There are many ways to complete the self-assessment worksheet for [professional growth plans (PGPs) towards certificate renewal](https://www.pesb.wa.gov/workforce/developing-current-educators/pgp/). Here are some optional recommendations:

* Reflection: Prior to completing the self-assessment, review the full set of [certification standards and benchmarks](https://www.pesb.wa.gov/workforce/developing-current-educators/certification-standards-renewal/) and reflect on scenarios where you may have or have not enacted the relevant criteria.
* Explain the why: While rating yourself, consider why you rated yourself that way. If it helps, write down your thoughts in the notes column.
* Partner up: If you like to collaborate, complete the self-assessment with a colleague who knows you well.

| Rate your capacity  *Criteria rated as an area of growth indicates the highest need for professional learning.* | | | | |  |
| --- | --- | --- | --- | --- | --- |
| Standard 5.A: School counseling program:  certified school counselors develop, lead, and evaluate a data-driven school counseling program that is comprehensive, utilizes best practices, and advances the mission of the school. | | | | | |
| Benchmark | Career-level benchmarks The school counselor demonstrates skills to: | 1  Area for Growth | 2  Proficient | 3  Area of Strength | Notes (optional) |
| A. Program implementation | Leads in continuous improvement of a sustainable and evolving comprehensive school counseling program aligned with the mission of the school. |  |  |  |  |
| B. Program measures | Leads others to define, use, and communicate measurable career, personal/social, and academic benchmarks and outcomes in relationship to educational decisions. |  |  |  |  |
| C. Program data | Leads analysis of data to inform decision-making and demonstrate accountability. |  |  |  |  |
| Standard 5.B: Student learning and assessment:  certified school counselors use their knowledge of pedagogy, child development, individual differences, learning barriers, and Washington State learning requirements to support student learning. They work effectively with other educators to monitor and improve student success. | | | | | |
| Benchmark | Career-level benchmarks The school counselor demonstrates skills to: | 1  Area for Growth | 2  Proficient | 3  Area of Strength | Notes (optional) |
| A. Assess student learning | Utilize a broad array of assessment strategies to consult, plan, and advocate effectively with and for students. |  |  |  |  |
| B. Collaboration  on student learning | Participate in and build effective teams of educators and families to support student learning needs. |  |  |  |  |
| C. Barriers to learning | Counselors convene, lead, and collaborate with others in addressing systemic barriers to learning. |  |  |  |  |
| D. Career readiness | Counselors facilitate groups to identify programs and facilitate life/career development across the curriculum. |  |  |  |  |
| Standard 5.C: Counseling theories and techniques:  certified school counselors use a variety of research-based counseling approaches to provide prevention, intervention, and responsive services to meet the academic, personal/social and career needs of all students. | | | | | |
| Benchmark | Career-level benchmarks The school counselor demonstrates skills to: | 1  Area for Growth | 2  Proficient | 3  Area of Strength | Notes (optional) |
| A. Relational counseling | Builds effective partnerships across stakeholder groups and K-12 systems to support student development and facilitate transitions. |  |  |  |  |
| B. Responsive services | Implements and leads others to take a systemic approach to student needs and responsive services according to best current research practices.. |  |  |  |  |
| C. Individual and group counseling | Develops identification systems that are predictive and responsive to the academic, personal/social, and career development needs of students. |  |  |  |  |
| D. Guidance programs | In coordination with K-12 stakeholders, assesses the effectiveness of guidance program adoptions and makes recommendations for district-wide program improvement. |  |  |  |  |
| E. Intervention services | Collaborates and consults with staff and community partners to coordinate services for students who need intensive support services to be successful in school. |  |  |  |  |
| Standard 5.D: Equity, advocacy, and diversity:  certified school counselors understand cultural contexts in a multicultural society, demonstrate fairness, equity, and sensitivity to every student, and advocate for equitable access to instructional programs and activities | | | | | |
| Benchmark | Career-level benchmarks The school counselor demonstrates skills to: | 1  Area for Growth | 2  Proficient | 3  Area of Strength | Notes (optional) |
| A. Culturallyrelevant counseling | Lead others in providing culturally relevant counseling, instruction, and communication. |  |  |  |  |
| B. Academic language | Leads others to integrate the academic language needs of students in comprehensive guidance and counseling practices. |  |  |  |  |
| C. Equitable services and policies | Lead in the development of school policies, programs, and services that are equitable, responsive, and prevent harassment and marginalizing behaviors. |  |  |  |  |
| Standard 5.E: School climate and collaboration:  certified school counselors collaborate with colleagues, families, and community members to establish and foster an inclusive, nurturing, and physically safe learning environment for students, staff, and families. | | | | | |
| Benchmark | Career-level benchmarks The school counselor demonstrates skills to: | 1  Area for Growth | 2  Proficient | 3  Area of Strength | Notes (optional) |
| A. Learning environment | Establishes collaborative partnerships with school district and community stakeholders to foster a positive P-12 learning environment.and extending learning beyond the ISLLC and Washington State standards. |  |  |  |  |
| B. Assess school wide needs | Develops processes to monitor student needs data, identify concerns, and effectively implement counseling program responses. |  |  |  |  |
| C. Policies and services | Leads school-wide efforts to identify barriers to student learning and create an inclusive, nurturing, and physically safe learning environment. |  |  |  |  |
| D. Crisis preparedness | Collaborates with district personnel and local agencies to coordinate school crisis response with community crisis response. |  |  |  |  |
| Standard 5.F: Professional identity and ethical practice:  certified school counselors engage in continuous professional growth and development and advocate for appropriate school counselor identity and roles. They adhere to ethical practices and to the Washington State and federal policies, laws, and legislation relevant to school counseling. | | | | | |
| Benchmark | Career-level benchmarks The school counselor demonstrates skills to: | 1  Area for Growth | 2  Proficient | 3  Area of Strength | Notes (optional) |
| A. Professional growth planning | Leads others to build systems of professional learning. |  |  |  |  |
| B. Reflective practice | Leads others to create an environment of reflective practice. |  |  |  |  |
| C. Counselor program identity | Leads system redesign to enhance counselor identity and programs. |  |  |  |  |
| D. Ethical and legal standards | Leads in the design of curriculum, structures, and policy to assure adherence to ethical and legal standards in school counseling, including prevention and reporting of child abuse and neglect, harassment, intimidation, and bullying. |  |  |  |  |