders/ Promote effective communication\*
- Share outcome results/Provide and communicate data to stakeholders (publishing info, etc.)
- Collect data about effectiveness of interventions on SC level.
- Academic advising
- PLC participation
- Consulting with teachers and stakeholders (grade level meeting to discuss students' needs and provide support and resources)\*
- Parent education
- Leading groups (academic or behavior)
- Advocacy for students and their families
- "A school counselor must engage in leadership...all school personnel" (serving on cabinets, providing professional development, implementation of programs, using data to make decisions)
- Identify and connect to community resources
- Education of diverse cultural needs
- Provide strategies to mitigate barriers
- Forming a partnership between parents, students, and teachers
- Coordinating services for student support to promote growth
- SLT/SIT/MTSS
- Career fair (developmentally appropriate services), collaboration with staff, students, mental health , parents, stakeholders

	<ul style="list-style-type: none"> <li>• Providing resources to teachers to support counseling program and empower teachers to address problems</li> <li>• Planning counseling program strategically ahead of time</li> <li>• Implement comprehensive school counseling programs/ Implements programming</li> <li>• Part of leadership team – big part of interventions</li> <li>• Provide access to all students – whole school</li> <li>• Provides access to individual students – interventions</li> <li>• Data-based interventions, data-driven</li> <li>• Multidisciplinary</li> </ul>
	<p>Standard 4 - School counselors promote learning for all students.</p> <ul style="list-style-type: none"> <li>• Use of data for planning/ Data driven plan*</li> <li>• Mission and vision aligns with school improvement</li> <li>• Provides resources to staff to enhance student strengths and address student needs and close the achievement gap (student assessment, data driven)*</li> <li>• Communicating goals, mission and vision*</li> <li>• Mitigate/minimize barriers to student learning (seek strategies)*</li> <li>• Raising/closing achievement gap</li> <li>• Modeling behaviors*</li> <li>• Collaborate and consulting with administrators and stakeholders*</li> <li>• Present data and results to (school staff, district staff, and others)*</li> <li>• Teacher training/ Professional development*</li> <li>• Addressing achievement gap (data driven)</li> <li>• Plans appropriate programs (academic, behavior, attendance)*</li> <li>• To be proficient</li> <li>• Communication effective uses of data</li> <li>• Differentiation resources</li> <li>• School improvement team</li> <li>• Attend workshops/ Professional development*</li> <li>• Report to administration</li> <li>• Planning and implementing instruction and intervention that interest with academic/behavior</li> <li>• Making parent connections</li> <li>• Promote programs and present data connecting our contribution together</li> <li>• 504 collaboration</li> <li>• Advocate for student needs*</li> <li>• Behavior plans</li> <li>• Modeling-with how we talk to others (students, staff, parents)</li> </ul>

- Communication skills
- College/career readiness work with others to advocate for students
- Analyze the impact of the school counseling program
- School counselors link professional growth to the needs of their school
- School counselors function effectively in a complex dynamic
- Problem solving team/ Part of planning team for implementing evidence-based strategies
- Assist in analyzing data to promote academic and emotional/social success
- Learning from a holistic approach
- Model problem-solving for students and staff
- Use data from all sources (academic, behavior, attendance)
- Promote learning for all students
- Working with leadership (conflicts, attendance, interventions)
- Provide cumulative data and anecdotal info from various perspectives to all stakeholders

Standard 5 - School counselors actively reflect on their practice.

- Ongoing PD
- Being data-driven
- Ongoing problem-solving
- Collaboration with all stakeholders\*
- Gather data and share it with stakeholders
- Choosing professional development linked to the needs of school
- Seeking new idea to help with school improvements
- Historical data
- Advocacy
- Provide resources\*
- Communication
- Community resources
- Monitoring
- Monitoring data and achievement to determine services
- Share knowledge with parents
- Connections:
  - Schoolwide effort in identifying the methods of data collection led by administration.
  - Schoolwide decision in who to use the results of the data.
  - Use the data to show accountability to school, county, and all stakeholders
- Serving on collaborative teams
- Using data to create plans and programs and make improvements in program\*

	<ul style="list-style-type: none"> <li>• Participating and leading professional development opportunities</li> <li>• Using feedback to enhance comprehensive school counseling program</li> <li>• Align with state, district, and school priorities and goals</li> <li>• Contributing to the enhancement of the profession</li> <li>• Using data to Identifying weak areas and receiving training to strengthen program</li> </ul>
<p><b>Building the Capacity/Infrastructure for Implementation -</b></p> <p><i>School-wide capacity and infrastructure are required in order to implement and sustain MTSS. This capacity and infrastructure usually include ongoing professional development and coaching with an emphasis on data-based problem solving and multi-tiered instruction and intervention; scheduling that allows staff to plan and implement instruction and intervention; and processes and procedures for engaging in data-based problem solving.</i></p>	<p>Standard 1 – School counselors demonstrate leadership, advocacy, and collaboration.</p> <ul style="list-style-type: none"> <li>• Identifying strengths and talents in participating resources</li> <li>• Help develop master counseling schedules that are best fit for the data collected</li> <li>• Help staff plan and implement interventions for staff</li> <li>• Using data to drive decision in problem-solving*; Creates data driven goals and strategies that align with SIP</li> <li>• Active role in analyzing data; and communicates data*</li> <li>• Check Points after benchmarks to see in interventions work</li> <li>• Promote professional growth of staff through PD</li> <li>• Behavior management, creative teaching strategies</li> <li>• School wide programming</li> <li>• Ongoing professional development*</li> <li>• Standards encourages counselors to participate in district initiative to improve education</li> <li>• Participates in decision making procedures critical in the success of students</li> <li>• Provides input in selection of PD for school staff</li> <li>• Help with professional growth on best practices</li> <li>• Equitable student-centered school procedures</li> <li>• Advocating for resources</li> <li>• Advisory/guidance curriculum,</li> <li>• 1:250 ratio</li> <li>• Advocacy</li> <li>• Adequate planning time (common)</li> <li>• Mentor and support colleagues</li> <li>• Collaborates with school staff</li> <li>• Sharing best practices</li> <li>• Positive working environment</li> </ul> <p>Standard 2 – School counselors promote a respectful environment for a diverse population of students.</p> <ul style="list-style-type: none"> <li>• Helps others understand how a student culture, language, and background may influence school performance.</li> <li>• Implementation in planning to include school counselor role.</li> <li>• Collaborate with teacher to ensure standards are met.</li> </ul>

	<ul style="list-style-type: none"> <li>• Ongoing staff development with an emphasis on data based problem solving tiered system</li> <li>• Promoting global awareness of the whole child</li> <li>• Schedule time for cross-curricular collaboration and data analysis to promote student success</li> <li>• Plan strategically - use data</li> <li>• Provide resources to the staff</li> <li>• Data for staff</li> <li>• Collaborate with students to create program plan that supports students’ academic, career, and personal development</li> <li>• Addresses issues that interfere with the student’s ability to problem solve, think critically and use other 21st century skills</li> <li>• Assists students in determining the most appropriate communication strategies to use in a variety of situations</li> <li>• Participating in data meetings</li> <li>• Advocating for individuals and groups of students (ELL students, transient students, behavior students)</li> <li>• Counselor/social work data logs</li> <li>• Serving on teams/committees (i.e. SIT)</li> <li>• Communicate with those implementing MTSS</li> <li>• Communicating with those who are on teams/committees that implement the infrastructure changes that are needed</li> <li>• Staying current on evidence-based interventions.</li> </ul> <p>Standard 3 - School counselors understand and facilitate the implementation of a comprehensive school counseling program. <i>(insufficient time during this activity to include a crosswalk of this standard with this critical component)</i></p> <p>Standard 4 - School counselors promote learning for all students. <i>(insufficient time during this activity to include a crosswalk of this standard with this critical component)</i></p> <p>Standard 5 - School counselors actively reflect on their practice. <i>(insufficient time during this activity to include a crosswalk of this standard with this critical component)</i></p>
<p><b>Communication and Collaboration</b> –</p> <p><i>Ongoing communication and collaboration are essential for successful implementation of MTSS.</i></p>	<p>Standard 1 – School counselors demonstrate leadership, advocacy, and collaboration.</p> <ul style="list-style-type: none"> <li>• Work collaboratively with all staff members</li> <li>• Sharing programs and outcome data with staff, families, stakeholders, etc.*</li> <li>• Promote professional development for all staff members</li> <li>• Create multiple infrastructures for communicating</li> <li>• Communicate with all stakeholders internally, externally on all levels (school, district, community)</li> <li>• Sharing input and collaborating as part of an interdisciplinary team</li> </ul>

*Many innovations fail due to a lack of consensus, lack of feedback to implementers to support continuous improvement, and not involving stakeholders in planning. In addition to including stakeholders in planning and providing continuous feedback, it is also important to build the infrastructure to communicate and work with families and other community partners. These practices increase the likelihood that innovative practices will be implemented and sustained.*

- Makes recommendations for school-wide program revisions\*
- Sharing our best practices with all stakeholders\*
- Facilitate communication and school district collaboration
- Collects, analyzes and communicates data at school level\*
- Helping to establish a positive school climate\*
- Promotes professional growth
- Staying current on evidenced based literature
- Participate in decision making
- Collaborate with colleagues/school staff
- Community partners (resources and training)
- Consensus
- Surveys/needs assessments
- Technology
- Data driven
- Strong leadership
- Advocating effectively for students and self, etc.
- Sharing clear, concise mission and goals
- Communicate with written articles
- Serving on boards, committees and taskforces
- Including stakeholders in planning process
- Getting regular feedback from stakeholders

Standard 2 – School counselors promote a respectful environment for a diverse population of students.

- Collaboration with all school personnel and community\*
- Shared responsibilities in communication and collaboration
- Take into consideration multicultural awareness
- Effective communication with all stakeholder groups\*
- Builds and fosters partnerships
- Work to identify needs and adapt services to meet them (without collaboration could not identify needs of whole child)
- Identifying and connecting resources/building webs of support within class, school, and community
- Professional development,
- Utilize data to create plan of action as a TEAM
- Ongoing conversation (ie: building trust and understanding in order to be open/transparent for positives/negatives [feedback] of programs, culture, way of doing business)
- Collaborate with stakeholders to assist students with goals (mentor, career exploration)\*

- Collaborate to create a customized plan of action (small group, closing the gap)
- Collaboratively identifies and prioritizes needs based on data (academic, behavior, attendance)
- Collaborate with teachers to address diverse student needs (grade level, PLC)\*
- Creation of a more inclusive SIT
- Implementing SMART goals in the SIP
- Actively pursue multiple modes of communication
- Providing resources to all stakeholders
- Recognizing the need for outside agencies
- Training staff continuously based off data analysis
- Listen to the needs of all stakeholders (parents, teachers, admin), evaluate data (demographic needs); Communicate these needs and how to implement in a multi-tiered system
- Assess success of implementation
- Advocating program and students
- Goal setting with students
- Communicating expectations
- Identifying barriers to the process
- Encouraging parent involvement
- Be aware of the wide variety of diversity in the communication needs (ESOL, literacy, ADA, etc.)
- Coordinate with community organizations where parents already are (present at places of workshop, community centers, etc.)
- Work with coaches and others significant adults in the students' lives
- Modeling and teaching stakeholders\*
- Communicates regardless of barriers

Standard 3 - School counselors understand and facilitate the implementation of a comprehensive school counseling program.

- Climate surveys
- Share feedback to make adjustments
- Assistance in transitions (within and without school)
- Strategic planning among all levels
- Parent/Family/community involvement\*
- Ongoing communication (district level, parents, community members, teachers, and students)
- Collaborate and develop new strategies based on proven theory and data; Helping design intervention strategies for teachers\*
- Team approach- interdisciplinary- ALL students and ALL staff
- Creating SMART goals - deliberate planning, communication and implementation

- SC must collaborate with all school personnel and other agencies\*
- Communicates effective practice beyond school level
- Development of innovative approaches
- Collaborates with school staff to help understand counselor standards
- Sharing best practices with other counselors and teachers
- Sharing data from strategies used in the counseling program with all stakeholders
- Working with stakeholders and students
- Works beyond school level
- Shares strategies that show promise; Communicate effective practices
- Educate staff about how the counseling program can support MTSS
- Connecting SEL to big picture/ whole child
- Educate the impact of trauma and how it affects students
- Collaborates in the development of innovation approaches
- Stakeholder surveys, pre and post-tests for feedback
- Model effective communication and collaboration
- Create connections with all stakeholders and community partners (advisory board, parent nights, newsletters, interagency communication, etc.)
- Building relationships with staff to help generate buy-in
- Parent education, consultation
- Working on integration of Guidance Essential standards with other academic standards
- Providing feedback about program,, data, plan, role
- Providing and receiving professional development
- Sharing about school counseling program – newsletter, calendar, phone calls, web site
- Resources for parents and staff
- Closing the gap action plans
- Supporting teams (not chairing them)
- Career days
- Community partner initiatives

Standard 4 - School counselors promote learning for all students.

- Collaborate with colleagues, parents/guardians, and other stakeholders\*
- School counselors use and promote effective listening and communication skills\*
- Identify issues and barriers that impede student success
- Work with families and communities
- Receiving feedback
- Self advocacy through promoting and modeling profession.

	<ul style="list-style-type: none"> <li>• Collaborates and consults</li> <li>• Shares results of monitoring activities</li> <li>• Provides resources to staff to enhance student strengths; Providing resources to enhance the education of the whole student</li> <li>• Collaborate and consult with stakeholders to create programs that support students academics, career, and personal/social development</li> <li>• Promote effectiveness of school counseling program to stakeholders</li> <li>• Use technology to enhance delivery of service</li> <li>• Shares results/data at district, state, and/or national level*</li> <li>• Open communication with all stakeholders*</li> <li>• Bringing awareness to varying abilities, learning styles and culture of individual students</li> <li>• Sharing data with stakeholders in order to sustain interest and effectiveness</li> <li>• Listen to students, colleagues, stakeholders, to identify barriers, support academic/career/personal development by creating programs to address data driven needs</li> <li>• Share effective communication tools through PD and classroom guidance</li> <li>• Discussion of comprehensive school counseling plan</li> <li>• Responsive to diversity</li> <li>• Address achievement gaps/Assess student strengths and need</li> <li>• Discuss the school counseling program with principals</li> <li>• Communicate goals of the counseling program to stakeholders</li> <li>• Share effective communication techniques</li> <li>• Initiate communication and serve as the go-to person for parents, teachers, stakeholders, etc.</li> <li>• Communicates with teachers (retention meetings, academic counseling), with parents (parent letters, conference, update website), with district level (student service meetings, MTSS).</li> </ul>
	<p>Standard 5 - School counselors actively reflect on their practice.</p> <ul style="list-style-type: none"> <li>• Is it working? Evaluating effectiveness of plan; Analyze the impact of the school counseling program</li> <li>• Use data from community as well (truancy, substance abuse, employment rate)</li> <li>• Make necessary changes and reevaluate effectiveness</li> <li>• Communicate with all stakeholders*</li> <li>• Evaluation/feedback from services; Report data and why changes are needed</li> <li>• Actively Seeking Feedback from stakeholders</li> <li>• Having a written plan of data</li> <li>• Collaborates with everybody to implement improvement</li> <li>• Link professional growth to needs of school.</li> <li>• Being an active member of teams (SIT, 504, IEP, etc.)</li> </ul>

	<ul style="list-style-type: none"> <li>• Facilitate and schedule parent/teacher conferences</li> <li>• Provide staff trainings and resources/ Presenting/sharing professional development to staff, stakeholders, etc.</li> <li>• Communicate through web sites, newsletters, etc.</li> <li>• Hosting parent events</li> <li>• Closing the gap between home and school</li> <li>• Identify and report trends in data that drive counseling programs</li> <li>• Listening to others and using those ideas to guide/drive counseling programs</li> <li>• Consult with other counselors</li> <li>• Partner with community resources based on identified needs</li> </ul>
<p><b>Data-Based Problem Solving –</b></p> <p><i>The use of data-based problem solving to make education decisions is a critical element of MTSS implementation. This includes the use of data-based problem solving for student outcomes across content areas, grade levels, and tiers, as well as the use of problem-solving to address barriers to school-wide implementation of MTSS. While several models for data-based problem solving exist, the four-step problem solving approach includes: 1) defining the goals and objectives to be attained, 2) identifying possible reasons why the desired goals are not being attained, 3) developing a plan for implementing evidence-based strategies to attain goals, and 4) evaluating the effectiveness of the plan.</i></p>	<p>Standard 1 – School counselors demonstrate leadership, advocacy, and collaboration.</p> <ul style="list-style-type: none"> <li>• Identify, analyze, create data driven goals, share outcome data, revisions to program</li> <li>• Pre and post</li> <li>• Use of student/school profile data to identify areas for improvement</li> <li>• Collaborate to evaluate data across the district</li> <li>• Use the ASCA National Model as a framework</li> <li>• Analyzing attendance, academic data, behavioral referrals</li> <li>• Disseminate information</li> <li>• Goal setting, identifying and prioritizing needs, creates customized plan</li> <li>• Seeks solutions to overcome barriers</li> </ul> <p>Standard 2 – School counselors promote a respectful environment for a diverse population of students.</p> <ul style="list-style-type: none"> <li>• Collaboratively identify needs based on data*</li> <li>• Collaborative creation of customized plan of action</li> <li>• Seeks solutions to overcome barriers (must problem solve ways to address)</li> <li>• Student culture, language, background influences, school performance, and consideration of influences</li> <li>• Must problem solve by examining data to overcome barriers</li> <li>• Problem-solve barriers to building and connecting webs of support</li> <li>• Delivering programs based on student needs (must evaluate/analyze data to know what program is needed and if it was effective).</li> <li>• Help develop academic goals</li> <li>• Collecting info on students’ needs</li> <li>• Value contributions of each student</li> <li>• Share outcome of data</li> <li>• Adjust program based on data</li> </ul>

Standard 3 - School counselors understand and facilitate the implementation of a comprehensive school counseling program.

- Define and direct alignment based upon goals and strategies of NCSCOS standards
- Identify use of formative assessments
- Developing a plan (apply a theory that will address the academic, career, or personal goal that is trying to be reached)
- Evaluate by sharing results
- Best practices are based on needs
- The four problem solving steps are the same as a process for developing comprehensive counseling program
- Increase reading proficiency, classroom performance affected by lack of attendance
- Teachers, counselor and support staff (admin) will meet to develop course of action to be shared with all stakeholders
- Determine if the plan increased attendance which, in turn, affected reading scores, etc.

Standard 4 - School counselors promote learning for all students.

- Build the infrastructure (assign roles to teams: chairperson, chairperson, teacher, parents)
- Meetings to make sure innovative practices are being implemented
- Show and promote our counseling program
- Share results/data/outcomes with school staff and others\*
- Work together to eliminate barriers
- Use data for program planning/making decisions/supporting goals\*
- Looking at all students
- Grouping students at all levels
- Allocation of time for services
- Teach student problem solving skills
- Track what you do (develop/use a tool to share/document what you do)
- Adapt program and plans based on results
- Identify gaps in student strengths
- Observations
- Post assessments
- Classroom meetings
- Aligning evidence-based counseling programs with the NC standards
- Access data regarding effectiveness of program
- Use data to develop comprehensive program and share results\*

	<p>Standard 5 - School counselors actively reflect on their practice.</p> <ul style="list-style-type: none"> <li>Analyze formal and informal data to evaluate out program</li> <li>Seek ongoing feedback from stakeholders and use that to make changes</li> <li>3 tiered model</li> <li>Help to develop goals</li> <li>Using the collected data to identify the problems and then create solutions</li> <li>Use data to drive changes to the comprehensive school counseling program</li> <li>Use data to drive professional development</li> <li>Use data to drive resources needed</li> </ul>
<p><b>Three-Tiered Instructional/Intervention Model –</b></p> <p><i>The three-tiered instructional/intervention model is another critical element of MTSS implementation. In a typical system, Tier 1 includes the instruction all students get; Tier 2 includes supplemental instruction or intervention provided to students not meeting benchmarks; and Tier 3 includes intensive, small group or individual interventions for students showing significant barriers to learning the skills required for school success. It is important to consider both academic and social-emotional/behavioral instruction and interventions when examining this domain.</i></p>	<p>Standard 1 – School counselors demonstrate leadership, advocacy, and collaboration. <i>(insufficient time during this activity to include a crosswalk of this standard with this critical component)</i></p>
	<p>Standard 2 – School counselors promote a respectful environment for a diverse population of students.</p> <ul style="list-style-type: none"> <li>Help teachers and admin create school climate (as it relates to diversity)</li> <li>Use data to create small group to target specific behavioral and academic concerns</li> <li>One-on-one counseling with referral to outside resources as needed</li> <li>Various counseling theories, small group, intensive counseling referrals, academic counseling</li> <li>[Tier 1] classroom guidance lessons, regular education</li> <li>[Tier 2] small groups, parent teacher conferences, PLCs</li> <li>[Tier 3] classroom management plan, FBA, individual counseling, collaborate/referrals to other agencies, increase small groups to identify learning barriers, 504 plans</li> </ul>
	<p>Standard 3 - School counselors understand and facilitate the implementation of a comprehensive school counseling program.</p> <ul style="list-style-type: none"> <li>Identifying levels of support that can be offered through counseling program.</li> <li>Collaborates to develop Evidence based interventions</li> <li>Collects and analyzes data regarding effectiveness of school counseling program/interventions*</li> <li>PBIS- school-wide buy in</li> <li>Focusing on academic, career, and personal/social development at all levels</li> <li>Effective practice/programs (80%)</li> <li>[tier 1] classroom/overall instruction of environment, [tier 2] small groups/individual counseling, [tier 3] referrals to outside MH agencies</li> <li>[Tier 1] classroom guidance, schoolwide programs (parent nights, arranging speakers/presenters). [Tier 2] parent conferences, provide resources to parents, consult/collaborate with teachers, provide resources to teachers (information, interventions, PBIS, leadership, mentoring for students). [Tier 3] groups, individual counseling, SBMH</li> </ul>

	<p>referrals</p> <ul style="list-style-type: none"> <li>• Seek and implement strategies to mitigate barriers to learning</li> <li>• Planning appropriate programs using data</li> <li>• Implementing plans based on program priorities, student needs, raising and closing achievement gaps</li> <li>• Use variety of methods to assist students</li> <li>• Implemented for all</li> <li>• Link professional growth needs of their school</li> <li>• Function effectively in a complex dynamic environment</li> <li>• Differentiated core – school-wide programming, classroom guidance, career day, Red Ribbon Week</li> <li>• Supplemental support – small groups, mediation, backpack</li> <li>• Intensive support – problem solving team (IST), individual counseling, check in/check out, mentors, BIPs, Powergroup Literacy Block, Parent conference</li> </ul>
	<p>Standard 4 - School counselors promote learning for all students.</p> <ul style="list-style-type: none"> <li>• Use a variety of delivery methods (individual referral, group, classroom lessons)</li> <li>• Classroom guidance</li> <li>• PBIS</li> <li>• School improvement plan/team</li> <li>• Small groups (boy/girls, social skills)</li> <li>• Re-teaching a guidance lesson to a few</li> <li>• 504 plans</li> <li>• Behavior plans</li> <li>• Individual counseling</li> <li>• Agency referrals</li> <li>• Comprehensive school counseling program addresses the needs of all students and it is parallel to the MTSS 3-tiers</li> </ul>
	<p>Standard 5 - School counselors actively reflect on their practice. <i>(insufficient time during this activity to include a crosswalk of this standard with this critical component)</i></p>
<p><b>Data Evaluation –</b></p> <p><i>Given the importance of data-based problem solving within an MTSS model, the need for a data and evaluation system is clear. In order</i></p>	<p>Standard 1 – School counselors demonstrate leadership, advocacy, and collaboration.</p> <ul style="list-style-type: none"> <li>• Needs assessment from staff, students, and stakeholders*</li> <li>• Data-driven</li> <li>• Differentiation</li> <li>• Promotes positive behavior</li> <li>• Collaboration with admin and all stakeholders for planning and implementing instruction and intervention*</li> <li>• Monthly counseling meetings</li> </ul>

<p><i>to do data-based problem solving, school staff need to understand and have access to data sources that address the purposes of assessment. Procedures and protocols for administering assessments and data use allow school staff to use student data to make educational decisions. In addition to student data, data on the fidelity of MTSS implementation allow school leadership to examine the current practices and make changes for improving MTSS implementation.</i></p>	<ul style="list-style-type: none"> <li>• Problem solving model.</li> <li>• DESSA Mini: observations in the classroom, discipline referrals, small groups based on data.</li> </ul>
	<p>Standard 2 – School counselors promote a respectful environment for a diverse population of students.</p> <ul style="list-style-type: none"> <li>• Needs assessment</li> <li>• Demographic data and SES status for breaking barriers</li> <li>• Promoting global awareness goal setting</li> <li>• Developing programs based on student needs</li> <li>• Develop materials and activities</li> <li>• Customizing plans</li> <li>• Providing appropriate services</li> <li>• Data to drive professional development</li> <li>• Foster an environment with caring adults (buy in)</li> <li>• Embracing diversity with different points of view and program delivery</li> <li>• Students of all backgrounds and valuing the contributions of all</li> <li>• Developing goals for future, data-connect to problem solving.</li> </ul>
	<p>Standard 3 - School counselors understand and facilitate the implementation of a comprehensive school counseling program.</p> <ul style="list-style-type: none"> <li>• Progress monitoring, baseline data, evaluate/periodic evaluation to continue or change intervention, knowledgeable team members</li> <li>• Align program to data</li> <li>• Conducting assessments to collect data</li> <li>• Pre/post surveys (guidance)</li> <li>• Provide hypotheses on data – perspective on based on professional knowledge</li> <li>• Support in plan development that contains developing appropriate interventions and strategies</li> <li>• Fidelity of interventions</li> <li>• Relevancy of interventions and impact on fidelity and outcomes</li> <li>• Career data and planning</li> <li>• Research – incorporate into program</li> <li>• Professional organization</li> </ul>
	<p>Standard 4 - School counselors promote learning for all students.</p> <ul style="list-style-type: none"> <li>• Promote counseling program data to show connection with student achievement</li> <li>• Share/Present results of data*</li> <li>• All stakeholders need to be on same page (fidelity of MTSS)</li> </ul>

	<ul style="list-style-type: none"> <li>• Available to all staff</li> <li>• Plans appropriate programs using academic, behavior and attendance data</li> <li>• Adapts program plans and activities based on results of monitoring activities*</li> <li>• Services provided are based on program priorities, student needs, raising achievement and closing gap.</li> <li>• Student support meetings (attendance, discipline reports),</li> <li>• Data driven behavior plans</li> <li>• Data driven observations</li> <li>• Types of data: Achievement, Attendance, Discipline, Interventions</li> <li>• Compare data as it relates to Growth</li> <li>• Program Planning</li> <li>• Academic Planning</li> <li>• Post-secondary Planning</li> <li>• School Climate Survey</li> </ul>
	<p>Standard 5 - School counselors actively reflect on their practice.</p> <ul style="list-style-type: none"> <li>• Program and activities evaluation (pre and post test/surveys, samples of student work, share data with stakeholders)</li> <li>• Effectiveness of school counseling program</li> <li>• Determining how the counseling program affects student academic achievement (attendance, behavior, academic achievements)*</li> <li>• Examining current practices and making changes</li> <li>• Educating staff on the purpose of assessments</li> <li>• Accessible data sources</li> <li>• Appropriate professional development</li> <li>• Reflection</li> <li>• Accountability</li> <li>• Flexibility</li> <li>• Analyze data to determine student interventions and program planning/ Add/modify programs, processes, services, etc. based on data</li> <li>• Use data to plan and secure professional development</li> <li>• Collaborate with stakeholders*</li> <li>• Incorporate data analysis into program reflection</li> <li>• Use data to collaborate with others*</li> <li>• Choose resources based on data evaluation/outcomes</li> </ul>

\* response was provided numerous times