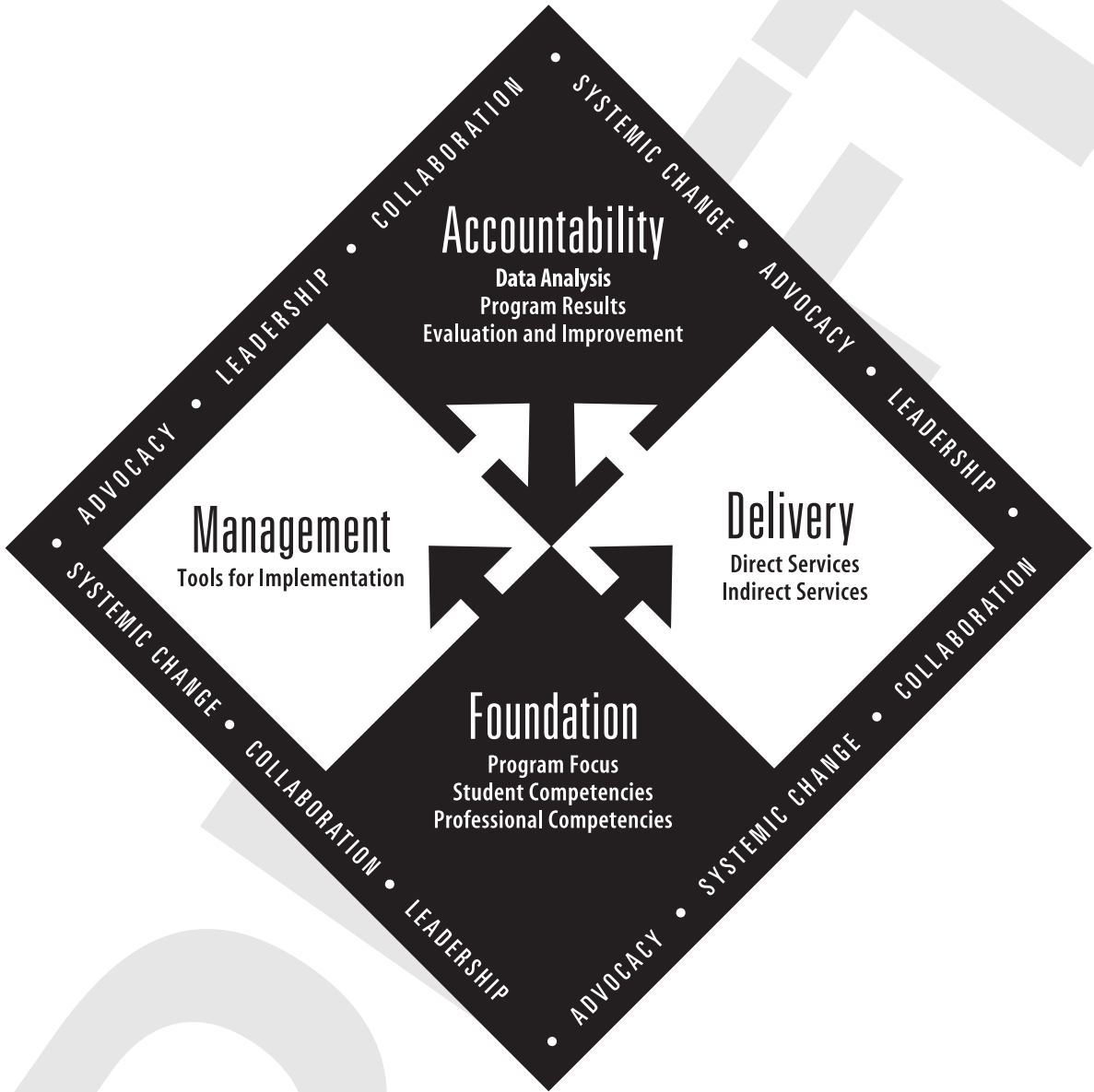


ASCA National Model

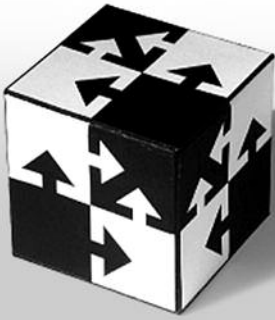
THIRD EDITION

Draft for
Public
Comment





Foundation



Topics Include:

Program Focus

- Beliefs
- Vision Statement
- Mission Statement
- Program Goals

Student Competencies

- ASCA National Standards for Student Competencies
- Other Student Standards

Professional Competencies

- School Counselor Professional Competencies
- ASCA Ethical Standards for School Counselors

Introduction

The school counseling program's foundation serves as the solid ground upon which the rest of the comprehensive school counseling program is built. The decisions made as the foundation is being developed or modified become the “what” of the program. The “what” is defined as the student attitudes, skills and knowledge that are learned because of a school counseling program. Designing a strong foundation requires a collaborative effort with staff, parents/guardians and the community to determine what every student will receive as a benefit of a school counseling program.

The purpose of this component of the ASCA National Model is to establish the focus of the comprehensive school counseling program based on the academic, career and personal/social needs of the students in the school. Elements of the foundation include three subsections:

- Program Focus
- Student Competencies
- Professional Competencies

PROGRAM FOCUS

Beliefs

Everyone has beliefs. Beliefs are personal and individual and are derived from our backgrounds and experiences. But most importantly, our beliefs drive our behavior.

Beliefs are discussed early in the process of developing a school counseling program. It is clear that school counselors' beliefs about students, families, teachers

and the educational process are crucial in supporting student success. Open, honest dialogue is required to ensure school counseling teams and departments explore complex issues from many points of view.

When working with a school counseling team, it is important for each team member to contribute to the discussion on beliefs to come to a common understanding about each other's point of view. Effective belief statements include:

1. An agreed-upon belief system about the ability of all students to achieve
2. Every student
3. Student developmental needs with a focus on prevention
4. The school counselor's role as an advocate for every student
5. Persons to be involved in the delivery or program activities
6. Who will plan and manage the program
7. Data to drive program decisions
8. How the program will be evaluated and by whom
9. Ethical guidelines

Exercise: Developing Beliefs

Each team member should contribute to the beliefs discussion. The following questions will help your team complete the chart:

1. What do we believe about the ability of all students to achieve?
2. How do we demonstrate our commitment to all students?
3. Do we address developmental needs and focus on prevention?
4. What is the school counselor's role as an advocate for every student?
5. Who do we believe is involved in the delivery or program activities?
6. Who plans and manages the program?
7. How are data used to drive program decision?
8. How is the program evaluated and by whom?
9. How do ethical guidelines or standards guide the program?

Following the discussion, define and record the group's beliefs.

Belief	This belief is important for students because	What this belief means for the program	What this belief means the school counselor will do

Sample Beliefs

- Students come first in the school counseling program.
- Our schools and community are responsible to teach all students to value education and life-long learning.
- Our schools provide all students with the attitudes, knowledge and skills to be college and career ready
- Our schools provide a positive environment where mutual respect and individual responsibility are learned and practiced.
- Our schools provide a safe and secure environment.
- Every member of our community has value in the education of our students.
- All students, regardless of their diverse learning abilities, can learn and achieve to their maximum potential.
- Our school counselors provide data-driven school counseling programs for all students.
- Our school counselors adhere to the ASCA Ethical Standards for School Counselors.

Vision Statement

Vision focuses on the future, more specifically, a preferred or desired future (Levin, 2000). When discussing the vision of a school counseling program, school counselors communicate what they want to see in the future for the school community related to student achievement and other student outcomes. A discussion about vision builds off of the discussion of beliefs and becomes the picture of what school counselors hope to see in the next five to 10 years (National School Boards Association [NSBA], 2009).

School counselors can promote the success of every student by developing a vision of learning for all students that is shared and supported by stakeholders (The Council of Chief State School Officers, 2008). This vision is clearly articulated in a vision statement.

The vision statement for the school counseling program aligns with the vision of the school and district. It describes not what we are but what we want to become and what life will be like for students, staff, parents and stakeholders from the perspective of the school counselor (NSBA, 2009). It is shaped by how school counselors view the world and reflects what they believe about students, families, teachers and the educational process that drive their ability to support success for all students (Dahir & Stone, 2012).

A review of research shows that a shared vision or mission is “a characteristic of effective schools, helps foster inclusive and equitable schools, directs positive school change and ideally guides quality professional development” (Kose, 2011, p. 120). All of these areas fit within a comprehensive school counseling program. A clearly formed vision statement shapes school counselors’ actions, instills their work with meaning and reminds them why they are in the profession. (Leithwood & Hallinger, 2002).

Effective vision statements are:

- Aligned with school and district vision
- Future-oriented
- Bold and compelling
- Aspiring and inspiring

- State the best possible student outcomes (achievement, attendance, behavior, opportunities) that are five to 10 years away
- Believable and achievable (Kose, 2011; Levin, 2000)

Mission Statement

A mission statement provides the focus and direction to reach the vision, creating one focus or purpose in the development and implementation of the comprehensive school counseling program. The school counseling mission statement aligns with and is a subset of the school or district's mission. Therefore, the school counseling program supports the learning environment and at the same time makes unique contributions to meeting students' needs and nurturing their growth.

The program's mission statement is clear, concise and specific to the program's intent and what the program will contribute to the overall mission of schools. An effective mission statement:

- is tied to the school's mission statement and may show linkages to district and state department of education mission statements
- is written with students as the primary focus
- advocates for equity, access and success of every student
- indicates the long-range results desired for all students

Sample Mission Statement

The mission of Fuquay-Varina High School is to foster student learning where success is the only option. (Fuquay-Varina High School – Wake County Public School System, RAMP School, 2011)

Program Goals

Program goals define how the vision and mission will be measured. School counseling program goals are statements about a desirable outcome toward which the program is willing to devote resources (Dimmit, Carey, & Hatch, 2007). These goal statements promote specific student outcomes including improved student achievement, attendance, behavior and school safety.

The SMART goal format (Doran, 1981) is a frequently used format for writing program goals. SMART is an acronym for specific, measurable, attainable, relevant and timely. This acronym is often used to help an individual identify goals and the necessary steps needed to accomplish a given tasks.

Program goals are based on school data and, in many cases, focus attention on issues related to an achievement gap or opportunity gap. Program goals may address academics, attendance, behavior and school safety through one or more of the three domains (academic, career and/or personal/social development). Goal setting, based on school-specific data and aligned with the school counseling vision and mission, gives focus to the school counseling program.

Goal Setting: The Process

The goal setting process often begins by identifying a “burning question” related to educational issues. It builds on courageous conversations about beliefs about student learning and student inequalities and is founded in data such as student enrollment patterns in rigorous classes, incidences of discipline referrals or student absences (Dimmitt, Carey, & Hatch, 2007; Haycock, 2001; Marzano, 2010).

Although there may be many ways to identify a goal, the following process suggests four ways to examine data elements.

1. Examine the school data profile to identify academic gaps by categories such as ethnicity, gender, age or grade level.
2. List current academic, career and personal/social domain activities and interventions provided to all students. (See Brainstorming Activity.) The brainstorming activity can help school counselors provide a cursory review of their comprehensive services and consider gaps in their program delivery (Bauman, 2004; Singleton & Linton, 2006; Young & Kaffenberger, 2009).
3. Identify a specific school improvement plan (SIP) goal and consider the school counseling program activities that align with the school’s instructional accountability goals. Have a discussion with the principal about his/her goals. Principals are often working toward specific goals from the school improvement plan, and it may be timesaving for school counselors to understand the principal’s focus for the year.
4. Complete the school counseling program SMART goals worksheet. (See School Counseling Program SMART Goals).

Sample Goal-Setting Process for Academic Goals

1. School Data Profile Review
Benton High School has traditionally been highly competitive in academic grades, high school exit exam scores, end-of-course exam scores and performance on college entrance exams such as SAT and ACT. In the past few years, the average SAT and ACT scores have declined well below the national average and showed an achievement gap for African-American students especially in mathematics.
2. Current Strategies
 - a. Students and parents are provided with resources on college entrance exams.
 - b. Data are analyzed to determine which students may need additional support to prepare for college entrance exams.
 - c. School counselors collaborate with the teachers and administrators to identify additional support for mathematics for students who need assistance.
3. School Improvement Plan
The school improvement plan includes a goal to improve SAT/ACT scores for all students.

4. SMART Goal Development

The following SMART goals are potential goals addressing school data.

- By the end of year one, the school's average SAT and ACT score will increase by 10 percent.
- By the end of year two, the achievement gap in mathematics for African-American students will decrease by 50 percent.
- By the end of year three, the school's average score on SAT and ACT exams will exceed the national average for all subgroups in the school.

Sample Goal Setting Process for Attendance Goals

1. School Data Profile Review

The district provides the school with daily attendance reports identifying which students have been absent. At the end of the school year, the school receives a report identifying students with eight or more absences for the year. The school counselors review the reports and identify 73 students with eight or more absences.

2. Current Strategies

- a. Letters are sent to the homes of students with four, seven and 10 absences.
- b. Students are considered for retention if they have 20 or more absences.

3. School Improvement Plan

A goal of increased attendance is a part of the plan.

4. SMART Goal Development

The following goal was developed.

Students with 10 or more absences in the previous year will have fewer than 8 absences this year.

These sample goals promote the academic domain by focusing on an increase in academic achievement, success on college entrance exams and increased attendance. The goals are simple, yet precise. (Young & Kaffenberger, 2009)

Brainstorming Activity

Academic	Personal/Social	Career

Sample School Counseling Program SMART Goals Worksheet

Based on the work of G.T. Doran (1981)

School: _____ Year: _____

School Counselor(s): _____

Specific Issue What is the specific issue based on our school's data?	
Measurable How will we measure the effectiveness of our interventions?	
Attainable What outcome would stretch us but is still attainable?	
Relevant Is this outcome relevant? Does it make a difference for student achievement and success?	
Time Bound When will our goal be accomplished?	

Based on the information above, write a single goal statement sentence

Example: By the end of the year, the number of discipline referrals will decrease by 20 percent.

STUDENT COMPETENCIES

ASCA Student Standards

ASCA Student Standards identify and prioritize the specific attitudes, knowledge and skills that students should be able to demonstrate as a result of a school counseling program. School counselors use the standards to assess student growth and development, guide the development of strategies and activities and create a program that helps students achieve their highest potential.

The ASCA Student Standards are organized in three broad domains to promote behaviors that enhance the learning process: academic, career and personal/social development. Standards for each domain provide guidance and direction for states, school systems and individual schools for the development of effective school counseling programs. Student competencies define the specific knowledge, attitudes and skills students should obtain, and indicators demonstrate skill acquisitions.

School-specific competencies and indicators from the ASCA Student Standards are the foundation for classroom lessons, small groups and activities with a school counseling program. The competencies and indicators directly reflect the school counseling program, mission and goals. The ASCA Student Standards are aligned with district, state and/or national documents to reflect the district's local priorities.

Use the ASCA Student Standards program panning tool (available at www.ASCANationalModel.org/RAMP) to identify grade-level specific competencies and indicators for the school counseling program.

Other Student Standards

School counselors are encouraged to consider how other student standards complement and inform their school counseling program. They help school counselors demonstrate how their program aligns with other standards important to state and district initiatives as appropriate (e.g., district standards, state standards, 21st Century, Character Ed).

The following are examples of other student standards.

- The Partnership for 21st Century Skills, www.p21.org/overview/skills-framework/351
- Character Education Partnership, www.character.org/
- Collaborative for Academic, Social, and Emotional Learning, www.casel.org
- State standards (check state Department of Education Web sites)

PROFESSIONAL COMPETENCIES

ASCA School Counselor Competencies

The ASCA School Counselor Competencies outline the knowledge, attitudes and skills that ensure school counselors are equipped to meet the rigorous demands of the profession and

the needs of our preK-12 students. These competencies are necessary to ensure the future school counselor workforce is able to continue to make a positive difference in students' lives.

These competencies are applicable along a continuum of areas. For instance, school counselor education programs may use the competencies as benchmarks for ensuring students graduate with the knowledge, skills and dispositions needed for developing and implementing school counseling programs. School counselors use the ASCA School Counselor Competencies as a checklist to self-evaluate their own competencies and, as a result, formulate an appropriate professional development plan. (See ASCA School Counselor Competencies, p. 48.)

ASCA Ethical Standards for School Counselors

These ethical standards are the ethical responsibility of school counselors. School counseling program directors/supervisors should know them and provide support for practitioners to uphold them.

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Management System



Topics Include:

- School Counselor Competencies Assessment
- School Counseling Program Assessment
- Annual Agreement Template
- Advisory Council
- Use of Data
- School Data Profile Template
- Program Results Data (Process, Perception and Outcomes)
- Curriculum, Small-Group and Closing-the-Gap Action Plan Templates
- Lesson Plan Template
- Use of Time Assessment
- Appropriate and Inappropriate School Counseling Program Activities
- Calendars

To effectively deliver the school counseling curriculum and address the developmental needs of every student, the school counseling program must be effectively and efficiently managed. The management system section of the ASCA National Model provides organizational processes and tools designed to manage a school counseling program. The tools in the management system help school counselors develop, implement and evaluate their school counseling program based on clearly delineated priorities reflective of student needs.

SCHOOL COUNSELOR COMPETENCIES ASSESSMENT

The ASCA School Counselor Competencies (2007) support school counselors' efforts to help students focus on academic, career and personal/social development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. The competencies include knowledge, attitudes and skills necessary to perform the range of school counselor responsibilities in all four components of a comprehensive school counseling program.

The competencies are applicable in a variety of areas, including those listed below.

School counselors	<ul style="list-style-type: none"> ■ Self-assess their own competencies ■ Formulate an appropriate professional development plan
School administrators	<ul style="list-style-type: none"> ■ Guide the recruitment and selection of competent school counselors ■ Develop or inform meaningful school counselor performance evaluation
School counselor education programs	<ul style="list-style-type: none"> ■ Establish benchmarks for ensuring school counseling students graduate with the knowledge, attitudes and skills needed for developing comprehensive school counseling programs.

The school counselor competencies assessment on p. 48 helps school counselors assess their knowledge, attitudes and skills.

SCHOOL COUNSELING PROGRAM ASSESSMENT

The school counseling program assessment is used to assess the school counseling program in comparison with the ASCA National Model. The assessment findings help school counselors identify strengths and weaknesses of the school counseling program and provide direction for continued program improvement.

The assessment is first completed when a comprehensive school counseling program is being designed and then reviewed and updated at least annually to appraise the progress of program development and implementation. After completing the assessment, see p. 35 in the accountability section for more information about analyzing the data to determine:

- Major strengths of the program
- Program areas in need of strengthening
- Short-range goals for improvement
- Long-range goals for improvement
- Areas to consider for professional development

Results of the assessment can be shared in several ways to support the development of a comprehensive program. The results can be shared with administrators to inform the administrator of the direction of program implementation. The results may also be shared with the advisory council to inform the development of program priorities and goals, training and areas of focus.

See p. 24 for the school counseling program assessment.

ANNUAL AGREEMENT TEMPLATE

Annual agreements outline the organization and focus of the school counseling program and are made between each school counselor and the administrator in charge of the school counseling program each school year. These agreements ensure formal discussion between the school counselor and administrator about the alignment of school counseling program goals with the goals of the school and can increase an administrator's understanding of a comprehensive school counseling program.

Each school counselor develops an annual agreement with the administrator. When developing the agreement, it is recommended that the agreement:

- is created and signed by the school counselor and supervising administrator within the first two months of school
- provides rationale for the school counselor's use of time based on the school's data
- reflects the school counseling program's mission and program goals, which align with the school's mission
- lists the school counselor's specific responsibilities within the school counseling program, such as student caseload and program components or activities
- identifies areas for professional development for the school counselor.

When school counselors and administrators meet and agree on program priorities, implementation strategies and the organization of the school counseling program, the program runs more smoothly and is more likely to produce the desired results for students.

ADVISORY COUNCIL

An advisory council is a representative group of stakeholders selected to advise and assist with school counseling program implementation. The council meets at least twice a year and maintains an agenda and minutes for each meeting. Advisory councils assist school counselors by:

- Advising on program goals
- Reviewing program results
- Making recommendations about the school counseling program
- Advocating and engaging in public relations for the school counseling program
- Advocating for funding and resources

(Johnson & Johnson, 2001)

Creating an Advisory Council

When creating an advisory council, school counselors consider items such as:

- Goals and objectives – The advisory council's goals and objectives are set in advance of selecting advisory council members. School counselors are responsible for helping the members understand the council's purpose and focus. Council members can provide feedback on the goals and objectives, which can be revised as needed.

- Representation – The broader the representation on the advisory council, the more the group’s work will accurately reflect the community’s values, concerns and interests. Ideally, members of the advisory council reflect the diversity of the community and include students, parents, teachers, school counselors, administrators, school board members, and business and community members.
- Size – Although broad representation is crucial, the council’s size is an important issue. It is important to create an environment that encourages informed, constructive discussion. A council with too many members may be ineffective. Generally, a good rule of thumb is to establish a council with a minimum of eight members and a maximum of 20 members.
- Appropriate candidates – Advisory councils function as a communications link between the school counseling program and the various groups in the school and community: students, parents or guardians, educators, businesses and the community organizations. Appointing members with sincere interests in the school counseling program is recommended. Officially invite potential members by letter to serve on the advisory council and provide a brief explanation of the purpose of the council and the amount of time that may be needed. Also give potential members an opportunity to decline.
- Chairperson – An effective advisory council chairperson has skills in planning and conducting meetings. Additionally, the chairperson should possess group facilitation skills and consistently demonstrate an effective working relationships with others.
- Terms of membership – Terms of membership include appointments to definite terms of office serving from one to three years. If terms are staggered, there will always be experienced members serving. When a member’s term has expired, appoint a new council member for a new term.
- Agenda and minutes – To ensure effectiveness, it is crucial that each advisory council meeting have a specific agenda and goals to be accomplished. Send minutes of previous meetings and an agenda of the upcoming meeting to each member several days in advance.
- First meeting – The chairperson calls the first meeting of the council. Detailed information is provided to council members to inform members of the council’s purpose and goals. In addition, reports, school data and other information previously collected are included in an information packet to each member. Setting meeting dates and times and other organizational activities should take place at the first meeting. Although the number of meetings may vary, the school counseling advisory council should meet at least twice a year to collaborate and provide input.
- Additional meetings – As the group forms and develops an identity, agenda topics may naturally arise. However, part of the focus for the first meeting of the school year may be presenting the school counseling program calendar, goals and objectives. At the end of the year, the results gained in the program during the year can be shared along with recommendations for program improvement.

USE OF DATA

The focus and direction of the comprehensive school counseling program is based on student needs as determined through a review of the school's data. Understanding and using data are essential to ensuring every student receives the benefits of the school counseling program.

School counselors show that activities implemented as part of the school counseling program were developed after a careful analysis of achievement, behavior and attendance data. The use of data helps school counselors:

- Monitor student progress
- Identify students who are having difficulties or behavior problems
- Identify barriers to learning
- Understand factors affecting student behavior
- Identify access or equity issues
- Close achievement or opportunity gaps
- Assess and evaluate the effectiveness of activities within the school counseling program
- Improve, modify or change services provided to students
- Educate stakeholders about the power of a comprehensive school counseling program
- Advocate for additional resources to increase program effectiveness

A comprehensive school counseling program requires school counselors to be proficient in the collection, analysis and interpretation of student achievement and behavioral data. While the management section of the ASCA National Model aids school counselors by providing tools for planning and data collection, the accountability section helps with data analysis and program results.

Disaggregating data

To ensure every student achieves high academic standards, it is important to understand aggregate, global data from the entire student body, but it is even more important to understand the disaggregated data. When disaggregating data, school counselors separate data by variables to determine if there are any groups of students who are not performing as well as others.

For example, a school counselor may be pleased with data revealing that 85 percent of all seniors attend post-secondary education, but she may not be as pleased if disaggregated data reveals that 93 percent of white students attend post-secondary education compared with only 42 percent of students of color. Disaggregated data often brings to light issues of equity and access and helps focus the discussion upon the needs of specific groups of students.

Although there are many ways to disaggregate data, frequently used categories include:

- Gender
- Race/ethnicity
- Socio-economic status* (free or reduced lunch)
- Course enrollment
- Language spoken at home

- Special education
- Grade level
- Teacher assignment

*While the socio-economic status of individual students may be helpful in understanding student backgrounds, these data are protected by federal and state laws and may not be available to school counselors. Making decisions about prevention or intervention activities based on academic, behavioral and attendance data will help school counselors meet the needs of any student, regardless of background, who is not achieving success.

SCHOOL DATA PROFILE TEMPLATE

The school data profile template helps school counselors disaggregate data and gain an understanding of whether or not achievement gaps or issues of equity exist at the school.

Using student and school site data to monitor student progress helps the school counselor determine what students need to achieve school success.

Achievement Data

Achievement data measure students' academic progress. Achievement data fields include:

- Promotion and retention rates
- Graduation rates
- Drop-out rates
- Standardized test data (e.g., state exams, SAT/ACT scores)
- Grade-point averages
- At or above grade/achievement level in reading, math, etc.
- Passing all classes
- Completion of specific academic programs (e.g., academic honors, college prep, etc.)

Behavioral Data

Behavioral data measure those fields the literature has shown to be correlated to academic achievement. These data fields include:

- Discipline referrals
- Suspension rates
- Alcohol, tobacco and other drug violations
- Attendance rates
- Course enrollment patterns
- Parent or guardian involvement
- Participation in extracurricular activities
- Homework completion rates

The school data profile template provides a framework for documenting current school data as well as data over time. Collecting data over time can help provide a better understanding of the impact of the school counseling program. Data are collected in short-term and long-term formats.

Short term: Data that measure the short-term impact of changes in knowledge, skills and attitudes as a result of school counseling activities or interventions such as:

- pre-post tests on student competencies addressed in a classroom unit
- four-year plan
- improved test scores after delivering test-taking lessons
- improved classroom behavior after small-group counseling
- improved grades from one quarter to another after delivering homework or study skill lessons.

Long term: Schoolwide year-to-year, longitudinal student impact data collected for areas such as:

- Promotion and graduation rates
- attendance rates
- suspension rates
- college acceptance rates

PROGRAM RESULTS DATA

School counselors use data not only to identify areas of concern but also to show the school counseling program has attained goals and made a difference for students (Dimmitt, Carey & Hatch, 2007). To document how students are different as a result of the school counseling program, school counselors collect and analyze process, perception and outcome data and include them in program activity results reports.

Process data: Process data answer the question, “What did you do for whom?” and provide evidence that an event occurred. These data describe the way the activities are conducted and how many students were affected by the activity.

Examples of process data include:

- Held a six-session counseling group with 10 fourth-grade students on building positive peer relationships.
- 1,350 sixth- to eighth-grade students participated in violence prevention classroom lessons.
- 250 parents attended a career planning event.
- 1975 students completed the course selection process

Perception data: Perception data answer the question, “What do people think they know, believe or can do?” These data measure:

- Achievement of competencies
- Changes in attitudes and beliefs
- Gains in knowledge

These data are often collected through pre-post surveys demonstrating competency achievement, tests or skill demonstration opportunities such as presentations or role play, surveys or evaluation forms.

Examples of perception data include:

Achievement of competencies	<ul style="list-style-type: none"> ■ 100 percent of ninth-graders have completed a graduation plan ■ 100 percent of sixth-graders can identify three career interests
Changes in attitudes or beliefs	<ul style="list-style-type: none"> ■ 93 percent of fourth-graders believe fighting is not an appropriate method of solving problems ■ 69 percent of all students report feeling safe at school ■ 90 percent of the parents report benefiting from a presentation on college entrance requirements
Gains in knowledge	<ul style="list-style-type: none"> ■ 89 percent of ninth-graders demonstrate knowledge of promotion requirements ■ 92 percent of all students can identify the early warning signs of violence

Outcome data: Outcome data show the impact of an activity or program and answer the question, “So what?” These data show your program has had a positive impact on students’ ability to utilize their knowledge, attitudes and skills to effect improvement in achievement and behavior. These data are collected from multiple sources and include fields such as promotion rates, attendance rates, number of discipline referrals, grade-point averages, student graduation rates, etc. Examples of results data for behavior change include:

- Graduation rates improved from 79 percent to 86 percent.
- Attendance improved among seventh-grade males by 49 percent.
- Discipline referrals decreased by 30 percent for students with four or more referrals.

Most of the data fields mentioned above are typically available in the school’s student information system. These systems or databases greatly enhance the school counselor’s ability to monitor every student’s progress and help to make these formerly daunting tasks a manageable and valuable strategy.

Although data collection and analysis are important, school counselors do not have the time or resources to monitor every activity within the school counseling program. Therefore choices are made based on school priorities and data available at the local site. School and district goals, school improvement plans and other documents will help the school counselor determine what activities may be the highest priority. Each school district should provide direction on what is most important to be monitored.

Although collecting and analyzing data are important, these activities do not imply that school counselors are data analysts or attendance clerks. Schools may ask administrators or data managers to assist in the collection and management of this information, or they may hire para-professionals to assist with these tasks. Although data collection and analy-

ses take time, the benefits for students and the school counseling program greatly outweigh these costs.

ACTION PLANS

To efficiently and effectively deliver the school counseling program, there must be a plan detailing how the responsible school counselor intends to achieve the desired result (Johnson & Johnson, 2001). Action plans are utilized within three areas: school counseling curriculum, small groups and closing-the-gap activities.

The formats of all three types of action plan templates are similar and contain the following information:

- Goals to be addressed
- Domain(s), standards(s) and competencies, which are consistent with school and program goals
- Description of school counseling activities to be delivered
- Title of any packaged or created curriculum that will be used
- Timeline for completion of activities
- Name of person(s) responsible for each activity
- Methods of evaluating school success using process, perception and outcome data
- Expected results for students stated in terms of what will be demonstrated by the student

Curriculum Action Plan Template

Delivering school counseling curriculum activities can be an effective way to increase student achievement and improve student behaviors and attitudes (Whiston & Quinby, 2009). The curriculum action plan template helps school counselors create an effective plan to help students develop the knowledge, attitudes and skills appropriate for their developmental level within the domains of academic, career and personal/social development.

School counseling curriculum activities are presented systematically in the school (K-12) through classroom and group activities. The template assists school counselors in the design, documentation and implementation of the school counseling curriculum.

- Design – School counselors design the curriculum by selecting specific competencies that address student needs as demonstrated through school data. The competencies are selected from, or align with, the ASCA Student Standards. Lessons are selected or created to help students gain the appropriate knowledge, attitudes or skills specified in the plan.
- Documentation – The curriculum is documented through the school counseling core curriculum action plan. The plan includes the lessons taught, competencies addressed, curriculum used, timelines, projected students, evaluation methods and persons responsible.
- Implementation – The curriculum is implemented through direct instruction, team teaching or coordination with other educators. The competencies are taught using a variety of curriculum materials or activities. Student mastery of the competencies is assessed using pre-post tests, product creation or activity completion.

Small-Group Action Plan Template

Small-group activities have also been shown to have a positive effect on student achievement and behavior (Whiston & Quinby, 2009). The small-group action plan template is used to provide focus and organization to the academic, attendance or behavioral goals of small-group counseling activities.

Like individual counseling, small-group counseling is provided as a short-term intervention and typically involves four-eight sessions organized to meet specific prevention or intervention goals. The template assists school counselors in the design, documentation and implementation of small groups.

- Design – School counselors select students for small groups based on academic, behavior or attendance needs as reflected in school data. Specific competencies addressing student needs are selected from, or align with, the ASCA Student Standards. Lessons or activities are selected or created to help students gain the appropriate knowledge, attitudes or skills specified in the plan.
- Documentation – The small group is documented through the small-group action plan. The plan includes the lessons and activities, competencies addressed, curriculum used, timelines, projected students, evaluation methods and persons responsible.
- Implementation – The small group is implemented using counseling skills and techniques appropriate for the group and a variety of curriculum materials or activities. Student mastery of the competencies is assessed using pre-post tests and success toward reaching the established goals of the group.

Closing-the-Gap Action Plan Template

The closing-the-gap action plan template serves as a guide to address academic or behavioral discrepancies that exist between student groups. These discrepancies, often referred to as gaps, are identified through the review of disaggregated data, and school counselors develop detailed action plans indicating activities and resources leveraged to close the gaps.

Closing-the-gap activities often change from year to year based on student needs as demonstrated in the school's data. The template assists school counselors in the design, implementation and documentation of closing-the-gap action plans.

- Design – School counselors identify students for closing-the-gap activities based on academic, behavior or attendance needs as reflected in school data. Specific competencies addressing student needs are selected from, or align with, the ASCA Student Standards. Activities and interventions are selected or created to help students meet the goals specified in the plan.
- Documentation – The activities and interventions are documented through the closing-the-gap action plan. The plan includes the activities and interventions, competencies addressed, curriculum used, timelines, projected students, evaluation methods and persons responsible.
- Implementation – The activities and interventions are implemented using counseling, collaboration, advocacy and referral skills appropriate for the identified students. Student mastery of the competencies is assessed using pre-post tests and improvement in achievement, attendance or behavior as specified in the plan.

USE OF TIME ASSESSMENT

The use of time assessment helps the school counselor determine how much time is spent in each of the components of the ASCA National Model. School counselors with comprehensive school counseling programs spend a majority of their time providing direct and indirect services to students.

- **Direct student services** are in-person interactions between school counselors and students. Through the direct services components of school counseling core curriculum, individual student planning and responsive services, school counselors help students develop the knowledge, skills and attitudes identified from the school counseling core curriculum.
- **Indirect student services** are services provided on behalf of students as a result of the school counselor's interactions with others. Through indirect services, school counselors provide leadership, advocacy and collaboration, which enhances student achievement and promotes systemic change related to equity and access.

See p. 29 of the Delivery System for more information about direct and indirect services.

It is recommended that school counselors spend approximately 80 percent of their time in direct and indirect services to students. The remaining 20 percent of time is set aside for program management and school support services, such as school counseling program foundation, management and accountability tasks. In addition, a small portion of the 20 percent of the school counselor's time is spent in the "routine 'running of the school' responsibilities that all members of the school staff take equal turns doing to ensure the school's smooth operation" (Gysbers and Henderson, 2012, p. 83).

While spending 80 percent of time in direct and indirect services is the general recommendation for a comprehensive school counseling program, use of time within the 80 percent may be allocated differently from school to school based on needs identified in school data. Decisions about time allocation are based on student needs as demonstrated in the school data profile (p. 43) and alignment with school and school counseling program goals.

School counselors may find it necessary to adjust the percentage of time in each of the delivery system categories from year to year to meet students' needs. In addition, school counselors are able to justify their modification to the suggested use of time by providing a rationale for an increase or decrease to any category based on research and best practice. In programs with more than one school counselor per site, there is often flexibility between and among school counselors in determining how much time individual school counselors spend in the delivery components.

The use of time assessment (p. 28) can assist in drawing conclusions about how much time is currently being spent on school counseling activities versus non-school-counseling activities. The accountability section of the ASCA National Model provides further information on the analysis of data collected through this assessment.

Use of Time: Appropriate and Inappropriate School Counseling Activities

School counselors' duties are focused on the overall delivery of the comprehensive school counseling program – direct and indirect services to students and program management and school support. Administrators are encouraged to eliminate or reassign inappropriate tasks, allowing school counselors to focus on the prevention and intervention needs of their program. The chart below represents a comparison between the two similar types of activities and serves as a helpful teaching tool when explaining school counseling program activities.

Appropriate Activities for School Counselors

- individual student academic program planning
- interpreting cognitive, aptitude and achievement tests
- providing counseling to students who are tardy or absent
- providing counseling to students who have disciplinary problems
- providing counseling to students as to appropriate school dress
- collaborating with teachers to present guidance curriculum lessons
- analyzing grade-point averages in relationship to achievement
- interpreting student records
- providing teachers with suggestions for effective classroom management
- ensuring student records are maintained as per state and federal regulations
- helping the school principal identify and resolve student issues, needs and problems
- working with students to provide small- and large-group counseling services
- advocating for students at individual education plan meetings, student study teams and school attendance review boards
- analyzing disaggregated data

Inappropriate Activities for School Counselors

- coordinating paperwork and scheduling of all new students
- coordinating cognitive, aptitude and achievement testing programs
- signing excuses for students who are tardy or absent
- performing disciplinary actions or assigning discipline consequences
- sending students home who are not appropriately dressed
- teaching classes when teachers are absent
- computing grade-point averages
- maintaining student records
- supervising classrooms or common areas
- keeping clerical records
- assisting with duties in the principal's office
- working with one student at a time in a therapeutic, clinical mode
- coordinating schoolwide individual education plans, student study teams and school attendance review boards
- serving as a data entry clerk

Adapted from Campbell, C.A. & Dahir, C.A. (1997) *Sharing the vision: The ASCA national standards for school counseling programs*, Alexandria, VA: American School Counselor Association.

The use of time assessment (p. 28) helps school counselors determine how they are currently using their time.

CALENDARS

School counselors develop and publish calendars of school counseling events to inform students, parents, teachers and administrators of what, when and where school counseling activities will be held. Creating calendars also assists school counselors with the development of a comprehensive school counseling program that provides activities and services for all students in the school.

Publicizing the school counseling program calendar encourages staff, parent, student and community involvement as partners in student education. As the program grows and multiple activities are developed, a calendar validates the important support the school counselor program provides students, parents or guardians, teachers and administrators.

A well-developed calendar that is complete, timely and visually appealing can be a powerful public relations booster. Time and thought in the following areas can help to produce a useful tool:

- format for ease of understanding
- consistency in timing and distribution methods (weekly, monthly, annually)
- attractiveness of the design color and detail
- Identification of grade levels, dates and activities
- Distribution to appropriate persons: students, staff, parents or guardians and community
- Comparison with established goals for time spent in the components of the delivery system

(Henderson & Gysbers, 2012; Johnson & Johnson, 2001; Myrick, 2003).

Annual calendar

School counselors use the annual calendar to identify and communicate school counseling program priorities. The school counseling program has one annual calendar that includes all major school counseling activities delivered or coordinated by the school counselor(s). The annual calendar can increase visibility of the school counseling program and provide focus on events or activities of value for the students, parents and staff.

The annual calendar includes activities such as:

- school counseling classroom lessons
- back-to-school night
- open house
- student/parent/teacher meeting days
- standardized tests dates
- career or college nights
- evening activities provided through the school and the community

Organizing the annual calendar in a monthly format can be useful in reminding students, teachers, parents and administrators about upcoming events. The current or upcoming

month's events can be posted in prominent places such as the school's Web site, department and classroom bulletin boards, administrative offices, career center and other sites used to communicate school events. It may also be submitted to the student newspaper or the local newspaper to increase the program's visibility.

Weekly calendars

Each school counselor creates a weekly calendar that provides a detailed plan of the school counselor's activities for the week. Although the weekly calendar is somewhat flexible due to crisis or immediate student needs that may occur unexpectedly, this calendar serves as a plan for program implementation on a daily basis. The weekly calendar includes activities such as

- classroom lessons
- group and individual counseling
- meetings with students
- collaboration and advocacy
- data analysis
- committee and fair share responsibilities

References

- American School Counselor Association (2007). *School counselor competencies*. Alexandria, VA: Author
- Campbell, C. A. & Dahir, C. A. (1997). *Sharing the vision: The national standards for school counseling programs*. Alexandria, VA: American School Counselor Association.
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- Johnson, C.D. & Johnson, S.K. (2001) *Results-based student support programs: Leadership academy workbook*. San Juan Capistrano, CA: Professional Update.
- Myrick, R.D. (2003). *Developmental guidance and counseling: A practical approach* (4th ed.). Minneapolis, MN: Educational Media Corporation.
- Whiston, S.C. & Quinby, R. F. (2009). Review of school counseling outcome research. *Psychology in the Schools*, 46(3), 267-272.
- Young, A., & Kaffenberger, C. (2009). *Making data work*. Alexandria, VA: American School Counselor Association.

SCHOOL COUNSELING PROGRAM ASSESSMENT

FOUNDATION			
CRITERIA	No	In Progress	Yes
Beliefs			
a. Indicates an agreed-upon belief system about the ability of all students to achieve			
b. Addresses student developmental needs and focuses on prevention/intervention			
c. Addresses the school counselor's role as a leader and advocate for every student's ability to obtain academic, career and personal/social success			
d. Specifies who will plan and manage the program			
e. Uses data to drive program decision			
f. Defines how the program will be evaluated and by whom			
Vision Statement			
a. Aligns with the school and district vision			
b. Future-oriented, bold, compelling, aspiring and inspiring			
c. States best possible student outcomes			
d. Is believable and achievable			
Mission Statement			
a. Aligns with the school's mission statement and may show linkages to district and state department of education mission statements			
b. Has 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. Promotes achievement, attendance, behavior and/or school safety			
b. Uses school data as basis			
c. Addresses schoolwide data, policies and practices to address closing-the-gap issues			
d. Addresses academic, career and/or personal/social development			
ASCA Student Standards and Other Student Standards			
a. Crosswalk standards (state/district, 21st Century, Character Ed, etc.) with ASCA Student Standards			
b. Identified competencies and indicators reflect mission and goals			

FOUNDATION, cont.			
CRITERIA	No	In Progress	Yes
School Counselor Professional Competencies and Ethical Standards			
a. ASCA School Counselor Competencies have been reviewed			
b. Ethical Standards have been reviewed			

PROGRAM MANAGEMENT			
CRITERIA	No	In Progress	Yes
School Counselor Competencies			
a. Complete school counselor competencies assessment			
School Counseling Program Assessment			
a. Complete the school counseling program assessment			
Annual Agreement			
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. Targets areas for school counselor professional development			
Advisory Council			
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 and reviews program results, makes recommendations			
d. Advocates and engages in public relations for the school counseling program			
e. Advocates for school counseling program funding and resources			

PROGRAM MANAGEMENT, cont.			
CRITERIA	No	In Progress	Yes
Use of Data			
a. Complete school data profile tracking achievement, attendance, behavior, safety			
b. Review of school data informs 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)			
Action Plans (1. Curriculum, 2. Small Group and 3. Closing the Gap)			
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. Results (process, perception and outcome) data will be collected			
d. Results data are stated in terms of what the student will demonstrate			
Curriculum Lesson Plan			
a. Develop and implement classroom activities using curriculum lesson plan template			
Use-of-Time Assessment			
a. Direct and indirect services account for 80 percent of time assessed twice a year			
b. Program management activities account for no more than 20 percent of time			
Calendars (Annual & Weekly)			
a. Reflect 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. Published and distributed to appropriate persons			
d. Indicate fair-share responsibilities			
e. Weekly calendar reflects percentage of time in annual agreement			

DELIVERY			
CRITERIA	No	In Progress	Yes
Direct Services are Provided to All Students (Strategies to include: school counseling core curriculum, individual student planning and responsive services)			
a. Deliver school counseling curriculum lessons in classroom and large-group settings			
b. Provide appraisal and advisement to assist all students with academic, career and personal/social planning			
c. Provide individual and group counseling to students with identified concerns and needs			
Indirect Services are Provided to Identified students (Strategies to include referrals, consultation and collaboration)			
Direct And Indirect Service Provision Amounts To Approximately 80 Percent of School Counselor Time			

ACCOUNTABILITY			
CRITERIA	No	In Progress	Yes
Data Analysis			
a. Review school data profile analyzing results over time			
b. Analyze use-of-time assessment			
Program Results (Process, Perception and Outcome Data)			
a. Curriculum results report is compiled and analyzed			
b. Closing-the-gap results report is compiled and analyzed			
c. Small-group results report is compiled			
d. Program results reports are shared with stakeholders			
Evaluation and Improvement			
a. School counselor competencies assessment informs improvement			
b. School counseling program assessment informs improvement			
c. School counselor performance appraisal is conducted and informs improvement			

Use of Time Assessment

	School Counseling Core Curriculum	Individual Student Planning	Responsive Services	Referrals/ Consultation/ Collaboration	Program Foundatic Management and Accountability	Fair-Share Responsibility	Non-School- Counseling Task
7-7:15 a.m.							
7:16-7:30 a.m.							
7:31-7:45 a.m.							
7:46-8 a.m.							
8:01-8:15 a.m.							
8:16-8:30 a.m.							
8:31-8:45 a.m.							
8:46-9 a.m.							
9:01-9:15 a.m.							
9:16-9:30 a.m.							
9:31-9:45 a.m.							
9:46-10 a.m.							
10:01-10:15 a.m.							
10:16-10:30 a.m.							
10:31-10:45							
10:46-11 a.m.							
11:01-11:15 a.m.							
11:16-11:30 a.m.							
11:31-11:45 a.m.							
11:45 a.m.-12 p.m.							
12:01-12:15 p.m.							
12:16-12:30 p.m.							
12:31-12:45							
12:46-1 p.m.							
1:01-1:15 p.m.							
1:16-1:30 p.m.							
1:31-1:45 p.m.							
1:46-2 p.m.							
2:01-2:15 p.m.							
2:16-2:30 p.m.							
2:31-2:45 p.m.							
2:46-3 p.m.							
3:01-3:15 p.m.							
3:16-3:30 p.m.							
3:31-3:45 p.m.							
3:46-4 p.m.							

Delivery System



Topics Include:

Direct Student Services

- School Counseling Core Curriculum
- Individual Student Planning
- Responsive Services

Indirect Student Services

- Referrals
- Consultation
- Collaboration

The delivery system focuses on the method of implementing the school counseling program to students. This section describes the components and strategies school counselors provide to students and interactions they have with others as they work to promote student achievement, equity and access for all students.

The delivery system consists of direct and indirect student services.

- **Direct student services** are in-person interactions between school counselors and students. Through the direct services components of school counseling core curriculum, individual student planning and responsive services, school counselors help students develop the knowledge, skills and attitudes identified from the school counseling core curriculum.
- **Indirect student services** are services provided on behalf of students as a result of the school counselor's interactions with others. Through indirect services, school counselors provide leadership, advocacy and collaboration, which enhance student achievement and promote systemic change related to equity and access.

It is recommended that 80 percent of the school counselor's time be spent in direct and indirect student services. See the Use of Time section (Management System, p. 20) for more information.

Figure 4.1 Delivery System Components

What	Components & Strategies	Whom	How
Direct Student Services	School Counseling Core Curriculum <ul style="list-style-type: none"> ■ Instruction ■ Group Activities Individual Student Planning <ul style="list-style-type: none"> ■ Appraisal ■ Advisement Responsive Services <ul style="list-style-type: none"> ■ Counseling ■ Crisis Response 	All Students	Interactions with Students in:
		Identified Students	Large Group Classroom Small Group Individual
Indirect Student Services	<ul style="list-style-type: none"> ■ Referrals ■ Consultation ■ Collaboration 	All Students	Interactions with Others
		Identified Students	

Adapted from Gysbers, N.C. & Henderson, P. (2012) *Developing and managing your school counseling program* (5th ed.), Alexandria, VA: American Counseling Association.

DIRECT STUDENT SERVICES

Direct student services are delivered through three components: school counseling core curriculum, individual student planning and responsive services (Gysbers & Henderson, 2012). School counselors review school data to inform decisions about strategies to use within each component based on students’ needs.

Direct student services of the school counseling program include activities that promote academic, career and personal/social development. These activities are provided to all students in the school. In addition, school counselors use data to identify students with achievement, attendance or behavioral needs impeding student success. Additional program activities and services are provided to these students to address their specific needs.

School counselors also use data to determine how the school counseling activities will be delivered. To reach the whole student body or entire grade levels, school counselors focus on classroom or large-group settings. For more student-specific activities, school counselors focus on small group or individual settings.

School Counseling Core Curriculum

The school counseling core curriculum consists of a planned, written instructional program that is comprehensive in scope, preventive in nature and developmental in design. School counselors plan, design and evaluate the curriculum. The curriculum is delivered to every student by school counselors and other educators as appropriate.

The school counseling core curriculum facilitates the systematic delivery of lessons or activities aligned with the school counseling program's vision, mission and goals. The curriculum promotes knowledge, attitudes and skills of student competencies appropriate to student developmental levels through instruction in three content areas: academic achievement, career development and personal/social growth.

The school counseling core curriculum is established through design, implementation and documentation. See the School Counseling Action Plan section (Management System, p. 18) for more information on design and documentation.

The school counseling core curriculum is delivered through such strategies as:

- **Instruction:** School counselors provide direct instruction, team teach or assist in teaching the school guidance curriculum, learning activities or units in classrooms or other school facilities. They may also provide follow-up to individual students as needed.
- **Group activities:** School counselors conduct planned activities outside the classroom to promote academic, career or personal/social development, such as college and career fairs, post-secondary site visits, student team building/leadership workshops, community/business tours.

Individual Student Planning

Individual student planning consists of ongoing systemic activities designed to help students establish personal goals and develop future plans. School counselors use these activities to help all students plan, monitor and manage their own learning as well as to achieve academic, career and personal/social competencies aligned with the school counseling core curriculum.

Through individual student planning, school counselors assist students as the students evaluate educational, occupational and personal goals. School counselors often promote individual student planning by helping students develop individual learning plans, make the transition from school to school or make the transition from school to higher education or work. Activities may be delivered on an individual basis, in small groups or classroom settings. Parents or guardians and other school personnel are often included in the activities.

Individual student planning is implemented through such strategies as:

- **Appraisal** – School counselors work with students to analyze and evaluate their abilities, interests, skills and achievement. Test information and other data are often used as the basis for helping students develop immediate and long-range plans.
- **Advisement** – School counselors help students make decisions for future plans based on academic, career and personal/social data.

Responsive Services

Responsive services consist of activities designed to meet students' immediate needs and concerns. This component is available to all students and is often student-initiated through self-referral. In addition, school counselors may initiate responsive services after identifying students through the review of data, or teachers and parents may make referrals for assistance as well.

Responsive services are designed to help students resolve academic, career and personal/social issues and are delivered through such strategies as:

- **Counseling** – School counselors provide counseling sessions in individual or small-group settings to help students overcome issues impeding achievement or success. The counseling process helps students identify problems, causes, alternatives and possible consequences so they can make decisions and take appropriate actions. Counseling is planned and goal-focused, and it is short-term in nature. When issues require long-term counseling or therapy, school counselors make referrals to appropriate community resources.
- **Crisis Response** – School counselors provide support and assistance to students as they navigate critical and emergency situations. Crisis response includes intervention and follow-up to the immediate needs and is designed to prevent the situation from becoming more severe. There are often written procedures provided by the school or district that are to be used in crisis situations.

INDIRECT STUDENT SERVICES

School counselors provide indirect student services as a means to support student achievement and to promote equity and access for all students. While students are the beneficiary of indirect services, school counselors work with a variety of people to deliver these services. School counselors may interact with parents, teachers, administrators, school staff and community stakeholders in order to promote student achievement for a specific student or to promote systemic change to address the needs of underachieving or underrepresented groups of students in the school.

Through indirect services, school counselors gather or share information about student developmental issues, problems and successes. When a situation requires a school counselor to share information that could identify a specific student, school counselors receive student or parent permission or take significant precautions to protect student confidentiality following ASCA's Ethical Standards for School Counselors (ASCA, 2010).

Indirect student services are delivered through such strategies as:

- Referrals – School counselors direct students and parents to school or community resources for additional assistance or information through referrals. School referral sources may include academic support such as tutoring; career support such as college planning Web sites or employment training; and personal/social support such as community agencies that treat mental health issues including suicidal ideation, violence, abuse and depression.
- Consultation – School counselors share strategies that support student achievement with parents, teachers, other educators and community organizations through consultation. School counselors also serve as student advocates to promote academic, career and personal/social development through this strategy. Finally, school counselors use consultation to receive information on student needs and to identify strategies that promote student achievement.
- Collaboration – School counselors work with other educators, parents and the community to support student achievement and advocate for equity and access for all students through collaboration. School counselors may collaborate in a variety of ways including:
 - Teaming and partnering: School counselors work with staff, parents, businesses and community organizations to support student achievement and fulfill the goals of the school counseling program. Teaming and partnering can occur through simple resource sharing, joint presentations, advisory councils or formalized partnerships with specific focus or agenda.
 - School/district committees: By serving on committees or advisory boards, school counselors advocate for student programs and resources and assist in generating schoolwide and district support for the school counseling program.

- Parent workshops: School counselors facilitate or organize informational sessions about student developmental issues for parents or guardians to address the needs of the school community and to reflect the school counseling core curriculum.

References

Gysbers, N.C. & Henderson, P. (2012) *Developing and managing your school counseling program* (5th ed.), Alexandria, VA: American Counseling Association.

American School Counselor Association (2010). *Ethical standards for school counselors*, Alexandria, VA: Author.

Accountability



Topics Include:

Data Analysis

- School Data Profile Analysis
- Use of Time Analysis

Program Results

- Curriculum Results Analysis
- Closing-the-Gap Results Analysis
- Small-Group Results Analysis

Evaluation and Improvement

- School Counselor Competencies Assessment Analysis
- Program Assessment Analysis
- School Counselor Performance Appraisal

To achieve the best results for students, school counselors regularly evaluate their program to determine its effectiveness. School counselors use this evaluation to answer the question, “How are students different as a result of the school counseling program?” Now more than ever, school counselors are challenged to demonstrate the effectiveness of their programs in measurable terms.

School counselors implement data-driven comprehensive school counseling programs using accountability strategies to monitor student achievement, to continually evaluate and improve their school counseling program and to demonstrate the impact their program is having on students (Dimmit 2009; Dimmit, Carey, & Hatch, 2007; Holcomb-McCoy, 2007; House & Hayes, 2002; Rowell, 2006; Ward, 2009; Ware & Galassi, 2006; Young & Kaffenberger, 2011). Accountability skills also help school counselors “garner the political clout necessary to improve counselor-to-student staffing ratios and redefine school counselor roles and activities...” (Hatch & Chen-Hayes, 2008, p. 39; Dimmit et al., 2007).

The purpose of this component is to analyze the data that have been collected and make program decisions based on the analysis. There are three subsections:

- Data Analysis
- Program Results
- Evaluation and Improvement

DATA ANALYSIS

Data analysis informs decisions about the school counseling program. Data are reviewed over time to inform the school counselor about student needs and school and community trends. The school data profile and the use of time assessment are reviewed annually to evaluate and improve the school counseling program, and they can be an effective part of end-of-year program evaluation and goal setting for the following school year.

School Data Profile Analysis

The school data profile is a summary of the school's achievement, attendance, behavior and safety record over a multiyear period and can contribute to a better understanding of trends at the school. Analysis of the school data profile helps school counselors monitor student achievement, identify achievement or opportunity gaps and recognize a need for systemic change. School data profile analysis can also be used to inform school counseling program goals.

Consider the following questions when analyzing your data:

- What strengths are indicated by the data at your school?
- What concerns are raised about the data?
- Do achievement gaps exist?
- Have attendance rates changed?
- What can you learn from examining the safety data?
- How is your school counseling program addressing the gaps?
- How can the school counseling program contribute to closing the gaps or addressing the educational issues posed by the data?
- What additional data are needed to fully understand an educational issue and identify a school counseling intervention? (VSCA, 2008)

The first school data profile that is completed becomes the baseline from which to measure future school counseling program results. Yearly updates assess both program progress and impact. The information reveals school counseling program strengths and weaknesses as well as growth or loss in overall student success. The school data profile is also a convenient tool for sharing systemic change, programmatic successes and student needs.

Analyzing the school data profile is valuable for all school counselors in the building. All school counselors need to understand how the data were collected and how to interpret the data, implications of the data and their role in the plan to address the data.

Consider the example of a middle school data profile and what we can learn about the school's strengths and weaknesses by examining the data over a three-year period. (See Middle School Data Profile.)

Use of Time Assessment Analysis

Analysis of the use of time assessment informs many components of a comprehensive school counseling program such as the annual agreement, calendars, curriculum and small-group action plans. It is recommended that school counselors spend 80 percent of their time in direct and indirect services to students, such as school counseling core curriculum,

individual student planning, responsive services, referrals, consultation and collaboration, and 20 percent of their time in program management tasks such as committee work, calendaring, data collection/analysis, planning and fair-share responsibilities.

The analysis of the use of time assessment may inform many program decisions, but it is especially useful when considering the following:

1. How close am I to allocating 80 percent of my time to serving students?
2. Is the amount of time allocated to any particular service delivery the most effective use of my time?
3. Are the selected delivery methods and strategies the best use of school counselor time that will lead to the accomplishment of identified goals?

While spending 80 percent of time in direct and indirect services is the general recommendation for a balanced school counseling program, use of time within the 80 percent may look different from school to school based on school data. Decisions about how to allocate school counseling program time are based on student needs as demonstrated in the school data profile and alignment with school and school counseling program goals.

For example, after analyzing the school data profile, a school counselor in a high-needs school may determine it would be more effective to spend a higher percentage of time than recommended on strategies from indirect services to best meet the needs of all students in the school.

It is suggested that for a two-week period every year school counselors estimate the number of hours they are engaged in direct and indirect services during those weeks to determine how close they are to the ideal of 80 percent. After determining the approximate percentage of time, school counselors can reflect on the effectiveness of program delivery methods and strategies and adjust as needed. The analysis can also be used to promote a discussion about the most effective use of school counselor time with administrators. It can also be a helpful tool when completing a school counseling program evaluation, which informs program improvement.

In summary, data analysis informs the comprehensive school counseling program. Analyzing the school data profile and use of time assessment are strategies that can be used at any stage of program implementation or evaluation. They are also an effective part of end-of-year program evaluation and goal setting for the following school year.

PROGRAM RESULTS

Analyzing school counseling program results reports ensures programs are evaluated for effectiveness and informs decisions related to program improvement. The analysis of results reports is the heart of having a data-driven school counseling program. Analyzing the data will contribute to more focused programming, more effective interventions and a more responsive school counseling program.

Three types of results reports are created based on action plans developed as part of program management activities:

1. Curriculum Results Report
2. Small-Group Results Report
3. Closing-the-Gap Results Report

Data collection provides the school counseling program with the information needed to evaluate the program as it relates to student progress. Data analysis helps school counselors determine what worked and what didn't and clarifies what needs to be changed or improved.

Action plan data are collected throughout the implementation of the plan. Three types of data are reported: process, perception and outcome data. The purpose of data analysis is to show change in student learning and behavior and to use the data to promote systemic change as needed. School counselors demonstrate their advocacy and leadership roles as they use the findings from results reports to reduce or remove barriers to learning.

Results report data analysis follows the completion of an action plan and helps school counselors evaluate the action plan. Review results reports in the spring of each school year at a minimum and use them to inform goal setting for the following year.

Analysis of the Curriculum Results Report

Analysis of the curriculum results report demonstrates the effectiveness of program and classroom activities and informs program improvement.

The curriculum results report serves as a tool for:

- Ensuring the program was carried out as planned
- Ensuring every student was served
- Ensuring developmentally appropriate materials were used
- Documenting the program's process, perception and outcome data
- Analyzing the activities' effectiveness
- Sharing the program's successes
- Improving activity or program
- Advocating for systemic change

The following questions may be helpful when analyzing curriculum results reports:

- Were appropriate learning goals identified? Did the choice of curriculum and/or activities support the goals?
- What can be learned from analyzing the process data? (e.g., Did all students receive the curriculum? Were the scheduled sessions conducted?)
- What can be learned from analyzing the perception data? (e.g., Did the curriculum meet the goals of teaching knowledge, attitudes and skills? Did students report an increase in knowledge of lesson content? Do pre- and post-test results indicate there was an increase in learning?)

- What can be learned from analyzing the outcome data, achievement-related and achievement data? (e.g., What impact did the curriculum have on achievement, behavior or attendance data, such as GPA, report card data, state testing, discipline referrals, safety report and attendance?)
- After reviewing the results report, what are the implications or recommendations?

Analysis of the Small-Group Results Report

Small-group counseling is an effective intervention school counselors can implement to address specific student academic and behavioral needs (Whiston & Quinby, 2009). Analysis of the small-group results report helps school counselors report the impact and effectiveness of the small-group intervention.

The following questions may be helpful when analyzing small-group results reports:

- Were the right goals identified for the group of students? Did the choice of activities and/or interventions support the goals?
- What can be learned from analyzing the process data? (e.g., Did the size of the group, the amount of time or the number of sessions affect the outcome data? What changes might need to be made should this intervention be used again?)
- What can be learned from analyzing the perception data? (e.g., Did the curriculum meet the goals? Did students report an increase in knowledge of lesson content? Do pre- and post-test outcome data indicate there was an increase in learning?)
- What can be learned from analyzing the outcome data? (e.g., What impact did the curriculum have on achievement, behavior or attendance data?)
- Reviewing the results report, what are the implications or recommendations?

Analysis of the Closing-the-Gap Results Report

Closing-the-gap activities address important issues of equity and student achievement. Therefore one of the most important aspects of program analysis rests with analyzing the closing-the-gap results. Closing-the-gap results report analysis helps school counselors report the impact and effectiveness of program activities and inform program improvement.

The following questions may be helpful when analyzing closing-the-gap results reports:

- What can be learned from analyzing the process data? (e.g., Did all students receive the intervention? Were the scheduled sessions conducted? How many students had access to rigorous course work? Did this number increase?)
- What can be learned from analyzing the perception data? (e.g. Did the curriculum meet the goals? Did students report an increase in knowledge of lesson content? Do pre- and post-test outcome data indicate there was an increase in learning?)
- What can be learned from analyzing the outcome data? (e.g., What impact did the intervention have on achievement, behavior or attendance data?)
- Reviewing the results report, what are the implications or recommendations?

Collecting data and analyzing results are key strategies to assess program effectiveness. School counselors must be able to determine student progress toward data-driven goals to continue to support student achievement. Results reports can be powerful advocacy tools when promoting the school counseling program.

EVALUATION AND IMPROVEMENT

Program evaluation and improvement has three components:

1. Self-analysis of the school counselors' strengths, areas of improvement related to knowledge, abilities and skills and attitudes necessary to meet the demands of the profession using the school counselor competencies assessment. (See School Counselor Competencies Checklist.)
2. Self-analysis of the school counseling program's strengths and areas of improvement using the school counseling program assessment. (See the School Counseling Program Assessment, p. 24.)
3. Evaluation of the school counselor's performance by an administrator using the school counselor performance appraisal. (See example of School Counselor Performance Appraisal, p. 46)

School Counselor Competencies Assessment

The ASCA School Counselor Competencies (2007) were developed by a diverse group of practicing school counselors, district supervisors and counselor educators. The competencies were developed to align with the ASCA National Model and identify the knowledge, skills and attitudes required of a professional school counselor. These competencies have been identified as those that will best equip new and experienced school counselors with the skills to establish, maintain and enhance a comprehensive, developmental, results-based school counseling program that addresses academic achievement, personal and social development and career planning.

The ASCA School Counselor Competencies are provided in an assessment format and can be used in a variety of ways. School counselor education programs can use the competencies as benchmarks for training. Practicing school counselors could use them as a checklist to self-evaluate to make a professional development plan. School administrators may find these competencies useful as a guide for seeking and hiring competent school counselors and for developing meaningful school counselor performance evaluations.

Program Assessment

A comprehensive school counseling program is multifaceted and designed with continuous evaluation and modification in mind. The school counseling program assessment aligns with the four components of the ASCA National Model and serves as a tool for analyzing each component. (See School Counseling Program Assessment, p. 24.)

Each component includes the criteria for each subsection and includes benchmarks for program implementation. The primary purpose for collecting this information is to guide future actions within the program and to improve future results for students. The school counseling program assessment is used to identify gaps in the program and to identify goals for the next school year. The assessment has been written to be consistent with the Recognized ASCA Model Program (RAMP) application process and therefore could also be used as a tool to help a program evaluate its readiness to apply for RAMP status.

Assessment Criteria:

- No the criterion is not in place
- In Progress the criterion is being developed or implemented
- Yes the criterion is in place or implemented

The school counseling program assessment is conducted annually in the spring. After completing the assessment, analyze responses to determine the following:

- Strengths of the program
- Areas for improvement
- Short-range goals for improvement
- Long-range goals for improvement

Determining baseline data prior to programmatic restructuring provides necessary information for data-based decision making. Each year data are charted indicating growth or change in the areas of concern. The data are analyzed in relation to progress made toward the schoolwide mission and achievement goals. Noticing trends over time invites reflection, discussion and participation by all stakeholders in assessing the program for continual program evaluation and improvement.

The results of the program assessment drive program goals, training and behavior for the following year. Sharing the results with your administrator and advisory council can also be an effective method of educating key stakeholders about the impact a school counseling program can have on student success.

School Counselor Performance Appraisal

A School Counselor Performance Appraisal is an evaluation of the school counselor's performance. This appraisal is conducted once a year by an administrator. The appraisal document is frequently developed by school, district or state guidelines for school counselor evaluation, but it is recommended that the following criteria be considered in performance appraisal.

- The appraisal document should contain three components: self-evaluation, administrative evaluation, and assessment of goal attainment (Gysbers & Henderson, 2012).
- "Evaluators of school counselors' performance should be trained to understand school counselors' jobs and professional roles and in appropriate methods for gathering data to support evaluation" (Gysbers & Henderson, 2012, p. 355).
- Annual evaluation should use forms and tools specifically designed for school counselor performance evaluation.
- The school counselor performance standards from the National Model provide a sound framework for designing a school counselor evaluation.
- ASCA's School Counselor Competencies are an excellent resource for self-assessment or creating a school counselor performance evaluation form.

An example of the school counselor performance appraisal is offered. The example is based on the model provided by the North Carolina job description that identifies three major functions of the school counselor role: development and management of a comprehensive school counseling program, delivery of a comprehensive school counseling program and accountability and aligns with the School Counselor Competencies.

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Middle School Data Profile

Enrollment	2009-2010		2010-2011		2011-2012	
	#	%	#	%	#	%
Total enrollment	930	100	920	100	940	100
Gifted school-based	94	10.10	92	10.00	95	10.00
English for speakers of other languages	140	18.20	170	18.40	182	20.00
Special education services	119	12.20	120	13.00	125	13.1
Attendance Rate	2009-2010		2010-2011		2011-2012	
	%		%		%	
All students	93		92		89	
Asian or Pacific Islander	93		93		92	
African-American/black	91		90		90	
Hispanic/Latino	89		89		87	
White	95		95		94	
Students with disabilities	91		91		90	
Students identified as disadvantaged	91		90		87	
Limited English proficiency students	92		91		89	
Ethnicity	2009-2010		2010-2011		2011-2012	
	#	%	#	%	#	%
Asian or Pacific Islander	146	15.70	152	14.34	165	17.50
African-American/black	311	33.40	292	31.63	269	28.60
Hispanic/Latino	198	21.25	250	27.17	301	32.00
White	275	29.56	226	24.56	205	21.90
Students with Disabilities	2009-2010		2010-2011		2011-2012	
	#	%	#	%	#	%
All Students with disabilities	119	100.00	120	100.00	125	100.00
Asian or Pacific Islander	21	17.60	19	15.80	19	15.10
African-American/black	35	29.30	37	30.80	43	34.30
Hispanic/Latino	42	35.30	40	30.00	42	34.20
White	21	17.60	24	19.00	21	15.20
Economically Disadvantaged	2009-2010		2010-2011		2011-2012	
	#	%	#	%	#	%
Yes	238	25.60	259	28.10	286	30.40
School Safety	2009-2010		2010-2011		2011-2012	
	#		#		#	
Weapons offenses	6		5		8	
Offenses against students	28		44		51	
Offenses against staff	7		8		28	
Alcohol, tobacco, drug offenses	5		4		9	
Disorderly or disruptive behavior	184		198		249	
Technology offenses	10		36		47	

Middle School Data Profile

Percentage of Students Passing/Tested*	2009-2010		2010-2011		2011-2012	
	Passed	Tested	Passed	Tested	Passed	Tested
All students	73	100	74	100	73	100
<i>Ethnicity</i>						
Asian or Pacific Islander	72	100	74	100	73	100
African-American/black	69	99	71	99	71	99
Hispanic/Latino	67	99	71	99	69	99
White (not of Hispanic origin)	76	100	75	100	76	100
Students with disabilities	69	99	66	99	65	99
Students identified as disadvantaged	66	99	67	99	67	99
Limited English proficient students	70	98	74	99	72	98
Percentage English State Assessment Scores* 7th Grade	2009-2010		2010-2011		2011-2012	
	Passed	Tested	Passed	Tested	Passed	Tested
All students	74	100	73	100	71	100
<i>Ethnicity</i>						
Asian or Pacific Islander	72	100	74	100	73	100
African-American/black	69	99	70	99	70	99
Hispanic/Latino	67	99	67	99	69	99
White (not of Hispanic Origin)	77	100	76	100	73	100
Students with disabilities	70	99	66	99	70	99
Students identified as disadvantaged	69	99	65	99	69	99
Limited English proficient students	74	99	64	99	65	99
Percentage Math State Assessment Scores* 8th Grade	2009-2010		2010-2011		2011-2012	
	Passed	Tested	Passed	Tested	Passed	Tested
All students	76	100	75	100	75	100
<i>Ethnicity</i>						
Asian or Pacific Islander	80	100	81	100	82	100
African-American/black	69	99	70	99	70	99
Hispanic/Latino	64	99	63	99	60	99
White (not of Hispanic origin)	77	100	76	100	75	100
Students with disabilities	70	100	66	99	70	99
Students identified as disadvantaged	69	99	65	99	70	99
Limited English proficient students	74	99	64	99	63	99

*Pass rate for state accreditation for seventh grade English is 74 percent.

**Pass rate for state accreditation for eighth grade Math is 75 percent.

Special Features: Block schedule; mentoring program; annual career day; afterschool programs such as guitar club, art club, college partnership; homework achievers.

Data Analysis Activity

Review the report card data and consider the following questions:

1. What is working well at this school?
2. What concerns you about these data?
3. Does an achievement gap exist? Describe.
4. What additional information do you need?
5. What should you focus on? What data should you collect?

Examples of information that can be learned from reviewing the middle school data profile:

- The number of economically disadvantaged students has increased in 2009 from 238 to 286 in 2011, an increase of 20 percent.
- Attendance rates have decreased in all demographic categories. The attendance rate has fallen from 93 percent to 89 percent since 2009.
- There has been a demographic shift in three years. The percent of African-Americans students has decreased by about 13.5 percent. The percent of Hispanic students has increased by 52 percent, and the percent of white students has decreased by 25 percent.
- There has been an increase in school safety offenses in all categories. For instance technology offenses (i.e., cyberbullying) have increased from 10 to 47 offenses, an increase of 370 percent.

After reviewing the school data profile school counselors can address the following questions:

- What impact has the changing demographics had on the school climate, the state testing scores, attendance and safety issues at the school?
- Do the school counselors need to collect additional data to understand the issue?
- What can the school counselors do to have an impact on the state testing gaps?
- Is the staff at this school prepared to work with a changing population of students, and is there anything the school counselors can do to facilitate this transition?
- Do students at this school feel engaged? Do students believe the faculty is there to help them address problems?
- Can school counseling goals be identified that are related to this data analysis?

Adapted from:

Young, A., & Kaffenberger, C. (2009). *Making DATA work*. Alexandria, VA: American School Counselor Association

School Counselor Performance Appraisal Template

Adapted from the North Carolina School Counselor Job Description

School Counselor _____ Date _____

Evaluator _____ Position _____

0	1	2	3
Unsatisfactory	Basic	Proficient	Distinguished

Duties and Responsibilities

DESCRIPTION	RATING
1. Major Function: Development and Management of a Comprehensive School Counseling Program	
1.1 Discusses the comprehensive school counseling program with the school administrator.	
1.2 Uses data to develop curriculum, small-group and closing-the-gap action plans for effective delivery of the school counseling program.	
1.3 Uses data to develop school counseling program goals, and shares the goals with stakeholders (i.e., administrators, teachers, students, parents, and community and business leaders).	
1.4 Uses the majority of time providing direct and indirect services through the school counseling core curriculum, individual student planning and responsive services and most of the remaining time in program management, system support and accountability. (Approximately 80 percent of time in direct and indirect services and 20 percent of time in program support.)	
1.5 Uses data to develop comprehensive programs that meet student needs.	
Observations and comments:	
2. Major Function: Delivery of a Comprehensive School Counseling Program	
Direct Services	
2.1 Provides direct services to all students (school counseling core curriculum, individual student planning and responsive services).	
2.2 Delivers school counseling core curriculum lessons in classroom and large-group settings.	
2.3 Provides appraisal and advisement to assist all students with academic, career and personal/social planning.	
2.4 Provides individual and group counseling to students with identified concerns and needs.	

DESCRIPTION	RATING
Indirect Services	
2.5 Indirect services are provided on behalf of identified students; strategies to include referrals, consultation and collaboration.	
2.6 Refers students and parents to appropriate school and community resources to support student achievement and success.	
2.7 Consults with parents and other educators to share strategies that support student achievement and success.	
2.8 Collaborates with parents, other educators and community resources to support student achievement and success.	
Observations and comments:	
3. Major Function: Accountability	
3.1 Identifies and analyzes school data to inform the school counseling program and measure program results.	
3.2 Analyzes data on how time is used and adjusts program delivery to meet student needs as demonstrated in school data.	
3.3 Conducts a school counseling program assessment annually to review extent of program implementation and effectiveness.	
3.4 Collects and analyzes results data of school counseling program activities to guide program evaluation and improvement.	
3.5 Monitors student academic performance, behavior and attendance data to inform school counseling program goals.	
3.6 Shares school counseling program results data with relevant stakeholders.	
3.7 Conducts self-analysis to determine strengths and areas of improvement and plans professional development accordingly.	
Observations and comments:	
Total Score	
Average Score	

Overall Performance Comments by Evaluator:

Comments by School Counselor:

School Counselor

Date

Evaluator

Date

School Counselor Competencies

I. SCHOOL COUNSELING PROGRAMS

School counselors should possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, results-based school counseling program that aligns with the ASCA National Model.

I-A: Knowledge

ASCA's position statement, The Professional School Counselor and School Counseling Preparation Programs, states that school counselors should articulate and demonstrate an understanding of:

- I-A-1. The organizational structure and governance of the American educational system as well as cultural, political and social influences on current educational practices
- I-A-2. The organizational structure and qualities of an effective school counseling program that aligns with the ASCA National Model
- I-A-3. Impediments to student learning and use of advocacy and data-driven school counseling practices to act effectively in closing the achievement/opportunity gap
- I-A-4. Leadership principles and theories
- I-A-5. Individual counseling, group counseling and classroom guidance programs ensuring equitable access to resources that promote academic achievement; personal, social and emotional development; and career development including the identification of appropriate post-secondary education for every student
- I-A-6. Collaborations with stakeholders such as parents and guardians, teachers, administrators and community leaders to create learning environments that promote educational equity and success for every student
- I-A-7. Legal, ethical and professional issues in pre-K—12 schools
- I-A-8. Developmental theory, learning theories, social justice theory, multiculturalism, counseling theories and career counseling theories
- I-A-9. The continuum of mental health services, including prevention and intervention strategies to enhance student success

I-B: Abilities and Skills

An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills.

- I-B-1. Plans, organizes, implements and evaluates a school counseling program aligning with the ASCA National Model
- I-B-1a. Creates a vision statement examining the professional and personal competencies and qualities a school counselor should possess
- I-B-1b. Describes the rationale for a comprehensive school counseling program
- I-B-1c. Articulates the school counseling themes of advocacy, leadership, collaboration and systemic change, which are critical to a successful school counseling program.
- I-B-1d. Describes, defines and identifies the qualities of an effective school counseling program
- I-B-1e. Describes the benefits of a comprehensive school counseling program for all stakeholders, including students, parents, teachers, administrators, school boards, department of education, school counselors, counselor educators, community stakeholders and business leaders
- I-B-1f. Describes the history of school counseling to create a context for the current state of the profession and comprehensive school counseling programs
- I-B-1g. Uses technology effectively and efficiently to plan, organize, implement and evaluate the comprehensive school counseling program
- I-B-1h. Demonstrates multicultural, ethical and professional competencies in planning, organizing, implementing and evaluating the comprehensive school counseling program

- I-B-2. Serves as a leader in the school and community to promote and support student success
- I-B-2a. Understands and defines leadership and its role in comprehensive school counseling programs
- I-B-2b. Identifies and applies a model of leadership to a comprehensive school counseling program
- I-B-2c. Identifies and demonstrates professional and personal qualities and skills of effective leaders
- I-B-2d. Identifies and applies components of the ASCA National Model requiring leadership, such as an advisory council, management system and accountability
- I-B-2e. Creates a plan to challenge the non-counseling tasks that are assigned to school counselors

- I-B-3. Advocates for student success
- I-B-3a. Understands and defines advocacy and its role in comprehensive school counseling programs
- I-B-3b. Identifies and demonstrates benefits of advocacy with school and community stakeholders
- I-B-3c. Describes school counselor advocacy competencies, which include dispositions, knowledge and skills
- I-B-3d. Reviews advocacy models and develops a personal advocacy plan

- I-B-3e. Understands the process for development of policy and procedures at the building, district, state and national levels
- I-B-4. Collaborates with parents, teachers, administrators, community leaders and other stakeholders to promote and support student success
- I-B-4a. Defines collaboration and its role in comprehensive school counseling programs
- I-B-4b. Identifies and applies models of collaboration for effective use in a school counseling program and understands the similarities and differences between consultation, collaboration and counseling and coordination strategies.
- I-B-4c. Creates statements or other documents delineating the various roles of student service providers, such as school social worker, school psychologist, school nurse, and identifies best practices for collaborating to affect student success
- I-B-4d. Understands and knows how to apply a consensus-building process to foster agreement in a group
- I-B-4e. Understands how to facilitate group meetings to effectively and efficiently meet group goals
- I-B-5. Acts as a systems change agent to create an environment promoting and supporting student success
- I-B-5a. Defines and understands system change and its role in comprehensive school counseling programs
- I-B-5b. Develops a plan to deal with personal (emotional and cognitive) and institutional resistance impeding the change process
- I-B-5c. Understands the impact of school, district and state educational policies, procedures and practices supporting and/or impeding student success

I-C: Attitudes

School counselors believe:

- I-C-1. Every student can learn, and every student can succeed
- I-C-2. Every student should have access to and opportunity for a high-quality education
- I-C-3. Every student should graduate from high school and be prepared for employment or college and other postsecondary education
- I-C-4. Every student should have access to a school counseling program
- I-C-5. Effective school counseling is a collaborative process involving school counselors, students, parents, teachers, administrators, community leaders and other stakeholders
- I-C-6. School counselors can and should be leaders in the school and district
- I-C-7. The effectiveness of school counseling programs should be measurable using process, perception and results data

II: FOUNDATIONS

School counselors should possess the knowledge, abilities, skills and attitudes necessary to establish the foundations of a school counseling program aligning with the ASCA National Model.

II-A: Knowledge

School counselors should articulate and demonstrate an understanding of:

- II-A-1. Beliefs and philosophy of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level
- II-A-2. Educational systems, philosophies and theories and current trends in education, including federal and state legislation
- II-A-3. Learning theories
- II-A-4. History and purpose of school counseling, including traditional and transformed roles of school counselors
- II-A-5. Human development theories and developmental issues affecting student success
- II-A-6. District, state and national student standards and competencies, including ASCA Student Competencies
- II-A-7. Legal and ethical standards and principles of the school counseling profession and educational systems, including district and building policies
- II-A-8. Three domains of academic achievement, career planning, and personal and social development

II-B: Abilities and Skills

An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills.

- II-B-1. Develops the beliefs and philosophy of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level
 - II-B-1a. Examines personal, district and state beliefs, assumptions and philosophies about student success, specifically what they should know and be able to do
 - II-B-1b. Demonstrates knowledge of a school's particular educational philosophy and mission
 - II-B-1c. Conceptualizes and writes a personal philosophy about students, families, teachers, school counseling programs and the educational process consistent with the school's educational philosophy and mission
- II-B-2. Develops a school counseling mission statement aligning with the school, district and state mission.
 - II-B-2a. Critiques a school district mission statement and identifies or writes a mission statement aligning with beliefs
 - II-B-2b. Writes a school counseling mission statement that is specific, concise, clear and comprehensive, describing a school counseling program's purpose and a vision of the program's benefits every student

- II-B-2c. Communicates the philosophy and mission of the school counseling program to all appropriate stakeholders
- II-B-3. Uses student standards, such as ASCA Student Competencies, and district or state standards, to drive the implementation of a comprehensive school counseling program
 - II-B-3a. Crosswalks the ASCA Student Competencies with other appropriate standards
 - II-B-3b. Prioritizes student standards that align with the school's goals
- II-B-4. Applies the ethical standards and principles of the school counseling profession and adheres to the legal aspects of the role of the school counselor
 - II-B-4a. Practices ethical principles of the school counseling profession in accordance with the ASCA Ethical Standards for School Counselors
 - II-B-4b. Understands the legal and ethical nature of working in a pluralistic, multicultural, and technological society.
 - II-B-4c. Understands and practices in accordance with school district policy and local, state and federal statutory requirements.
 - II-B-4d. Understands the unique legal and ethical nature of working with minor students in a school setting.
 - II-B-4e. Advocates responsibly for school board policy, local, state and federal statutory requirements that are in the best interests of students
 - II-B-4f. Resolves ethical dilemmas by employing an ethical decision-making model appropriate to work in schools.
 - II-B-4g. Models ethical behavior
 - II-B-4h. Continuously engages in professional development and uses resources to inform and guide ethical and legal work
 - II-B-4i. Practices within the ethical and statutory limits of confidentiality
 - II-B-4j. Continually seeks consultation and supervision to guide legal and ethical decision making and to recognize and resolve ethical dilemmas
 - II-B-4k. Understands and applies an ethical and legal obligation not only to students but to parents, administration and teachers as well

II-C: Attitudes

School counselors believe:

- II-C-1. School counseling is an organized program for every student and not a series of services provided only to students in need
- II-C-2. School counseling programs should be an integral component of student success and the overall mission of schools and school districts
- II-C-3. School counseling programs promote and support academic achievement, personal and social development and career planning for every student
- II-C-4. School counselors operate within a framework of school and district policies, state laws and regulations and professional ethics standards

III: DELIVERY

School counselors should possess the knowledge, abilities, skills and attitudes necessary to deliver a school counseling program aligning with the ASCA National Model.

III-A: Knowledge

School counselors should articulate and demonstrate an understanding of:

- III-A-1. The concept of a guidance curriculum
- III-A-2. Counseling theories and techniques that work in school, such as solution-focused brief counseling, reality therapy, cognitive-behavioral therapy
- III-A-3. Counseling theories and techniques in different settings, such as individual planning, group counseling and classroom guidance
- III-A-4. Classroom management
- III-A-5. Principles of career planning and college admissions, including financial aid and athletic eligibility
- III-A-6. Principles of working with various student populations based on ethnic and racial background, English language proficiency, special needs, religion, gender and income
- III-A-7. Responsive services
- III-A-8. Crisis counseling, including grief and bereavement

III-B: Abilities and Skills

An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills.

- III-B-1. Implements the school guidance curriculum
- III-B-1a. Crosswalks ASCA Student Competencies with appropriate guidance curriculum
- III-B-1b. Develops and presents a developmental guidance curriculum addressing all students' needs, including closing-the-gap activities
- III-B-1c. Demonstrates classroom management and instructional skills
- III-B-1d. Develops materials and instructional strategies to meet student needs and school goals
- III-B-1e. Encourages staff involvement to ensure the effective implementation of the school guidance curriculum
- III-B-1f. Knows, understands and uses a variety of technology in the delivery of guidance curriculum activities
- III-B-1g. Understands multicultural and pluralistic trends when developing and choosing guidance curriculum
- III-B-1h. Understands the resources available for students with special needs
- III-B-2. Facilitates individual student planning
- III-B-2a. Understands individual student planning as a component of a comprehensive program.
- III-B-2b. Develops strategies to implement individual student planning, such as strategies for appraisal, advisement, goal-setting, decision-making, social skills, transition or postsecondary planning

- III-B-2c. Helps students establish goals, and develops and uses planning skills in collaboration with parents or guardians and school personnel
- III-B-2d. Understands career opportunities, labor market trends, and global economics, and uses various career assessment techniques to assist students in understanding their abilities and career interests
- III-B-2e. Helps students learn the importance of college and other post-secondary education and helps students navigate the college admissions process
- III-B-2f. Understands the relationship of academic performance to the world of work, family life and community service
- III-B-2g. Understands methods for helping students monitor and direct their own learning and personal/social and career development

- III-B-3. Provides responsive services
- III-B-3a. Understands how to make referrals to appropriate professionals when necessary
- III-B-3b. Lists and describes interventions used in responsive services, such as consultation, individual and small-group counseling, crisis counseling, referrals and peer facilitation
- III-B-3c. Compiles resources to utilize with students, staff and families to effectively address issues through responsive services
- III-B-3d. Understands appropriate individual and small-group counseling theories and techniques such as rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems
- III-B-3e. Demonstrates an ability to provide counseling for students during times of transition, separation, heightened stress and critical change
- III-B-3f. Understands what defines a crisis, the appropriate response and a variety of intervention strategies to meet the needs of the individual, group, or school community before, during and after crisis response
- III-B-3g. Provides team leadership to the school and community in a crisis
- III-B-3h. Involves appropriate school and community professionals as well as the family in a crisis situation
- III-B-3i. Develops a database of community agencies and service providers for student referrals
- III-B-3j. Applies appropriate counseling approaches to promoting change among consultees within a consultation approach
- III-B-3k. Understands and is able to build effective and high-quality peer helper programs
- III-B-3l. Understands the nature of academic, career and personal/social counseling in schools and the similarities and differences among school counseling and other types of counseling, such as mental health, marriage and family, and substance abuse counseling, within a continuum of care
- III-B-3m. Understands the role of the school counselor and the school counseling program in the school crisis plan

- III-B-4. Implements system support activities for the comprehensive school counseling program
- III-B-4a. Creates a system support planning document addressing school counselor's responsibilities for professional development, consultation and collaboration and program management
- III-B-4b. Coordinates activities that establish, maintain and enhance the school counseling program as well as other educational programs
- III-B-4c. Conducts in-service training for other stakeholders to share school counseling expertise
- III-B-4d. Understands and knows how to provide supervision for school counseling interns consistent with the principles of the ASCA National Model

III-C: Attitudes

School counselors believe:

- III-C-1 School counseling is one component in the continuum of care that should be available to all students
- III-C-2 School counselors coordinate and facilitate counseling and other services to ensure all students receive the care they need, even though school counselors may not personally provide the care themselves
- III-C-3 School counselors engage in developmental counseling and short-term responsive counseling
- III-C-4 School counselors should refer students to district or community resources to meet more extensive needs such as long-term therapy or diagnoses of disorders

IV: MANAGEMENT

School counselors should possess the knowledge, abilities, skills and attitudes necessary to manage a school counseling program aligning with the ASCA National Model.

IV-A: Knowledge

School counselors should articulate and demonstrate an understanding of:

- IV-A-1. Leadership principles, including sources of power and authority, and formal and informal leadership
- IV-A-2. Organization theory to facilitate advocacy, collaboration and systemic change
- IV-A-3. Presentation skills for programs such as teacher in-services and results reports to school boards
- IV-A-4. Time management, including long- and short-term management using tools such as schedules and calendars
- IV-A-5. Data-driven decision making
- IV-A-6. Current and emerging technologies such as use of the Internet, Web-based resources and management information systems

IV-B: Abilities and Skills

An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills.

- IV-B-1. Negotiates with the administrator to define the management system for the comprehensive school counseling program

- IV-B-1a. Discusses and develops the components of the school counselor management system with the other members of the counseling staff
- IV-B-1b. Presents the school counseling management system to the principal, and finalizes an annual school counseling management agreement
- IV-B-1c. Discusses the anticipated program results when implementing the action plans for the school year
- IV-B-1d. Participates in professional organizations
- IV-B-1e. Develops a yearly professional development plan demonstrating how the school counselor advances relevant knowledge, skills and dispositions
- IV-B-1f. Communicates effective goals and benchmarks for meeting and exceeding expectations consistent with the administrator-counselor agreement and district performance appraisals
- IV-B-1g. Uses personal reflection, consultation and supervision to promote professional growth and development

- IV-B-2. Establishes and convenes an advisory council for the comprehensive school counseling program
- IV-B-2a. Uses leadership skills to facilitate vision and positive change for the comprehensive school counseling program
- IV-B-2b. Determines appropriate education stakeholders who should be represented on the advisory council
- IV-B-2c. Develops meeting agendas
- IV-B-2d. Reviews school data, school counseling program audit and school counseling program goals with the council
- IV-B-2e. Records meeting notes and distributes as appropriate
- IV-B-2f. Analyzes and incorporates feedback from advisory council related to school counseling program goals as appropriate

- IV-B-3. Collects, analyzes and interprets relevant data, including process, perception and results data, to monitor and improve student behavior and achievement
- IV-B-3a. Analyzes, synthesizes and disaggregates data to examine student outcomes and to identify and implement interventions as needed
- IV-B-3b. Uses data to identify policies, practices and procedures leading to successes, systemic barriers and areas of weakness
- IV-B-3c. Uses student data to demonstrate a need for systemic change in areas such as course enrollment patterns; equity and access; and the achievement, opportunity and information gap
- IV-B-3d. Understands and uses data to establish goals and activities to close the achievement, opportunity and information gap
- IV-B-3e. Knows how to use and analyze data to evaluate the school counseling program, research activity outcomes and identify gaps between and among different groups of students
- IV-B-3f. Uses school data to identify and assist individual students who do not perform at grade level and do not have opportunities and resources to be successful in school
- IV-B-3g. Knows and understands theoretical and historical bases for assessment techniques

- IV-B-4. Organizes and manages time to implement an effective school counseling program
- IV-B-4a. Identifies appropriate distribution of school counselor's time based on delivery system and school's data
- IV-B-4b. Creates a rationale for school counselor's time to focus on the goals of the comprehensive school counseling program
- IV-B-4c. Identifies and evaluates fair-share responsibilities, which articulate appropriate and inappropriate counseling and non-counseling activities
- IV-B-4d. Creates a rationale for the school counselor's total time spent in each component of the school counseling program

- IV-B-5. Develops calendars to ensure the effective implementation of the school counseling program
- IV-B-5a. Creates annual, monthly and weekly calendars to plan activities to reflect school goals
- IV-B-5b. Demonstrates time management skills including scheduling, publicizing and prioritizing time and task

- IV-B-6. Designs and implements action plans aligning with school and school counseling program goals
- IV-B-6a. Uses appropriate academic and behavioral data to develop guidance curriculum and closing-the-gap action plan and determines appropriate students for the target group or interventions
- IV-B-6b. Identifies ASCA domains, standards and competencies being addressed by the plan
- IV-B-6c. Determines the intended impact on academics and behavior
- IV-B-6d. Identifies appropriate activities to accomplish objectives
- IV-B-6e. Identifies appropriate resources needed
- IV-B-6f. Identifies data-collection strategies to gather process, perception and results data
- IV-B-6g. Shares results of action plans with staff, parents and community.

IV-C: Attitudes

School counselors believe:

- IV-C-1. A school counseling program and guidance department must be managed like other programs and departments in a school
- IV-C-2. One of the critical responsibilities of a school counselor is to plan, organize, implement and evaluate a school counseling program
- IV-C-3. Management of a school counseling program must be done in collaboration with administrators.

V: ACCOUNTABILITY

School counselors should possess the knowledge, abilities, skills and attitudes necessary to monitor and evaluate the processes and results of a school counseling program aligning with the ASCA National Model.

V-A: Knowledge

School counselors should articulate and demonstrate an understanding of:

- V-A-1. Basic concept of results-based school counseling and accountability issues
- V-A-2. Basic research and statistical concepts to read and conduct research
- V-A-3. Use of data to evaluate program effectiveness and to determine program needs
- V-A-4. Program audits and results reports

V-B: Abilities and Skills

An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills.

- V-B-1. Uses data from results reports to evaluate program effectiveness and to determine program needs
 - V-B-1a. Uses formal and informal methods of program evaluation to design and modify comprehensive school counseling programs
 - V-B-1b. Uses student data to support decision making in designing effective school counseling programs and interventions
 - V-B-1c. Measures results attained from school guidance curriculum and closing-the-gap activities
 - V-B-1d. Works with members of the school counseling team and with the administration to decide how school counseling programs are evaluated and how results are shared
 - V-B-1e. Collects process, perception and results data
 - V-B-1f. Uses technology in conducting research and program evaluation
 - V-B-1g. Reports program results to professional school counseling community
 - V-B-1h. Uses data to demonstrate the value the school counseling program adds to student achievement
 - V-B-1i. Uses results obtained for program improvement
- V-B-2. Understands and advocates for appropriate school counselor performance appraisal process based on school counselors competencies and implementation of the guidance curriculum and agreed-upon action plans
 - V-B-2a. Conducts self-appraisal related to school counseling skills and performance
 - V-B-2b. Identifies how school counseling activities fit within categories of performance appraisal instrument
 - V-B-2c. Encourages administrators to use performance appraisal instrument reflecting appropriate responsibilities for school counselors
- V-B-3. Conducts a program audit
 - V-B-3a. Completes a program audit to compare current school counseling program implementation with the ASCA National Model
 - V-B-3b. Shares the results of the program audit with administrators, the advisory council and other appropriate stakeholders
 - V-B-3c. Identifies areas for improvement for the school counseling program

V-C: Attitudes

School counselors believe:

- V-C-1. School counseling programs should achieve demonstrable results
- V-C-2. School counselors should be accountable for the results of the school counseling program
- V-C-3. School counselors should use quantitative and qualitative data to evaluate their school counseling program and to demonstrate program results
- V-C-4. The results of the school counseling program should be analyzed and presented in the context of the overall school and district performance