Possible Guiding Questions: Conversations Between Principals and Teachers

ROLE: School Counselor

This document utilizes the components within the Danielson Framework for Teaching to provide possible guiding questions for conversations that occur between a principal and teacher. Note that a few of the guiding questions also provide linkages to the Framework for Leadership in order to establish a level of connectedness among the two frameworks.

Please note: The questions identified here are provided to spur some thoughts as to the individual conversations that occur between a principal and teacher. The actual conversations that occur should be determined locally. It is not mandatory to use these questions, nor should they be viewed as a “checklist” to be followed. They are provided solely as a resource.
## Domain 1: Planning and Preparation

### 1a: Demonstrating Knowledge of Counseling Theory, Best Practice, and Techniques

**Possible Guiding Questions:**
- How does your program interface with the ASCA National Standards?
- What theoretical framework in counseling do you intend to apply in this instance?
- What student outcomes do you expect from this activity?

### 1b: Demonstrating Knowledge of Child and Adolescent Development

**Possible Guiding Questions:**
- How do you ensure that your program is differentiated and developmentally appropriate?
- In planning for your program, how do you adapt to the varying needs of your students?
- Tell me what your greatest challenges are in meeting the needs of all students.

### 1c: Setting Instructional Outcomes and Goals for Comprehensive School Counseling Services

**Possible Guiding Questions:**
- What data are you using to establish your outcomes/goals?
- How do you plan your activities to achieve your goals?
- How do you involve students in the goal setting process?
- How do you use your evaluation outcomes to improve your school counseling services?

### 1d: Demonstrating Knowledge of Resources

**Possible Guiding Questions:**
- What evidence-based programs are you using?
- How do you collaborate with stakeholders to identify and locate resources?
- What are your “go to” resources?

### 1e: Designing Coherent Service Delivery and School Counseling Program

**Possible Guiding Questions:**
- How do you collaborate within the school community to design your school counseling program?
- How do you integrate support services into your program?
- How do you utilize the ASCA National Model in designing a coherent program of services?

### 1f: Designing and Implementing Student Assessments

**Possible Guiding Questions:**
- How do you collaborate within the school community to design your school counseling program?
### Domain 1: Planning and Preparation

- How do you use multiple forms of assessment to measure student outcomes?
- Before you design your program how do you use assessment data to establish student outcomes?
- How do you work with other stakeholders to use the assessment to develop intervention strategies?
- Explain the ways in which you provide students with feedback concerning their progress toward their identified goals.
## Domain 2: The Environment

**2a: Creating an Environment of Respect and Rapport**

**Possible Guiding Questions:**
- How do you model respect and rapport for all students and staff?
- How do you see your modeling of respect and rapport influencing student behavior?

**2b: Supporting a Culture for Positive Mental Health and Learning**

**Possible Guiding Questions:**
- How do you demonstrate that you have high expectations for your students?
- How have you contributed to the establishment of a positive culture of learning within your school system?
- How do you collaborate with faculty to ensure that strategies and supports are in place for student success?

**2c: Managing Procedures**

**Possible Guiding Questions:**
- How have you incorporated an understanding of student responsibility into your procedures?
- How do you ensure the most effective use of your time in providing services?

**2d: Managing Student Behavior**

**Possible Guiding Questions:**
- How does your management program take into account child development theory?
- How do you exhibit respect for students while refusing to accept negative behavior?

**2e: Organizing Physical Space**

**Possible Guiding Questions:**
- How do you make the best use of your physical space when delivering services to students?
- Does your use of physical space promote your role as a counselor?
- Is your physical space arranged to promote confidentiality when working with students and others?
<table>
<thead>
<tr>
<th>Domain 3: Service Delivery/Delivery System</th>
<th>Possible Guiding Questions:</th>
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| 3a: Communicating Clearly and Accurately  | - How do you check for student understanding when delivering services?  
                                             - What media do you use to communicate with your stakeholders?  
                                             - How do you view your role in communicating with stakeholders? |
| 3b: Using Questioning and Discussion Techniques | - How do you employ questioning and discussion techniques to improve your students’ understanding?  
                                             - How do you encourage students to ask questions?  
                                             - Are you comfortable with permitting open discussion in a student group? |
| 3c: Engaging Students in Learning and Development | - What strategies do you employ to ensure that all students are actively engaged in the activity you are conducting?  
                                             - How do you identify and address the role a student may be playing in a group activity? |
| 3d: Using Assessment in Delivery of Academic, Career and Personal Social Development Services | - How do you use assessment in program planning and overall student planning?  
                                             - What methods of assessment do you regularly use to monitor student progress? |
| 3e: Demonstrating Flexibility and Responsiveness | - How do you respond when a student challenges your presentation?  
                                             - How do you demonstrate flexibility when a student(s) does not appear to be responding to your presentation?  
                                             - When results are unfavorable or unexpected how do you modify your approach? |
## Domain 4: Professional Development/Professional SC Responsibilities/Ethical Standards

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<tr>
<th>4a: Reflecting on Professional Practice</th>
<th>Possible Guiding Questions:</th>
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<td></td>
<td>- How do you employ evidence-based methodology to improve practice?</td>
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<td>- Give an example of how you have modified your program due to reflecting upon prior performance?</td>
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<th>4b: Maintaining Accurate And Confidential Records</th>
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<td>- How do you share individual as well as overall progress to promote system change?</td>
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<td>- Provide examples of how your records management system supports the requirements of FERPA.</td>
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<td>- How can your management of the records system support program, improvement?</td>
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<th>4c Communicating with Stakeholders</th>
<th>Possible Guiding Questions:</th>
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<td>- How do you manage difficult situations involving family members?</td>
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<td>- How can you deliver bad news and still maintain a working relationship?</td>
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<td>- How do you maintain appropriate boundaries between your professional and personal relationships with families?</td>
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<th>4d: Participating in a Professional Community</th>
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<td>- On what committees or task forces for school improvement are you currently serving?</td>
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<td>- How do you view your role and/or relationships within your building and inform the faculty of your appropriate role?</td>
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<th>4e: Growing and Developing Professionally</th>
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<tr>
<td></td>
<td>- How do you view professional development?</td>
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<td>- What professional development activities have you participated in during the past year?</td>
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<th>4f: Demonstrating Professionalism</th>
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<td>- To what professional organizations do you belong?</td>
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<td>- Are you knowledgeable of the ethics of your profession?</td>
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