

Middle School Counselors

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| <p>Standard 3 Demonstrates competence in planning and preparing for instruction.</p> | |
| <p>Criteria—The Counselor</p> | |
| <p>Middle School Counseling Services</p> | |
| <p>a. Utilizes student achievement data, local standards, and the district curriculum in planning for instruction.</p> | <ul style="list-style-type: none"> ▪ Facilitates the placement of students into proficiency classes per NCLB ▪ Provides interpretation of tests ▪ Incorporates testing and data into conferences ▪ Participates in and acknowledges building or district norms |
| <p>b. Sets and communicates high expectations for social, behavioral, and academic success of all students.</p> | <ul style="list-style-type: none"> ▪ Facilitates transition activities ▪ Facilitates new student orientation ▪ Reinforces the understanding of skills necessary to be successful in school (time management, organization, active listening, following directions, team work, etc.) ▪ Facilitates parent meetings |
| <p>c. Uses students' developmental needs, background, and interests in planning for instruction.</p> | <ul style="list-style-type: none"> ▪ Provides individual counseling with referred students ▪ Facilitates academic and transition to high school planning ▪ Provides pre-screening for small groups ▪ Facilitates record-keeping and portfolios ▪ Facilitates new student orientation |
| <p>d. Selects strategies to engage all students in learning.</p> | <ul style="list-style-type: none"> ▪ Facilitates yearly registration and academic scheduling/planning ▪ Facilitates academic placement |
| <p>e. Uses available resources, including technologies, in the development and sequencing of instruction.</p> | <ul style="list-style-type: none"> ▪ Collaborates with staff and community-based agencies (GWAEA, medical facilities, etc.) ▪ Uses technology as a communication tool and planning instrument ▪ Uses and promotes the Internet as a resource |

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| <p>Standard 4 Uses strategies to deliver instruction that meet the multiple learning needs of students.</p> | |
| <p>Criteria—The Counselor Middle School Counseling Services</p> | |
| <p>a. Aligns classroom instruction with local standards and district curriculum.</p> | <ul style="list-style-type: none"> ▪ Implements needs assessments ▪ Follows district curriculum in academic counseling ▪ Participates on teams and committees such as steering committees/advisory committees |
| <p>b. Uses research-based instructional strategies that address the full range of cognitive levels.</p> | <ul style="list-style-type: none"> ▪ Facilitates case studies ▪ Participates in professional growth activities ▪ Provides developmentally appropriate counseling interventions |
| <p>c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.</p> | <ul style="list-style-type: none"> ▪ Strategizes with parents and staff to deal with unusual student situations/behavior ▪ Provides individual programming ▪ Prioritizes responsive/preventative/program management services ▪ Provides timely communications (phone log, e-mail responses, etc.) ▪ Coordinates community resources |
| <p>d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.</p> | <ul style="list-style-type: none"> ▪ Manages special student groups such as student counsel, conflict managers, and community service project groups ▪ Provides personal counseling ▪ Collaborates with community agencies such as Big Brother/Big Sister, Sylvan, Educare, ASAC, etc. ▪ Acts as a liaison with community agencies |
| <p>e. Connects students' prior knowledge, life experiences, and interests in the instructional process.</p> | <ul style="list-style-type: none"> ▪ Communicates special need concerns regarding student/family with staff when circumstances are likely to affect academic/school performance (i.e. health and attendance issues) ▪ Provides academic planning such as summer school, retention, acceleration, etc. ▪ Collaborates with community agencies ▪ Works with students to identify student learning styles, interests, etc. |

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| <p>f. Uses available resources, including technologies, in the delivery of instruction.</p> | <ul style="list-style-type: none"> ▪ Collaborates with community agencies ▪ Participates in professional growth activities ▪ Promotes and uses the Internet as a resource ▪ Facilitates homework arrangements for absences ▪ Assists in developing accommodations for students through CST/IEP |
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Middle School Counselors

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| Standard 5 Uses a variety of methods to monitor student learning. | |
| Criteria—The Counselor | Middle School Counseling Services |
| a. Aligns classroom assessment with instruction. | <ul style="list-style-type: none"> ▪ Monitors student progress through midterms, report cards, and teacher e-mails ▪ Provides academic planning assistance ▪ Follows-up after individual counseling sessions ▪ Facilitates and interprets standardized tests |
| b. Communicates assessment criteria and standards to all students and parents. | <ul style="list-style-type: none"> ▪ Interprets standardized tests ▪ Communicates with parents |
| c. Understands and uses the results of multiple assessments to guide planning and instruction. | <ul style="list-style-type: none"> ▪ Implements assessments such as ITBS, Pre-algebra, NEAP, etc. ▪ Provides cumulative folder and transcript interpretation ▪ Places students in at-risk programs based on test scores |
| d. Guides students in goal setting and assessing their own learning. | <ul style="list-style-type: none"> ▪ Facilitates student contracts ▪ Facilitates academic conferences ▪ Aids in the enrollment and placement of new students ▪ Facilitates high school transition planning |
| e. Provides substantive, timely, and constructive feedback to students and parents. | <ul style="list-style-type: none"> ▪ Advises parents and staff regarding student behavior, social interaction skills, and emotional well-being ▪ Provides responsive services ▪ Provides parent communication through appropriate methods to meet individual needs |
| f. Works with other staff and building and district leadership in analysis of student progress. | <ul style="list-style-type: none"> ▪ Assists with district assessments and surveys ▪ Provides classroom observations ▪ Participates in Child Study Teams/IEP meetings, etc. |

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| <p>Standard 6 Demonstrates competence in classroom management.</p> | |
| <p>Middle School Counseling Services</p> | |
| <p>a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.</p> | <ul style="list-style-type: none"> ▪ Mediates conflict situations between students where appropriate ▪ Makes classroom presentations ▪ Conducts parent orientation activities ▪ Provides small group counseling services |
| <p>b. Establishes, communicates, models, and maintains standards of responsible student behavior.</p> | <ul style="list-style-type: none"> ▪ Participates in supervisory duties ▪ Develops behavior plans for students ▪ Models and reinforces appropriate student behaviors for school success ▪ Facilitates building behavior rules and programs |
| <p>c. Develops and implements classroom procedures and routines that support high expectations for learning.</p> | <ul style="list-style-type: none"> ▪ Participates in department meetings to establish consistency of information and services ▪ Visits with students at midterms to establish academic goals ▪ Establishes ground rules/expectations when working with students |
| <p>d. Uses instructional time effectively to maximize student achievement.</p> | <ul style="list-style-type: none"> ▪ Reinforces the understanding of skills necessary to be successful in school (time management, organization, active listening, following directions, team work, study skills, etc.) ▪ Schedules student contact to minimally interfere with classroom performance ▪ Conducts time/task analysis |
| <p>e. Creates a safe and purposeful learning environment.</p> | <ul style="list-style-type: none"> ▪ Collaborates with parents/teachers to create behavior modification plans when appropriate ▪ Facilitates anti-bullying/harassment activities ▪ Participates in and provides support for organizations that promote tolerance ▪ Acts as a Mandatory Reporter |

Middle School Counselors

| Standard 7 Engages in professional growth. | |
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| Criteria—The Counselor | Middle School Counseling Behavior and documentation |
| a. Demonstrates habits and skills of continuous inquiry and learning. | <ul style="list-style-type: none"> ▪ Takes classes, attends workshops ▪ Attends or presents at professional conferences ▪ Joins professional or community organizations ▪ Reads professional journals |
| b. Works collaboratively to improve professional practice and student learning. | <ul style="list-style-type: none"> ▪ Attends and participates in team meetings ▪ Networks with other professionals ▪ Participates in school/community committees ▪ Mentors college interns and practicum students ▪ Works with other levels to ensure smooth transitions for students |
| c. Applies research, knowledge, and skills from professional development opportunities to improve practice. | <ul style="list-style-type: none"> ▪ Shares new information with colleagues ▪ Makes innovative, creative presentations ▪ Implements new strategies |
| d. Establishes and implements professional development plans based upon the teacher needs aligned to the Iowa Teaching Standards and district/building student achievement goals. | <ul style="list-style-type: none"> ▪ Follows district guidelines/curricula ▪ Participates in goal-setting as required by the Iowa Teaching Standards ▪ Reviews and is knowledgeable of building, district, and state mandates |

Middle School Counselors

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| Standard 8 Fulfills professional responsibilities established by the school district. | |
| Criteria—The Counselor | Middle School Counseling Services |
| <p>a. Adheres to board policies, district procedures, and contractual obligations.</p> | <ul style="list-style-type: none"> ▪ Provides accessibility to counseling services during school hours ▪ Adheres to completion of Board mandated graduation regulations |
| <p>b. Demonstrates professional and ethical conduct as defined by state law and individual district policy.</p> | <ul style="list-style-type: none"> ▪ Maintains confidentiality as appropriate ▪ Acts as a Mandatory Reporter ▪ Practices in accordance with professional code of ethics ▪ Provides informed consent when appropriate (letters, newsletter, etc.) ▪ Refers to appropriate outside agencies |
| <p>c. Contributes to efforts to achieve district and building goals.</p> | <ul style="list-style-type: none"> ▪ Provides representation on building and district committees |
| <p>d. Demonstrates an understanding of and respect for all learners and staff.</p> | <ul style="list-style-type: none"> ▪ Collaborates with teachers and parents ▪ Serves as a mentor for new staff/interns ▪ Practices fairness and equity in interactions with ALL staff and ALL students |
| <p>e. Collaborates with students, families, colleagues, and communities to enhance student learning.</p> | <ul style="list-style-type: none"> ▪ Facilitates referrals and information exchange with various community agencies ▪ Follows-up on staff and parent referrals regarding students with personal concerns ▪ Encourages parent involvement through conferences ▪ Is involved with parent and community groups |

Middle School Counselors

High School Counselors

| Standard 1 | |
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| Demonstrates ability to enhance academic performance and support for implementation of the school district student achievement goals. | |
| Criteria—The Counselor | High School Counseling Services |
| <p>a. Provides evidence of student learning to students, families, and staff.</p> | <ul style="list-style-type: none"> ▪ Assures accuracy of transcripts ▪ Shares performance/progress information with parents, students, and teachers as necessary ▪ Interprets tests for parents, students and teachers ▪ Consults with parents, students and teachers regarding progress reports and academic history |
| <p>b. Implements strategies supporting student, building, and district goals.</p> | <ul style="list-style-type: none"> ▪ Initiates the process of evaluation for special services (individualized programs, referrals to Child Study Teams) ▪ Implements individual learning contracts ▪ Initiates, coordinates, and facilitates testing (ITED, PLAN, PSAT, ACT, SAT, Academic/Psychological testing) ▪ Oversees completion of graduation requirements |
| <p>c. Uses student performance data as a guide for decision-making.</p> | <ul style="list-style-type: none"> ▪ Counsels students regarding classroom behaviors, work completion, academic areas and personal concerns ▪ Facilitates college planning/Junior Conferences ▪ Participates in the development and implementation of 504 plans, individualized programs, staffings and referrals, retention, attendance, Junior Conferences, academic placement, etc. ▪ Analyzes transcripts for academic planning purposes |
| <p>d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.</p> | <ul style="list-style-type: none"> ▪ Provides input into scheduling and balancing class sizes ▪ Collaborates with staff ▪ Facilitates communication (initiating/returning phone calls, E-mail, snail mail, faxes, messages) to and from students, parents, and staff ▪ Makes classroom presentations ▪ Facilitates parent seminars and workshops ▪ Facilitates Junior conferences |

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| <p>e. Creates an environment of mutual respect, rapport, and fairness.</p> | <ul style="list-style-type: none"> ▪ Facilitates personal/social development (i.e. anger management, conflict resolution, friendship skills, cooperation) ▪ Facilitates new student orientation ▪ Provides support to students and families for concerns such as attendance, harassment, child abuse, etc. ▪ Facilitates programs that support GBLTQ ▪ Facilitates the creation of a Safe Space Program |
| <p>f. Participates in and contributes to a school culture that focuses on improved student learning.</p> | <ul style="list-style-type: none"> ▪ Participates in Action Research Teams, parent/teacher conferences, home visits, transitioning visits, etc. ▪ Participates in Parent/Teacher Conferences, IEP meetings, etc. ▪ Participates in school/community committees |
| <p>g. Communicates with students, families, colleagues, and communities effectively and accurately.</p> | <ul style="list-style-type: none"> ▪ Communicates with school, parents and community via newsletters, memos, letters, notes, websites, e-mail, etc. ▪ Advises parents and staff regarding student behavior, social interaction skills, and emotional well-being ▪ Facilitates the referral/information exchange with outside agencies (learning centers) ▪ Provides families with information at times outside normal day, but convenient to families (financial aid night, orientations, parent coffees, etc.) |

High School Counselors

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| Standard 2 Demonstrates competence in content knowledge appropriate to the teaching position. | |
| Criteria—The Counselor High School Counseling Services | |
| <p>a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.</p> | <ul style="list-style-type: none"> ▪ Provides crisis counseling for such topics as grief, divorce, safety, friendships, etc. ▪ Implements intentional counseling based on a proven theoretical basis ▪ Provides support for students in distress based on best practices ▪ Participates in special projects (i.e. workshops, educational presentations, etc.) |
| <p>b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.</p> | <ul style="list-style-type: none"> ▪ Develops behavior plans for students (CST, IEP, individualized programs, etc.) ▪ Facilitates personal skills development such as self awareness, decision making, and problem solving ▪ Facilitates communication with staff, parents, students and outside agencies regarding student academic needs ▪ Provides individual academic counseling and assists with appropriate course selection ▪ Implements an articulated sequential guidance program |
| <p>c. Relates ideas and information within and across content areas.</p> | <ul style="list-style-type: none"> ▪ Acts as a clearinghouse to connect parents and the appropriate personnel for meeting student/family needs ▪ Collaborates with teachers in planning career programs, field trips, and exposing students to a variety of career/work areas ▪ Implements programs such as CHOICES (connects interests, careers, majors, and colleges) ▪ Facilitates classroom presentations, parent conferences, Child Study Teams, etc. ▪ Facilitates case studies ▪ Understands and maintains NCAA Clearinghouse requirements and procedures |

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| <p>d. Understands and uses instructional strategies that are appropriate to the content area.</p> | <ul style="list-style-type: none"> ▪ Provides classroom observations on individual students or groups of students ▪ Provides counseling services by appointment or drop-in ▪ Works with students on organizational, study, and test taking skills ▪ Provides individual, small group, and classroom guidance ▪ Maintains a resource center/library for selected developmental problems/disorders ▪ Conducts needs surveys ▪ Networks with college representatives, military recruiters, etc. ▪ Conducts needs assessments |
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| Standard 3 | |
| Demonstrates competence in planning and preparing for instruction. | |
| Criteria—The Counselor | |
| High School Counseling Services | |
| <p>a. Utilizes student achievement data, local standards, and the district curriculum in planning for instruction.</p> <p>b. Sets and communicates high expectations for social, behavioral, and academic success of all students.</p> | <ul style="list-style-type: none"> ▪ Facilitates the placement of students into proficiency classes per NCLB ▪ Provides interpretation of tests ▪ Incorporates testing and data into conferences ▪ Facilitates class presentations on graduation requirements/post-secondary planning ▪ Facilitates transition activities ▪ Facilitates new student orientation ▪ Provides registration group meetings ▪ Facilitates parent nights |
| <p>c. Uses students' developmental needs, background, and interests in planning for instruction.</p> | <ul style="list-style-type: none"> ▪ Provides individual counseling with referred students, suspended students ▪ Facilitates academic and post-secondary planning ▪ Implements programs such as the CHOICES program ▪ Provides pre-screening for small groups ▪ Facilitates record-keeping and portfolios ▪ Facilitates new student orientation |
| <p>d. Selects strategies to engage all students in learning.</p> | <ul style="list-style-type: none"> ▪ Facilitates yearly registration and academic course planning ▪ Facilitates academic placement |
| <p>e. Uses available resources, including technologies, in the development and sequencing of instruction.</p> | <ul style="list-style-type: none"> ▪ Collaborates with staff and community-based agencies (GWAEA, medical facilities) ▪ Makes PowerPoint presentations on a variety of issues ▪ Uses and promotes the Internet as a resource |

High School Counselors

| Standard 4 | |
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| Uses strategies to deliver instruction that meet the multiple learning needs of students. | |
| Criteria—The Counselor | High School Counseling Services |
| <p>a. Aligns classroom instruction with local standards and district curriculum.</p> | <ul style="list-style-type: none"> ▪ Implements needs assessments ▪ Follows district graduation requirements and curriculum in academic counseling ▪ Participates in department meetings on matters of curriculum ▪ Participates on teams and committees such as steering committees/advisory committees |
| <p>b. Uses research-based instructional strategies that address the full range of cognitive levels.</p> | <ul style="list-style-type: none"> ▪ Implements programs such as the CHOICES program ▪ Facilitates case studies ▪ Participates in professional growth activities ▪ Provides developmentally appropriate counseling interventions |
| <p>c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.</p> | <ul style="list-style-type: none"> ▪ Strategizes with parents and staff to deal with unusual student situations/behavior ▪ Provides individual programming ▪ Prioritizes responsive/preventative/program management services ▪ Provides timely communications (phone log, e-mail responses, etc.) |
| <p>d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.</p> | <ul style="list-style-type: none"> ▪ Manages special student groups such as student counsel, conflict managers, and community service project groups ▪ Provides personal counseling ▪ Collaborates with community agencies such as Workplace Learning Connection (job shadowing, internships, etc.) ▪ Acts as a liaison with community agencies ▪ Discusses club and extracurricular activities for new and veteran students |
| <p>e. Connects students' prior knowledge, life experiences, and interests in the instructional process.</p> | <ul style="list-style-type: none"> ▪ Communicates special need concerns regarding student/family with staff when circumstances are likely to affect academic/school performance (i.e. health and attendance issues) ▪ Provides academic planning ▪ Collaborates with community agencies such as Workplace Learning Connection (job shadowing, internships) ▪ Assists with the completion of scholarship and college applications |

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| <p>f. Uses available resources, including technologies, in the delivery of instruction.</p> | <ul style="list-style-type: none"> ▪ Collaborates with community agencies ▪ Participates in professional growth activities ▪ Promotes and uses the Internet as a resource ▪ Facilitates homework arrangements for absences ▪ Assists in developing accommodations for students through CST/IEP |
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| Standard 5 Uses a variety of methods to monitor student learning. | |
| Criteria—The Counselor | High School Counseling Services |
| <p>a. Aligns classroom assessment with instruction.</p> | <ul style="list-style-type: none"> ▪ Monitors student progress through midterms, report cards, and teacher e-mails ▪ Provides academic course planning ▪ Follows-up after individual counseling sessions ▪ Facilitates and interprets standardized tests |
| <p>b. Communicates assessment criteria and standards to all students and parents.</p> | <ul style="list-style-type: none"> ▪ Interprets standardized tests ▪ Communicates with parents |
| <p>c. Understands and uses the results of multiple assessments to guide planning and instruction.</p> | <ul style="list-style-type: none"> ▪ Implements assessments such as PLAN, PSAT, ACT, SAT, AP Exams, ASVAB, etc. ▪ Provides transcript interpretation ▪ Places students in at-risk programs based on test scores |
| <p>d. Guides students in goal setting and assessing their own learning.</p> | <ul style="list-style-type: none"> ▪ Facilitates student contracts ▪ Facilitates academic conferences ▪ Aids in the enrollment and placement of new students ▪ Facilitates post-secondary planning |
| <p>e. Provides substantive, timely, and constructive feedback to students and parents.</p> | <ul style="list-style-type: none"> ▪ Advises parents and staff regarding student behavior, social interaction skills, and emotional well-being ▪ Provides responsive services ▪ Provides parent communication |
| <p>f. Works with other staff and building and district leadership in analysis of student progress.</p> | <ul style="list-style-type: none"> ▪ Assists with district assessments and surveys ▪ Provides classroom observations ▪ Participates in Child Study Teams/IEP meetings |

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| Standard 6 Demonstrates competence in classroom management. | |
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| Criteria—The Counselor | High School Counseling Services |
| a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student. | <ul style="list-style-type: none"> ▪ Mediates conflict situations between students where appropriate ▪ Makes classroom presentations ▪ Conducts parent workshops ▪ Provides small group counseling services |
| b. Establishes, communicates, models, and maintains standards of responsible student behavior. | <ul style="list-style-type: none"> ▪ Participates in supervisory duties ▪ Develops behavior plans for students ▪ Models and reinforces appropriate student behaviors for school success |
| c. Develops and implements classroom procedures and routines that support high expectations for learning. | <ul style="list-style-type: none"> ▪ Makes classroom presentations ▪ Participates in department meetings to establish consistency of information and services ▪ Visits with students at midterms to establish academic goals ▪ Establishes ground rules/expectations when working with students |
| d. Uses instructional time effectively to maximize student achievement. | <ul style="list-style-type: none"> ▪ Reinforces the understanding of skills necessary to be successful in school (time management, organization, active listening, following directions, team work, study skills, etc.) ▪ Schedules student contact to minimally interfere with classroom performance ▪ Conducts time/task analysis |
| e. Creates a safe and purposeful learning environment. | <ul style="list-style-type: none"> ▪ Collaborates with parents/teachers to create behavior modification plans when appropriate ▪ Facilitates anti-bullying/harassment activities ▪ Participates in and provides support for organizations that promote tolerance ▪ Acts as a Mandatory Reporter |

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| <p>Standard 7 Engages in professional growth.</p> | |
| <p>Criteria—The Counselor</p> | <p>High School Counseling Behavior and documentation</p> |
| <p>a. Demonstrates habits and skills of continuous inquiry and learning.</p> | <ul style="list-style-type: none"> ▪ Takes classes, attends workshops ▪ Attends or presents at professional conferences ▪ Joins professional or community organizations ▪ Reads professional journals |
| <p>b. Works collaboratively to improve professional practice and student learning.</p> | <ul style="list-style-type: none"> ▪ Attends and participates in team meetings ▪ Networks with other professionals ▪ Team-teaches with special education teachers ▪ Participates in school/community committees ▪ Makes college visits/tours ▪ Mentors college interns and practicum students |
| <p>c. Applies research, knowledge, and skills from professional development opportunities to improve practice.</p> | <ul style="list-style-type: none"> ▪ Shares new information with colleagues ▪ Makes innovative, creative presentations ▪ Implements new strategies |
| <p>d. Establishes and implements professional development plans based upon the teacher needs aligned to the Iowa Teaching Standards and district/building student achievement goals.</p> | <ul style="list-style-type: none"> ▪ Follows district guidelines/curricula ▪ Participates in goal-setting as required by the Iowa Teaching Standards ▪ Reviews and is knowledgeable of building, district, and state mandates |

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| <p>Standard 8 Fulfills professional responsibilities established by the school district.</p> | |
| <p>Criteria—The Counselor</p> | <p>High School Counseling Services</p> |
| <p>a. Adheres to board policies, district procedures, and contractual obligations.</p> | <ul style="list-style-type: none"> ▪ Provides accessibility to counseling services during school hours ▪ Adheres to completion of Board mandated graduation regulations |
| <p>b. Demonstrates professional and ethical conduct as defined by state law and individual district policy.</p> | <ul style="list-style-type: none"> ▪ Maintains confidentiality as appropriate ▪ Acts as a Mandatory Reporter ▪ Practices in accordance with professional code of ethics ▪ Provides informed consent when appropriate (letters, newsletter, etc.) ▪ Refers to appropriate outside agencies |
| <p>c. Contributes to efforts to achieve district and building goals.</p> | <ul style="list-style-type: none"> ▪ Provides representation on building and district committees |
| <p>d. Demonstrates an understanding of and respect for all learners and staff.</p> | <ul style="list-style-type: none"> ▪ Collaborates with teachers and parents ▪ Serves as a mentor for new staff/interns ▪ Practices fairness and equity in interactions with ALL staff and ALL students |
| <p>e. Collaborates with students, families, colleagues, and communities to enhance student learning.</p> | <ul style="list-style-type: none"> ▪ Facilitates referrals and information exchange with various community agencies ▪ Follows-up on staff and parent referrals regarding students with personal concerns ▪ Encourages parent involvement through conferences ▪ Is involved with groups such as the PTA |