

# School Counseling Program Assessment



FOUNDATION			
CRITERIA	No	In Progress	Yes
<b>Beliefs</b>			
a. Indicates an agreed-upon belief system about the ability of all students to achieve			
b. Addresses how the school counseling program meets student developmental needs			
c. Addresses the school counselor's role as an advocate for every students			
d. Identifies persons to be involved in the planning, managing, delivery and evaluation of school counseling program activities			
e. Includes how data informs program decisions			
f. Includes how ethical standards guide the work of school counselors			
<b>Vision Statement</b>			
a. Describes a future where school counseling goals and strategies are being successfully achieved			
b. Outlines a rich and textual picture of what success looks like and feels like			
c. Is bold and inspiring			
d. States best possible student outcomes			
e. Is believable and achievable			
<b>Mission Statement</b>			
a. Aligns with the school's mission statement and may show linkages to district and state department of education mission statements			
b. Written with students as the primary focus			
c. Advocates for equity, access and success of every student			
d. Indicates the long-range results desired for all students			

Program Goals			
a. Promote achievement, attendance, behavior and/or school safety			
b. Are based on school data			
c. Address schoolwide data, policies and practices to address closing-the-gap issues			
d. Address academic, career and/or personal/social development			
<b>ASCA Student Standards and Other Student Standards</b>			
a. Standards, competencies and indicators from ASCA Student Standards are identified and align with program mission and goals			
b. Standards and competencies selected from other standards (state/district, 21st Century, Character Ed, etc.) align with ASCA Student Standards, program mission and goals as appropriate			
<b>School Counselor Professional Competencies and Ethical Standards</b>			
a. ASCA School Counselor Competencies have been reviewed			
b. ASCA Ethical Standards for School Counselors have been reviewed			
<b>PROGRAM MANAGEMENT</b>			
<b>CRITERIA</b>	<b>No</b>	<b>In Progress</b>	<b>Yes</b>
<b>School Counselor Competencies Assessment</b>			
School counselor competencies assessment has been completed			
<b>School Counseling Program Assessment</b>			
School counseling program assessment has been completed			
<b>Use-of-Time Assessment</b>			
a. Use-of-time assessment completed twice a year			
b. Direct and indirect services account for 80 percent of time or more			
c. Program management and school support activities account for 20 percent of time or less			

<b>Annual Agreement</b>			
a. Created and signed by the school counselor and supervising administrator within the first two months of school			
b. One agreement per school counselor			
c. Provides rationale for use of time based on data and goals			
d. Reflects school counseling program mission and program goals			
e. Lists school counselor roles and responsibilities			
f. Identifies areas for school counselor professional development			
<b>Advisory Council</b>			
a. Membership includes administrator and representatives of school and community stakeholders			
b. Meets at least twice a year and maintains agenda and minutes			
c. Advises on school counseling program goals, reviews program results and makes recommendations			
d. Advocates and engages in public relations for the school counseling program			
e. Advocates for school counseling program funding and resources			
<b>Use of Data</b>			
a. School data profile completed, tracking achievement, attendance, behavior and safety data			
b. School data inform program goals			
c. School counseling program data (process, perception, outcome) are collected and reviewed and inform program decisions			
d. Organizes and shares data/results in a user-friendly format (e.g., charts)			

<b>Action Plans (Curriculum, Small Group and Closing the Gap)</b>			
a. Data are used to develop curriculum, small-group and closing-the-gap action plans using action plan templates			
b. Action plans are consistent with the program goals and competencies			
c. Projected results (process, perception and outcome) data have been identified			
d. Projected outcome data are stated in terms of what the student will demonstrate			
<b>Curriculum Lesson Plan</b>			
Curriculum lesson plan templates are used to develop and implement classroom activities			
<b>Calendars (Annual and Weekly)</b>			
a. Indicate activities of a comprehensive school counseling program			
b. Reflect program goals and activities of school counseling curriculum, small-group and closing-the-gap action plans			
c. Are published and distributed to appropriate persons			
d. Indicate fair-share responsibilities			
e. Weekly calendar aligns with planned use of time in the annual agreement			
<b>DELIVERY</b>			
<b>CRITERIA</b>	<b>No</b>	<b>In Progress</b>	<b>Yes</b>
Direct student services are provided (Strategies to include instruction, group activities, appraisal, advisement, counseling and crisis response)			
a. Deliver school counseling curriculum lessons to classroom and large groups			
b. Provide appraisal and advisement to assist all students with academic, career and personal/social planning			
c. Provide individual and/or group counseling to identified students with identified concerns or needs			
Indirect student services are provided to identified students (Strategies to include referrals, consultation, collaboration)			
Direct and indirect service provision amounts to 80 percent or more of the school counselor's time			

ACCOUNTABILITY			
CRITERIA	No	In Progress	Yes
<b>Data Tracking</b>			
a. School data profile is analyzed, and implications for results over time are considered			
b. Use-of-time assessment is analyzed and implications are considered			
<b>Program Results (Process, Perception and Outcome Data)</b>			
a. Curriculum results report is analyzed, and implications are considered			
b. Small-group results reports are analyzed, and implications are considered			
c. Closing-the-gap results reports are analyzed, and implications are considered			
d. Program results are shared with stakeholders			
<b>Evaluation and Improvement</b>			
a. School counselor competencies assessment informs self-improvement and professional development			
b. School counseling program assessment informs program improvement			
c. School counselor performance appraisal is conducted and informs improvement			
d. Program goal results are analyzed, and implications considered			

Criterion	Highly Effective <small>*includes content in Effective</small>	Effective	Developing or Needs Improvement	Ineffective
<b>Leadership</b>	<p>Actively involved in teams at building/district level.</p> <p>Visible in community groups and activities.</p> <p>Demonstrates personal and professional qualities and skills of effective leaders.</p>	<p>Viewed by peers and community as a building leader.</p> <p>Participates in building-based plans to promote student achievement.</p>	<p>Knowledgeable about student achievement goals and individual student progress toward those goals.</p>	<p>Fails to see connection between the work of the counselor and the student achievement goals of the building or district.</p>
<b>Advocacy</b>	<p>Analyzes systems to identify barriers to student success and then advocates to remove those barriers.</p> <p>Understands process for development of policy and procedures at the building, district, state, and national levels.</p>	<p>Shares information regarding barriers to student success with stakeholders.</p> <p>Supports others in working to remove barriers.</p> <p>Advocates with or on behalf of students.</p>	<p>Understands there may be barriers to student success in school and community.</p>	<p>Is unaware of barriers to student success in the school and community.</p>
<b>Collaboration</b>	<p>Initiates, works with and often leads stakeholders as a change agent to promote student success.</p> <p>Identifies and utilizes best practices for collaborating with all stakeholders to affect student success.</p> <p>Facilitates group meetings effectively and efficiently to meet group goals.</p>	<p>Supports and cooperates with colleagues in a collaborative manner.</p> <p>Actively participates in the school culture.</p>	<p>Maintains cordial relationships with colleagues.</p> <p>Participates in the professional culture of the school when specifically invited.</p>	<p>Creates relationships with colleagues that are negative or self-serving.</p> <p>Resists opportunities to become involved in the professional culture of the school.</p>
<b>Systemic Change</b>	<p>Develops a plan to deal with personal and institutional resistance impeding the change process.</p> <p>Creates plans and presents solutions to promote change.</p>	<p>Identifies potential resistance points for change.</p> <p>Actively participates in solutions identified by others.</p>	<p>Identifies problems but does not work towards solutions.</p>	<p>Is not aware of problems, does not support solutions or may contribute to systemic problems.</p>

## Here are 13 qualities of a great leader:

1. **A great leader is purpose driven.** Their position is simply their platform to teach life lessons, to positively influence people and to be a part of something they love.
2. **A great leader is a big thinker.** They think long term and they dream on a macro level. They don't look at where their team/company is, but rather where their team/company should be and will be. They know that their own creativity and imagination is their only limiting factors.
3. **A great leader has high character.** They do the right thing when nobody's watching and they hold everyone in their company to a high standard of excellence. They will willingly sacrifice winning to do what is right and they model high character every day of their lives
4. **A great leader embraces change.** They embrace the societal change that comes with millennials and they embrace the spur of the moment changes that require split second decisions and strategic adjustments.
5. **A great leader has empathy.** They know empathy is one of the sharpest tools they have in their toolbox as empathy helps forge meaningful connection with their team. Before rushing to judgment, they always take the time to view each situation through the other person's lens.
6. **A great leader takes calculated risks.** They don't play it safe for a sense of false security. They know you can't achieve much in business or in life unless you are willing to leave your comfort zone and take intelligent risks. And they have no problem living with the consequences of their decision.
7. **A great leader is decisive.** They have strong convictions relating to their company culture and standards and to their business philosophy and they have no problem making the decisions to fully support each.
8. **A great leader uses their authority appropriately.** They know that respect must be earned. They know that the title 'leader' carries a tremendous responsibility – a responsibility they gladly shoulder and utilize wisely. And they don't feel threatened... they want everyone in their company to be a leader as well.
9. **A great leader is an effective communicator.** They know that nothing has been taught until something has been learned. They are able to communicate one-on-one, with the entire organization and through digital platforms like text message and social media.
10. **A great leader is a servant leader.** They put the needs of the organization, of their teammates and of their employees before their own. They consciously serve everyone in their company on a daily basis and acknowledge that the organization is bigger than them.
11. **A great leader is courageous.** They don't fear failure. They don't worry what other people think.
12. **A great leader is fully committed to the betterment of their employees on and off the court.** They are fully devoted to developing employee skills, as well as their leadership, communication, toughness and respect.
13. **A great leader works on their craft every single day.** They take pride in learning on a daily basis. They have the humility to know that no matter how long they have been coaching or how successful they have been... that the day they stop learning is the day they need to retire.

# Multi-Tiered System of School Counselor Advocacy (MTSA) – Three Tier Approach

- Be physically visible
- Introduce yourself and use Professional School Counselor terminology and signage everywhere
- Develop a program brochure
- Implement ASCA Model and Iowa School Counseling Framework-Use data!
- Print business cards
- Celebrate National School Counselor Week
- Use social media to communicate
- Bulletin Boards
- Know how you are funded
- Consistent communication and conversations with administrators and staff
- Advisory committee
- Join professional organizations
- Join ISCA and ASCA and attend conferences
- Display ISCA/ASCA membership certificate, clothing, mug, water bottle, etc.
- Nominations for SCOY and ISCA grants

## LEVEL 1

- Yearly goal setting aligned with district goals using data
- Develop PLC (Professional Learning Committee)
- Management agreement
- Time Analysis
- Develop and share calendar
- Presentation on program results with staff, admin., school board and PTA
- Use School Counselor Evaluation Tool
- Member of building leadership committees
- Connections with community
- Active in ISCA
- Present at ISCA conference
- Be informed about state legislative issues. Contact legislators and attend forums.
- Attend Visit the Hill Day

## LEVEL 2

- School Counseling program is an integral part of the school and community
- Consistently demonstrate how students are different because of the school counseling program
- Apply for RAMP (Recognized ASCA Model Program)
- Know what is going on at the Department of Education
- Communicate with state legislators-inwrite them to your school and meetings
- Knowledge of issues and communication at the federal level

## LEVEL 3

*We all need to  
STEP UP!*



I O W A  
S C H O O L  
C O U N S E L O R  
A S S O C I A T I O N

*If we do not define our  
role as school counselors,  
someone else will!!*