

A Solution-finding Report

Title: *Secondary School Counselor Performance and Accountability Models*

Date: 2/2/10

Introduction

This report responds to a request by Frank DeRosa—the Great Lakes East Comprehensive Center state manager for the Indiana Department of Education—for “assistance in developing and implementing a plan to increase accountability and performance of secondary school counselors.”

This *Solution-finding Report* is intended to provide a quick response to the request for information. Its contents are divided into two sections. The first section deals with the key components of an exemplary secondary school counselor performance and accountability model. The second section is comprised of references to and brief summaries of the websites of state education agencies with exemplary models, and state publications related to school counseling programs and/or their development.

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I. Components of an Exemplary Secondary School Counselor Performance and Accountability Model

According to the American School Counselor Association (ASCA), high school is a time for students to transition into adulthood and the world of work, begin separating from their parents, and exploring and defining their independence. They face increased pressures regarding risk behaviors involving sex, alcohol, and drugs, while exploring the boundaries of more acceptable behavior and mature, meaningful relationships. They need guidance in making concrete and compounded decisions. They must deal with academic pressures as they face high-stakes testing, the challenges of college admissions, the scholarship and financial aid application process, and entrance into a competitive job market.

The ASCA describes school counselors as professional educators with a mental health perspective who understand and respond to the challenges presented by today’s diverse student population. Rather than working in isolation, they are integral to the total educational program. They work with the school’s overall mission of supporting the academic achievement of all students, and they

accomplish this through the design, development, implementation, and evaluation of a comprehensive, developmental, and systematic school-counseling program.

There was a time when school counselors were accepted on faith alone, but now, with dwindling budgets, perhaps more than ever school counselors are being asked to be accountable (Myrick, 2003). This involves describing goals, describing what is being done to meet those goals, collecting data that support any claimed accomplishments, and perhaps collecting documentation that demonstrates compliance with state laws or school board directives.

In 2003, the ASCA launched a framework for school counseling programs, the ASCA National Model for School Counseling Programs (ASCA, 2003). The model states that a school counseling program must have a solid foundation, upon which the rest of the program is built. This foundation—which determines how every student will benefit from a school counseling program—should include beliefs and philosophy, mission, domains, and ASCA National Standards/competencies. *Beliefs and Philosophy* are a set of principles that all personnel involved in managing and implementing the program must agree on, and that guide the program's development, implementation, and evaluation. *Mission* is a mission statement that describes the program's purpose and a vision of what is desired for every student, and is a subset of the school's, district's, and state's missions. *Domains* are the three broad domains in which the school counseling program facilitates student development—academic, career, and personal/social—to promote and enhance the learning process. And *ASCA National Standards/Competencies* are student competencies that define the knowledge, attitudes, or skills students should obtain or demonstrate as a result of their involvement in a school counseling program.

These student competencies are developed and organized into two intertwined content areas: the delivery system and the management system.

The delivery system—the “how” of the school counseling program—has four components. The *Guidance Curriculum* component consists of structured developmental lessons designed to help students achieve the knowledge, attitudes, and skills appropriate for their developmental level; it is presented systematically through classroom and group activities K through 12. The *Individual Planning with Students* component consists of school counselors coordinating ongoing systemic activities designed to assist the individual student in establishing personal goals and developing future plans. The *Responsive Services* component consists of activities to meet students' immediate needs that require counseling, consultation, referral, peer mediation or information. And the *Systems Support* component consists of the administration and management activities that establish, maintain, and enhance the total guidance program.

The management system—the “when, why, by whom and on what authority” of the school counseling program—must be organized, concrete, clearly delineated, and reflective of the school site's needs, and has six components. *Management Agreements* are school counselor–administrator agreements that include statements of responsibilities by each school counselor, specifying the results the school counselor is accountable for achieving during the year; the agreements also spell out how the school counselors divide program responsibilities, and they are negotiated with and approved by designated administrators at the beginning of each school year. The *Use of Data* component is included because a comprehensive school counseling program is data driven; the use of data to effect change within the school system is integral to ensuring that every student receives the benefits of the school counseling program, and counselors must show that each activity implemented as part of the program was developed from a careful analysis of students' needs, achievement, and/or related data. *Monitoring Students' Progress* ensures all students receive what they need to achieve success in school by monitoring student

achievement data, achievement-related data, and standards- and competency-related data; collection, analysis, and interpretation of student achievement data may be systemic by district, or specific to school site, grade, class, or individual. The *Closing the Gap* component is data-driven, since data are necessary to determine where a student is, where he or she should be, and where he or she is going; the needs surface when disaggregated data are analyzed for every student, needs being the identified discrepancies between the desired results and the results currently being achieved. Action Plans must be developed for every competency and result desired, with guidance curriculum action plans including: (1) the domain, standard, and competency addressed; (2) a description of actual activity; (3) the curriculum or materials to be used; (4) when the activity is to be completed; (5) the person(s) responsible for the delivery; (6) the means of evaluating student success (i.e., process or outcome data); and (7) the expected result for student(s)—Closing the gap action plans also describing the data driving the decisions addressed in this competency. The *Use of Time/Calendars* component involves counselors determining the amount of time to spend in each area of the delivery system, then developing and publishing master and weekly calendars to ensure students, parents, teachers, and administrators know what is scheduled, which helps in planning and ensures active program participation.

ASCA stresses that “Accountability and evaluation of the school counseling program are absolute necessities” (Hatch & Bowers, 2004, p. 19). Especially now, school counselors are challenged to demonstrate the effectiveness of their programs, and need to collect data that supports and links the school counseling program to students’ academic success. ASCA mentions four components of the accountability system. *Results Reports*, which include process, perception, and results data, ensure programs are carried out, analyzed for effectiveness, and changed and improved as required; counselors should collect and analyze immediate, intermediate, and long-range results, and sharing these reports with stakeholders serves as an advocacy for both the students and the program. The *School Counselor Performance Evaluation* contains basic standards of practice expected of school counselors implementing a school counseling program, and these performance standards serve as a basis for counselor evaluation and counselor self-evaluation (see Appendix A and B: ASCA School Counselor Performance Appraisal, and ASCA School Counselor Competencies). The *Program Audit/Evaluation* provides evidence of the program’s alignment with ASCA’s National Model for School Counseling Programs, and the primary purpose for data collecting is to guide future actions within the program, designed to improve future results for students. An *Advisory Council* is a group—made up of students, parents, teachers, school counselors, administrators, and community members—appointed to review guidance program results and to make recommendations.

II. Websites/Publications of State Education School Counseling Program Models

Washington School Counselor Association

<http://www.wa-schoolcounselor.org/>

The website promotes best practices in, and advocates for, professional school counseling. The Washington School Counselor Association (WSCA): serves over 850 WSCA members; supports school counselors' efforts to promote academic, career, and personal/social development in all students; provides professional development; and advocates for school counselors with legislators, parents, school boards, and other educational professionals.

New York State School Counselor Association

<http://www.nyssca.org/>

The New York State School Counselor Association (NYSSCA) is the chartered state chapter of the American School Counselor Association (ASCA). The Mission of the New York State School Counselor Association is to promote excellence in the profession of school counseling in order to enhance the development of all students. It is the primary advocate for School Counselors throughout New York. Its website contains a plethora of information, including a Professional Development page.

Connecticut School Counselor Association

<http://www.ctschoolcounselor.org/>

The Connecticut School Counselor Association (CSCA) promotes excellence in professional school counseling by advocating for the role and programs of school counselors and by demonstrating leadership in developing new and supportive services and programs for its members. The role of the professional school counselor is to foster student growth in academic, personal/social, and career development so they achieve successes in school and are prepared to lead fulfilling lives as responsible members of society. The CSCA website contains sections for counselors, administrators, and parents, as well as numerous resources, including sections on Best Practices and Accountability (see Appendix C and D: MEASURE—a six-step accountability process which helps school counselors demonstrate how their programs impact critical data—and MEASURE Template).

Connecticut: A Guide to Comprehensive School Counseling Program Development

<http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/counseling.pdf>

Connecticut's public schools are responsible for providing high-quality learning opportunities for all students and to assist them in becoming capable and confident learners. The comprehensive school counseling program aligns with the school district and state education mission, and enhances learning by assisting students to acquire critical skills in the academic, career, and personal/social aspects of student development. School counselors use a variety of prevention and intervention models and programs to assist students in overcoming barriers to learning, to make strong connections with educational opportunities in their schools, and to ensure that every child learns in a safe, healthy, and supportive environment. The program is proactive and preventative in its focus and aligns with the educational mission of districts and with school improvement plans. School counselors are in a strategic position to support school improvement initiatives and to be leaders in advocating for better outcomes for all students.

Florida: Administrator's Guide to Florida's School Counseling and Guidance Framework: A Comprehensive Student Development Program Model

<http://www.schoolcounselor.org/files/FloridaModel.pdf>

Florida's School Counseling and Guidance Framework was developed to assist local districts in developing or revising their district plans for counseling and guidance. It can be used as a resource in the planning, development, implementation, and evaluation of a school counseling and guidance program that supports the personal, social, educational, and career development of all students.

Idaho: The Idaho Comprehensive School Counseling Program Model

<http://www.schoolcounselor.org/files/idaho.pdf>

The Idaho Comprehensive School Counseling Program Model helps counselors, administrators, and teachers develop, implement, and evaluate individualized school counseling programs for their own schools and districts.

Iowa: Iowa Comprehensive Counseling and Guidance Program Development Guide

<http://www.schoolcounselor.org/files/iowa.pdf>

The purpose of the Iowa Comprehensive Counseling and Guidance Program Development Guide is to provide counselors, student service personnel, and administrators of Iowa's schools with a practical resource for designing and/or improving locally established comprehensive counseling and guidance programs.

Louisiana: Model for Comprehensive Guidance and Counseling

<http://www.doe.state.la.us/lde/uploads/4877.pdf>

While Louisiana will continue to provide professional development programs to assist district and local educators in improvement of guidance efforts, this document is a resource for their daily use. Its purpose is to guide schools and school districts to plan, implement, and evaluate comprehensive guidance and counseling programs.

Massachusetts: Massachusetts Model for Comprehensive School Counseling Programs

<http://www.schoolcounselor.org/files/massachusetts.pdf>

The Massachusetts Model for Comprehensive School Counseling Programs was designed to serve as a catalyst for change by outlining how school counseling programs can support student achievement and education reform objectives.

Maine: Maine Comprehensive School Counseling Program Model

<http://www.schoolcounselor.org/files/maine.pdf>

The authority for creating a Maine Comprehensive School Counseling Program Model comes from Chapter 125: Basic Approval Standards: Public Schools and School Administrative Units. This rule states that “Each school administrative unit shall have a Comprehensive Guidance Program, including guidance and counseling services, available to all students in grades K-12. This program shall be a component of the Comprehensive Education Plan which is to be implemented by the end of the 2006–2007 school year.” The school counseling program facilitates student development in three broad domains—academic, career, and personal/social—to promote and enhance the learning process.

Montana: Montana School Counseling Program

http://www.mtschoolcounselor.org/MT_School_Counseling_Program_Model/files/MT_School_Counseling_Program.pdf

In 2004, the Montana School Counseling Association’s Executive Board voted to design a school counseling program model that is founded upon the fundamentals described by American School Counselor Association (ASCA) in their publication, the National School Counseling Programs Model. This publication says it is important to note that this model is intended to act as a framework or template for school counselors to use in designing a school counseling program for their respective schools, and is *not* intended to be a mandated or required program.

Nebraska School Counseling

<http://www.nde.state.ne.us/cared/index.shtm>

This website has links to the Nebraska Model for School Counseling Programs, Student Standards, Professional Counselor Standards, Nebraska Policy, the ASCA National Model, the ASCA Position Statements, the American School Counselor Association, the Nebraska School Counselor Association, National Research, Nebraska Research, and Publications.

New Hampshire: New Hampshire Implementation Manual for Comprehensive School Guidance and Counseling

<http://www.schoolcounselor.org/files/New%20Hampshire.pdf>

This manual presents a method to develop, implement, and evaluate comprehensive guidance and counseling programs in New Hampshire's schools. It is organized around the standards of the NH K-12 Career Development Curriculum Framework, available from the NH Department of Education, as well as the National Standards for School Counseling Programs (1997) by the American School Counselor Association.

New Jersey: The New Jersey School Counseling Initiative: A Framework for Developing Your Comprehensive School Counseling Program

<http://www.schoolcounselor.org/files/NJModel.pdf>

This framework was designed to provide the tools necessary to help school districts and counselors examine current school counseling practices and services and then work to align them with the ASCA National Standards and National Model, and New Jersey Core Content Curriculum Standards. It will also designed to help them address the mandates of No Child Left Behind; Harassment, Intimidation, and Bullying Legislation; and New Jersey Administrative Code. The framework was meant to help counselors clarify their roles, eliminating clerical and non-guidance tasks, and design and promote the management and delivery of a school counseling program comprehensive in scope, preventative in design, and developmental in nature.

New Mexico: New Mexico Comprehensive School Counseling Program Guide

<http://www.nmsca.org/cpg.htm>

In addition to Introduction, Counselor Skills, and Implementation, this website has four sections: Foundation (including Beliefs and Benefits, Mission Statement, Local/State/National Standards, and New Mexico Policy), Management System (including Counselor/Administrator Agreements, Advisory Council, Use of Data, Action Plans, and Use of Time), Delivery System (including Individual Student Planning, Curriculum, Responsive Services, and System Support), and Accountability (including Results Report, Counselor Performance Evaluation, Program Audit).

New York: The New York State Model For Comprehensive K-12 School Counseling Programs

<http://www.schoolcounselor.org/files/New%20York.pdf>

This 132-page booklet is the result of input from countless school counselors and counselor educators from around New York State. It provides knowledge and tools to help school district administrators and school counselors examine current school counseling practices and services and align them with the ASCA National Standards, the ASCA National Model, and the expectations of the New York State Education Department. The New York State Model supports the overall mission of the school by promoting student achievement, career planning, and personal social development for every student. School counselors—using their leadership, advocacy, teaming and collaboration, and data-driven decision-making skills—will ensure that every student will have access to a quality and equitable education. The New York State Model consists of four interrelated components: the foundation, the delivery system, the management system and accountability.

Oregon: Oregon's Comprehensive Guidance and Counseling Framework

<http://www.schoolcounselor.org/files/oregon.pdf>

Oregon's Comprehensive Guidance and Counseling Framework was developed to meet the needs of an ever-changing world and to support Oregon's quality education goals and school improvement efforts. It describes essential program elements that allow individual schools and school districts to design and develop their own programs appropriate to their unique student and community priorities. It provides a tool for system change, a way of defining guidance and counseling as a program for every student rather than a service for some.

Wisconsin Comprehensive School Counseling Programs

<http://dpi.state.wi.us/sspw/counsel1.html>

This website has links to Professional Development Opportunities, the Wisconsin Comprehensive School Counseling Model, Model Academic Standards for School Counseling Programs, School Counseling Benchmarks Crosswalked, Relevance to State and National Initiatives, Wisconsin's Graduate Programs in School Counseling, Pupil Service Standards and School Counseling Content Guidelines, School Counselor Licensure, Frequently Asked Questions About School Counselor Licensure, Frequently Asked Questions about Implementation of the Wisconsin Comprehensive School Counseling Model (WCSCM), School Counselor Performance Standards, School Counseling Publications, Professional School Counseling Organizations and Resources, PowerPoint Presentations for School Counselors, and School Counseling Consultant.

South Carolina: The South Carolina Comprehensive Developmental Guidance and Counseling Program Model

<http://www.ed.sc.gov/agency/Innovation-and-Support/Youth-Services/Guidance/documents/Ann-4-SCCDGCPM06-23-08Final.pdf>

This 161-page publication was designed to assist the state's school districts and communities with the planning, development, implementation, and assessment of a school guidance and counseling program that supports the personal, social, educational, and career development of all the state's public school students; and to assist the school districts in their effort to comply with the requirements of South Carolina laws and regulations regarding the function, design, and implementation of this vital program. It draws extensively from the published works of Dr. Norman Gysbers; the National Occupational Information Coordinating Committee's 1989 publication *The National Career Development Guidelines*; the guidance and counseling program model documents of Alabama, Connecticut, Georgia, Idaho, Iowa, Missouri, North Carolina, Rhode Island, Texas, Utah, and West Virginia; and the research and writing of the American School Counselor Association (ASCA), which granted South Carolina permission to reprint and adapt material from two of its seminal publications, *The ASCA National Model: A Framework for School Counseling Programs*, and *The ASCA National Model Workbook*.

Texas: A Model Comprehensive, Developmental Guidance and Counseling Program for Texas Public Schools: A Guide for Program Development Pre-K -12th Grade

<http://www.schoolcounselor.org/files/Texas.pdf>

This guide was developed to help ensure that all students in Texas might benefit from high-quality comprehensive, developmental school guidance and counseling programs. The guide provides a model for such programs and a process for tailoring the model to meet the varying needs of students in a wide array of school districts.

Additional Resource:

American School Counselors Association

<http://www.schoolcounselor.org/index.asp>

The American School Counselor Association (ASCA) supports school counselors' efforts to help students focus on academic, personal/social, and career development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. ASCA provides professional development, publications, and other resources, research, and advocacy to more than 26,000 professional school counselors around the globe.

Principal–Counselor Relationship

<http://professionals.collegeboard.com/policy-advocacy/educators/nosca/video>

In 2008, the College Board’s National Office for School Counselor Advocacy (NOSCA) teamed up with the American School Counselors Association (ASCA) and the National Association of Secondary School Principals (NASSP) to take a closer look at the relationship between school counselors and school principals—two groups that are key to getting students prepared for college success, especially those from traditionally underrepresented groups. The collaboration between the three organizations is founded on the shared belief that when principals and counselors work together effectively, they can have a huge impact on student achievement. This webpage has links to two publications—*Finding a Way: Practical Examples of How an Effective Principal-Counselor Relationship Can Lead to Success for All Students* and *A Closer Look at the Principal-Counselor Relationship: A Survey of Principals and Counselors*—and to the video “A Closer Look at the Principal–Counselor Relationship.”

References

- American School Counselor Association. (2003). *American School Counselor Association National Model: A framework for school counseling programs*. Alexandria, VA: Author.
- Hatch, T., & Bowers, J. (2004). *The block to build on: Elements of ASCA’s National School Counseling Programs*. Alexandria, VA: American School Counselor Association.
- Myrick, R. (2003). Accountability: Counselors count. *Professional School Counseling*, 6, 174–179.

Appendix A

ASCA School Counselor Performance Appraisal

School Counselor Performance Appraisal

Based on the [American School Counselor Association National Model™](#)
used by permission.

School Counselor Name _____ Today's Date: _____

Evaluator Name: _____ Position: _____

Directions:

- For each of the performance standards, rate the counselor using the following scale:

| 0 | 1 | 2 | 3 |
|-----------------------|--------------|-------------------|----------------------|
| <i>Unsatisfactory</i> | <i>Basic</i> | <i>Proficient</i> | <i>Distinguished</i> |

- Also, include any relevant comments for each of the thirteen standards and for the school counselor's overall performance.

| Description | Rating |
|--|--------|
| Standard 1: The professional school counselor plans, organizes and delivers the school counseling program. | |
| 1.1 A program is designed to meet the needs of the school. | |
| 1.2 The professional school counselor demonstrates interpersonal relationships with students. | |
| 1.3 The professional school counselor demonstrates positive interpersonal relationships with educational staff. | |
| 1.4 The professional school counselor demonstrates positive interpersonal relationships with parents or guardians. | |
| Comments: | |
| Standard 2: The professional school counselor implements the school guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions for all students. | |
| 2.1 The professional school counselor teaches school guidance units effectively. | |
| 2.2 The professional school counselor develops materials and instructional strategies to meet student needs and school goals. | |
| 2.3 The professional school counselor encourages staff involvement to ensure the effective implementation of the school guidance curriculum. | |

School Counselor Performance Appraisal
School District Name

| Description | Rating |
|---|--------|
| Comments: | |
| Standard 3: The professional school counselor implements the individual planning component by guiding individuals and groups of students and their parents or guardians through the development of educational and career plans. | |
| 3.1 The professional school counselor, in collaboration with parents or guardians, helps students establish goals and develop and use planning skills. | |
| 3.2 The professional school counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information. | |
| Comments: | |
| Standard 4: The professional school counselor provides responsive services through the effective use of individual and small-group counseling, consultation and referral skills. | |
| 4.1 The professional school counselor counsels individual students and small groups of students with identified needs and concerns. | |
| 4.2 The professional school counselor consults effectively with parents or guardians, teachers, administrators and other relevant individuals. | |
| 4.3 The professional school counselor implements an effective referral process with administrators, teachers and other school personnel. | |
| Comments: | |
| Standard 5: The professional school counselor provides system support through effective school counseling program management and support for other educational programs. | |

School Counselor Performance Appraisal
School District Name

| Description | Rating |
|---|--------|
| 5.1 The professional school counselor provides a comprehensive and balanced school counseling program in collaboration with school staff. | |
| 5.2 The professional school counselor provides support for other school programs. | |
| Comments: | |
| Standard 6: The professional school counselor discusses the counseling department management system and the program action plans with the school administrator. | |
| 6.1 The professional school counselor discusses the qualities of the school counselor management system with the other members of the counseling staff and has agreement. | |
| 6.2 The professional school counselor discusses the program results anticipated when implementing the action plans for the school year. | |
| Comments: | |
| Standard 7: The professional school counselor is responsible for establishing and convening an advisory council for the school counseling program. | |
| 7.1 The professional school counselor meets with the advisory committee. | |
| 7.2 The professional school counselor reviews the school counseling program audit with the council. | |
| 7.3 The professional school counselor records meeting information. | |
| Comments: | |
| Standard 8: The professional school counselor collects and analyzes data to guide program direction and emphasis. | |
| 8.1 The professional school counselor uses school data to make decisions regarding student choice of classes and special programs. | |

School Counselor Performance Appraisal
School District Name

| Description | Rating |
|--|--------|
| 8.2 The professional school counselor uses data from the counseling program to make decisions regarding program revisions. | |
| 8.3 The professional school counselor analyzes data to ensure every student has equity and access to a rigorous academic curriculum. | |
| 8.4 The professional school counselor understands and uses data to establish goals and activities to close the gap. | |
| Comments: | |
| Standard 9: The professional school counselor monitors the students on a regular basis as they progress in school. | |
| 9.1 The professional school counselor is accountable for monitoring every student's progress. | |
| 9.2 The professional school counselor implements monitoring systems appropriate to the individual school. | |
| 9.3 The professional school counselors develops appropriate interventions for students as needed and monitors their progress. | |
| Comments: | |
| Standard 10: The professional school counselor uses time and calendars to implement an efficient program. | |
| 10.1 The professional school counselor uses a master calendar to plan activities throughout the year. | |
| 10.2 The professional school counselor distributes the master calendar to parents or guardians, staff and students. | |
| 10.3 The professional school counselor posts a weekly or monthly calendar. | |
| 10.4 The professional school counselor analyzes time spent providing direct service to students. | |

School Counselor Performance Appraisal
School District Name

| Description | Rating |
|---|--------|
| Comments: | |
| Standard 11: The professional school counselor develops a results evaluation for the program. | |
| 11.1 The professional school counselor measures results attained from school guidance curriculum and closing the gap activities. | |
| 11.2 The professional school counselor works with members of the counseling team and with the principal to clarify how programs are evaluated and how results are shared. | |
| 11.3 The professional school counselor knows how to collect process, perception and results data. | |
| Comments: | |
| Standard 12: The professional school counselor conducts a yearly program audit. | |
| 12.1 The professional school counselor completes a program audit to determine the degrees to which the school counseling program is being implemented. | |
| 12.2 The professional school counselor shares the results of the program audit with the advisory council. | |
| 12.3 The professional school counselor uses the yearly audit to make changes in the school counseling program and calendar for the following year. | |
| Comments: | |
| Standard 13: The professional school counselor is a student advocate, leader, collaborator and a systems change agent. | |
| 13.1 The professional school counselor promotes academic success of every student. | |
| 13.2 The professional school counselor promotes equity and access for every student. | |
| 13.3 The professional school counselor takes a leadership role within the counseling department, the school setting and the community. | |

School Counselor Performance Appraisal
School District Name

| Description | Rating |
|--|--------|
| 13.4 The professional school counselor understands reform issues and works to close the achievement gap. | |
| 13.5 The professional school counselor collaborates with teachers, parents and the community to promote academic success of students. | |
| 13.6 The professional school counselor builds effective teams by encouraging collaboration among all school staff. | |
| 13.7 The professional school counselor uses data to recommend systemic change in policy and procedures that limit or inhibit academic achievement. | |
| TOTAL SCORE | 0 |
| AVERAGE SCORE | 0% |

Overall Performance Comments by Evaluator:

Comments by School Counselor:

Signatures

School Counselor

Date

Evaluator

Date

Appendix B

ASCA School Counselor Competencies

School Counselor Competencies

History and Purpose

The American School Counselor Association (ASCA) supports school counselors' efforts to help students focus on academic, personal/social and career development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. In recent years, the ASCA leadership has recognized the need for a more unified vision of the school counseling profession. "The ASCA National Model: A Framework for School Counseling Programs" was a landmark document that provided a mechanism with which school counselors and school counseling teams could design, coordinate, implement, manage and enhance their programs for students' success. The ASCA National Model® provides a framework for the program components, the school counselor's role in implementation and the underlying philosophies of leadership, advocacy, collaboration and systemic change.

The School Counselor Competencies continue the effort for a unified vision by outlining the knowledge, attitudes and skills that ensure school counselors are equipped to meet the rigorous demands of our profession and the needs of our Pre-K-12 students. These competencies are necessary to better ensure that our future school counselor workforce will be able to continue to make a positive difference in the lives of students.

Development of the Competencies

The development of the School Counselor Competencies document was a highly collaborative effort among many members of the school counseling profession.

A group of school counseling professionals that included practicing school counselors, district school counseling supervisors and counselor educators from across the country met in January 2007 to discuss ways to ensure that school counselor education programs adequately train and prepare future school counselors to design and implement comprehensive school counseling programs. The group agreed that the logical first task should be the development of a set of competencies necessary and sufficient to be an effective professional school counselor.

The group created a general outline of competencies and asked ASCA to form a task force to develop draft school counselor competencies supporting the ASCA National Model. The task force used sample competencies from states, universities and other organizations to develop a first draft, which was presented to the whole group for feedback. After comments and revisions were incorporated, the revised draft was released for public review and comment. Revisions through the public comment were incorporated to develop the final version. The school counselor competencies document is unique in several ways. First, this set of competencies is organized around and consistent with the ASCA National Model. Second, the competencies are comprehensive in that they include skills, knowledge and attitudes necessary for meritoriously performing the range of school counselor responsibilities (e.g., counseling, coordinating, consulting, etc.) in all four components of comprehensive school counseling programs: foundation, management, delivery and accountability. These

competencies have been identified as those that will equip new and experienced school counselors with the skills to establish, maintain and enhance a comprehensive, developmental, results-based school counseling program addressing academic achievement, personal and social development and career planning.

Applications

ASCA views these competencies as being 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 comprehensive school counseling programs. Professional school counselors could use the School Counselor Competencies as a checklist to self-evaluate their own competencies and, as a result, formulate an appropriate professional development plan. School administrators may find these competencies useful as a guide for seeking and hiring highly competent school counselors and for developing meaningful school counselor performance evaluations. Also, the School Counselor Competencies include the necessary technological competencies needed for performing effectively and efficiently in the 21st century.

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 post-secondary 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 | facilitation | and substance abuse counseling, within a continuum of care |
| ----- | | |
| III-B-2. Facilitates individual student planning | III-B-3c. Compiles resources to utilize with students, staff and families to effectively address issues through responsive services | III-B-3m. Understands the role of the school counselor and the school counseling program in the school crisis plan |
| III-B-2a. Understands individual student planning as a component of a comprehensive program. | 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-2b. Develops strategies to implement individual student planning, such as strategies for appraisal, advisement, goal-setting, decision-making, social skills, transition or post-secondary planning | III-B-3e. Demonstrates an ability to provide counseling for students during times of transition, separation, heightened stress and critical change | III-B-4. Implements system support activities for the comprehensive school counseling program |
| III-B-2c. Helps students establish goals, and develops and uses planning skills in collaboration with parents or guardians and school personnel | 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-4a. Creates a system support planning document addressing school counselor's responsibilities for professional development, consultation and collaboration and program management |
| 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-3g. Provides team leadership to the school and community in a crisis | III-B-4b. Coordinates activities that establish, maintain and enhance the school counseling program as well as other educational programs |
| 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-3h. Involves appropriate school and community professionals as well as the family in a crisis situation | III-B-4c. Conducts in-service training for other stakeholders to share school counseling expertise |
| III-B-2f. Understands the relationship of academic performance to the world of work, family life and community service | III-B-3i. Develops a database of community agencies and service providers for student referrals | III-B-4d. Understands and knows how to provide supervision for school counseling interns consistent with the principles of the ASCA National Model |
| III-B-2g. Understands methods for helping students monitor and direct their own learning and personal/social and career development | 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-3. Provides responsive services | 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, | |
| 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 | | |

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 coun-

seling 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 completion 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



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ASSOCIATION

1101 King St., Suite 625
Alexandria, VA 22314-2944
www.schoolcounselor.org

Appendix C

MEASURE—A Six-Step Accountability Process

MEASURE

MEASURE is a six-step accountability process, which helps school counselors demonstrate how their programs impact critical data. MEASURE is a way of using information to target critical data elements such as retention rates, test scores and postsecondary going rates, and to develop strategies to connect school counseling to the accountability agenda of the school (Dahir & Stone, 2004).

MEASURE is an acronym for:

Mission: *connect the comprehensive K-12 school-counseling program to the mission of the school and to the goals of the annual school improvement plan*

Elements: *identify the critical data elements that are important to the internal and external stakeholders*

Aalyze: *discuss carefully which elements need to be aggregated or disaggregated and why*

Stakeholders - Unite: *determine which stakeholders need to be involved in addressing these school-improvement issues and unite to develop strategies*

Reanalyze: *examine your results or your impact and rethink and refine the strategies, refocus efforts as needed*

Educate: *show the positive impact the school-counseling program has had on student achievement and on the goals of the school improvement plan*

MISSION

Student achievement and success in rigorous academics is at the heart of every school's mission statement. School counselors need to ask how every aspect of their program supports the mission of the school and contributes to student achievement. Preparing students to choose from a wide array of options after high school is part of every school district's mission for academic success for every student and is congruent with the goals of the school board.

ELEMENTS

Critical data elements can usually be found on the school's district or building report card. School systems routinely collect and store both academic and demographic data in a retrievable form and school counselors have ready access to data in areas such as course enrollment patterns and attendance that contribute to achievement. Disaggregating data into separate elements in a variety of ways ensures that the system addresses access and equity issues. This approach to looking at data guarantees that no group of students is ignored or left behind.

ANALYZE

Analysis will determine the institutional or environmental barriers that may be impeding student achievement and adversely influencing the data elements. School counselors can initially determine which elements to address first as well as which elements the school counseling program can move to specific targets in a positive direction. Because data alone does not tell the whole story, it is important to disaggregate the critical data elements on which to focus and to look at them in terms of gender, race/ethnicity, socio-economic status, and perhaps by teacher to shed light on areas of success or areas in need. The data elements that impact the school improvement plan then become more apparent.

STAKEHOLDERS-UNITE

By collaborating with other stakeholders, school counselors avoid tackling issues in isolation. Creating and implementing strategies collaboratively will begin to move the data in a positive direction.

REANALYZE, REFLECT, AND REVISE

School counselors periodically review the data and strategies to see if the goals of the MEASURE were met. This requires refining and reflecting on which interventions and strategies successfully moved the critical data elements in a positive direction. If the targeted results were not met, then it is important to also reanalyze and refocus the strategies to determine why the interventions were unsuccessful in moving the data in a positive direction.

EDUCATE

Publicizing the results of an effective school counseling program is a vital step in the accountability process, and as a result, both internal and external stakeholders will have a deeper understanding about the contributions of the program that focus on student success. As partners in school improvement, school counselors have demonstrated a willingness to be accountable for impacting critical data and are viewed as essential to the school's mission.

(Adapted with permission for Connecticut's Comprehensive School Counseling Program from Stone, C. & Dahir, C. (2004). *School Counselor Accountability: A Measure of Student Success*. Upper saddle River, NJ: Merrill Prentice-Hall)

A SAMPLE MEASURE

Mission, Elements, Analyze, Stakeholders-Unite, Reanalyze, Educate,
A Six-step Accountability Process for School Counselors

Name and Address of School: New Frontier High School

Name of Counselor Leading the Initiative: _____

Principal: _____

Enrollment and Setting (urban, suburban, rural): 1280 students – suburban setting

School Demographics 2004 - 2005:

Caucasian/Non-Hispanic: 67.% Hispanic: 11% African American: 20%

Other: 2%

English Language Learners (ELL): 12%

Free/Reduced Lunch: 28%

STEP ONE: MISSION

Connect your work to your school's mission statement.

The mission of our high school is to provide an environment that nurtures and values each individual, and provides opportunities to enhance the intellectual, social, and physical capabilities of all students. Our graduates are prepared to meet the challenges of the 21st century and contribute to community and society.

STEP TWO: ELEMENTS

Identify the critical data elements such as grades, test scores, attendance, promotion rates, and postsecondary going rate.

The school counselors as part of the leadership team identified these critical data elements to attempt to impact: increase postsecondary-going rates

STEP THREE: ANALYZE

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| Determine which elements need to be desegregated such as race, ethnicity, gender, SES, teacher assignment. | |
| Baseline: Where is this data element currently? May 2004 68% students seek higher level academics | Goal: Where should the data element be at the end of the school year? Increase post secondary going rates for by 5% |

STEP FOUR: STAKEHOLDERS - UNITE

| | |
|---|---|
| Determine which stakeholders need to be involved and unite to develop strategies to change systems as well as impact individual students and targeted groups of students. <i>Impacting systems means 1) replicating successful programs and interventions, 2) identifying barriers that adversely stratify students' opportunities to be successful learners, 3) and developing strategies to:</i> <ul style="list-style-type: none"> change policies, practices, and procedures strengthen curriculum offerings maximize the instructional program enhance the school/classroom culture and climate provide student academic support systems (safety nets) influence course enrollment patterns to widen access to rigorous academics involve parents and other critical stakeholders (internal and external to the school) raise aspirations in students, parents, teachers, and the community change attitudes and beliefs about students and their abilities to learn | |
| | Strategies Connect the strategies to the Framework for School Counseling and Guidance Programs, the ASCA Standards and The Sunshine Standards |
| Stakeholders | Beginning date: September 2004 Ending date: June 2005 |
| School Counselors | <ul style="list-style-type: none"> Mentor students in an after school program Worked individually with students who were in conflict during the school day Deliver career and academic classroom information sessions about the interrelatedness between academic performance and future economic opportunities, financial aid, and other critical, timely information Monitor the course taking patterns and check to see that students are on target with their educational plans Be a consumer of data to see how students are performing academically Use data to monitor student progress toward achieving their educational plans Provide continuous education on career and educational information and opportunities so that educational/career plan are in flux and change as the students interests change Implement a rewards ceremony earned and distributed certificates to students who improved two or more course grades and each quarter Initiate an educational and career plan for every student Develop a program where honor roll students mentored at-risk students |

| | |
|----------------------|--|
| | <ul style="list-style-type: none"> ▪ Advocate for a change in policy to give students in conflict a "time-out" or "cooling off" period instead of suspension ▪ Work with local business community to develop employment incentives. ▪ Establish a Parent - Student Night to involve parents in their child's educational and career plan ▪ Establish a group for students who have been suspended for fighting ▪ Use Choices each year with every high school student as part of the career planning process ▪ Explained Connecticut Bright Futures to every 9th grader ▪ Connect students to mentors and tutors ▪ Encourage parents to raise aspirations for students especially first generation students ▪ Advertise deadline dates in multiple ways ▪ Establish a network of contacts who can personally nudge students to get in important information needed for postsecondary going ▪ Advocate with teachers and administrators and encourage students to enroll in higher level academics and show them the difference on standardized test for those students who take higher level academics ▪ Host a workshop for parents on the Parent Primer for Career Exploration. |
| Administrators | <ul style="list-style-type: none"> ▪ Continue to deliver strategies already implemented such as the fall ninth grade information sessions ▪ Help the counselors access the necessary data to monitor progress ▪ Invited speakers from the community to serve as "mentors" and role models ▪ Offer lunchtime and after school workshops for teachers on connecting academics to students' future goals ▪ Begin the planning process for after-school homework and discussion groups for at-risk students |
| Social Worker | <ul style="list-style-type: none"> ▪ Hold discussion groups (rap sessions) for students who were in danger of dropping out ▪ Invite at risk students and parent/guardians to attend a college admissions department special workshop for at risk teens |
| Career Specialist | <ul style="list-style-type: none"> ▪ Meet with every ninth grader in the career center to work on career guidance software ▪ Print the career plan summary for the counselors of ninth graders |
| Parents | <ul style="list-style-type: none"> ▪ Assist in organizing a Career Fair at the high school. ▪ Participate in their child's educational and career planning conference ▪ Help organize the Alumni College Fair |
| Central Office Staff | <ul style="list-style-type: none"> ▪ Provide periodic meeting times for the faculty and staff to come together and exchange ideas with counselors from other high schools on how to increase retention and promotion rates ▪ Provide technical support in gathering data and reporting successes to district administrators ▪ Host a celebration of success |
| Teachers | <ul style="list-style-type: none"> ▪ Widen the reach of support to students by developing more peer helper programs, including peer tutoring and peer mediation ▪ Look for ways of connecting classroom instruction to real world applications ▪ Help the counseling staff identify which students do not plan to finish high school or who need help developing plans after high school ▪ Help the counseling staff identify students who need more help in developing a |

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| | <p>post high school plan</p> <ul style="list-style-type: none"> ▪ Encourage students to take higher level academics ▪ Improve student preparation ▪ Alert counselors to which students need additional safety nets ▪ Integrate into the curriculum information on the 10 fastest growing occupations, how to complete the Free Application for Federal Student Aid, how pay and the level of education correlate, how to find job shadowing, interning or job experiences that introduces students to future occupations that may interest them, how lack of money should not hold students back (in other words messages of support for higher level academics) ▪ Encourage extracurricular activities |
| Students | <ul style="list-style-type: none"> ▪ Served as mentors to freshman (honor roll students) ▪ Worked with formerly at-risk students to speak to ninth graders ▪ Were required to volunteer in school or community 1 hour a week. ▪ Serve as tutors |
| Technology Staff | <ul style="list-style-type: none"> ▪ Generated automated attendance and cut reports |
| Postsecondary Institutions (Community Colleges, Career and Technical Schools, Colleges, Universities) | <ul style="list-style-type: none"> ▪ Postsecondary educators provide workshops to students connecting work and career opportunities with what they do in schools ▪ Build a collaborative effort in order to deliver career fairs, information about postsecondary opportunities, financial aid information, and deliver classroom guidance lessons and individual and small group information sessions with students ▪ Help raise student aspirations by arranging for students to visit higher education campuses ▪ Connect with parents to raise their aspirations for their children ▪ Deliver closed circuit television messages to students one time per week or more ▪ Mentor Students |
| Attendance Officer | <ul style="list-style-type: none"> ▪ Monitor attendance of targeted students and reported to counselors and administration ▪ Follow up on absenteeism with parent/guardian) ▪ Mentor and tutor students |
| School Clubs | <ul style="list-style-type: none"> ▪ Encourage clubs to reach out to ninth grade students not yet connected to the school, e.g., book club, video club ▪ Help students find a place to volunteer 1 hour a week ▪ Serve as Tutors |
| Alumni | <ul style="list-style-type: none"> ▪ Give testimonials to inspire students ▪ Organize college and career fair ▪ Mentor and tutor students |
| Business Partners | <ul style="list-style-type: none"> ▪ Supported the Freshman Parent Night Dinner ▪ Participated in the College and Career Fair ▪ Initiated a Job Shadowing program on Ground Hog day ▪ Mentor and tutor students |
| School Improvement Team | <ul style="list-style-type: none"> ▪ Monitor the requirement of 1 hour a week (40 hours annually) of volunteer service |

STEP FIVE: REANALYZE, REFLECT, AND REVISE

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| Reanalyze: Analyze the data again. Did the baseline data move? | Reflect and Revise: Reflect on why the stakeholders were successful or unsuccessful. |
| <p>Where is the data now? Did the strategies have a positive impact on the data?</p> <p><i>Baseline data:</i> May 2004 68% postsecondary-going rate May 2005 74% postsecondary-going rates</p> <p>The strategies moved the data in a positive direction.</p> | <p>Revise the Action Plan so that progress can be made and will get better.</p> <p><i>Which of the strategies worked?</i> The rewards ceremony and certificates based on grades and courses passed were effective. Students loved the Job Shadowing Day</p> <p><i>Which strategies should be replaced? Added?</i> We need to include parents in the plan. Postsecondary training institutions should be invited to the planning sessions</p> <p><i>Based on what you have learned, how will you rewrite the action plan?</i> Closely monitor the incoming 9th grade from day 1; monitor all students who fail one or more subjects each quarter.</p> |

STEP SIX: EDUCATE

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| Promote and publicize the results. |
| <ul style="list-style-type: none"> ▪ Results positively impacted school climate by moving to a reward system for courses passed. ▪ Analysis of results resulted in implementation of data driven decision-making across the ninth grade staff including teachers, school counselors and student support services personnel. |

Educate means to highlight your work in supporting student achievement and publish a report of the results. Educate others as to your results in the most efficient and effective way you deem appropriate. This can be verbal or written but written is more powerful. One type of written report is the *Student Personnel Accountability Report Card*, or *SPARC* a simple one to two page report developed by the Los Angeles County Office of Education and the California Department of Education to demonstrate results”(California Dept. of Education, 2004). SPARC has been adapted here to capture students who represent the data in the section called “Faces Behind the Data.”

The principal’s message affirms that the administration and faculty are aware of the counseling program’s mission and work and are supportive of its efforts. Data is crucial in not only ascertaining the current school situation, but also in determining how successful interventions, school counseling curriculum, educational and career planning and other delivery mechanisms were in achieving student results. Collaboration and working with all stakeholders, including faculty, parents and the community, is a key component of a SPARC. Whether published on the school counseling department’s website or distributed at a parent event, the SPARC demonstrates the value of the counseling program and helps school personnel and community members gauge how students are different because of the work and priorities of school counselors.

Sample: SPARC**SPARC: CT- School Counseling Program Accountability Report Card**

School: *New Frontier High School
suburban*

Enrollment: *1280 students -*

Principal:

Counseling Department Member(s):

| Principal's Comments | Results |
|--|---|
| <p>“Our counselors worked very hard this year to increase the number of students in our school who are going on to higher education. 74% of our seniors are going on to career and technical training or college. This is the highest postsecondary-going rate that I can remember.</p> | <p><i>Baseline Data:</i> <i>May 2004 68% postsecondary-going rates</i> <i>May 2005 74% postsecondary-going rates</i></p> |
| School Improvement Issues | Systemic Changes |
| <p><i>Improve graduation rate</i></p> <p>Critical Data Element(s): <i>Improve the Postsecondary-going rates</i></p> | <p><i>1. Collaboration efforts with administrators, teachers and parents changed school climate by moving to a rewards system for courses passed.</i></p> <p><i>2. The counselors initiated data-driven decision making.</i></p> <p><i>3. A school wide effort focused on paying extra attention to help students successfully complete ninth grade.</i></p> <p><i>4. Every senior grader had an educational-career plan.</i></p> |
| Partnerships | Faces Behind the Data |
| <p>Stakeholder Involvement</p> <p>Administrator: <i>Support school counseling program initiatives</i></p> <p>Teachers: <i>Developed peer tutoring programs.</i></p> <p>Students: <i>11th and 12th graders served as mentors to 9th and 10th graders and reached out to students who were struggling.</i></p> <p>Business Partners: <i>Supported Freshman Awards Ceremony. Organized a Job Shadowing experience on Ground Hog Day.</i></p> | |

(CT-SPARC has been adapted with permission from the SPARC, Student Personnel Accountability Report Card, a continuous improvement document sponsored by the California Department of Education and Los Angeles County Office of Education.)

Appendix D
MEASURE Template

MEASURE

Mission, Elements, Analyze, Stakeholders-Unite, Reanalyze, Educate,
A Six-step Accountability Process for School Counselors

Name and Address of School:

Name of Counselor Leading the Initiative:

Principal:

Enrollment:

School Demographics:

Caucasian/Non-Hispanic:

African American

Hispanic

Asian

Other

Free-Reduced lunch

ESL

Step One: Mission

Mission

Connect your work to your school's mission

Your mission statement is:

Step Two: Elements

Current Critical Data Element

What indicator of school success are you trying to positively impact? Grades? Test scores? Attendance? Promotion Rates? Postsecondary going rate?

The school counselor as part of the leadership team identified these critical data elements to try to impact:

Step Three: Analyze

Analyze the data to see what it reveals, to identify the problem areas, to establish your baseline, and to set your goal. It may be necessary to disaggregate the data, e.g. race, ethnicity, gender, SES, teacher assignment.

Baseline: Where is this data element currently?

Goal: Where do you want the data Element to be in a year?

Step Four: Stakeholders-Unite

Develop an Action Plan

School Counselors, as managers of resources, join existing groups of stakeholders, such as the school improvement team, or bring other stakeholders and resources into the task of creating and implementing an action plan. Strategies are developed that will change systems as well as impact individual students and targeted groups of students.

Impacting systems means (1) replicating successful programs and interventions; (2) identifying barriers that adversely stratify students' opportunities to be successful learners; and (3) developing strategies to:

- *change policies, practices, and procedures*
- *strengthen curriculum offerings*
- *maximize the instructional program*
- *enhance the school and classroom culture and climate*
- *provide student academic support systems (safety nets)*
- *influence course enrollment patterns to widen access to rigorous academics*
- *involve parents and other critical stakeholders (internal and external to the school)*
- *raise aspirations in students, parents, teachers, the community*
- *change attitudes and beliefs about students and their abilities to learn*

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| Stakeholders | Strategies Connect your strategies to the American School Counselor Association (ASCA) National Standards and the CSCA Comprehensive School Counseling Program |
| | Beginning date: Ending date: |
| School Counselors | |
| Teachers | |
| Administrators | |
| Students | |
| Technology Staff | |
| Student Services Staff | |
| Local Colleges | |
| Community Agency Members | |
| Parents | |
| Teacher Assistants | |

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| <i>School Improvement Team</i> | |
| <i>Local Business Community</i> | |
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Step Five: Reanalyze, Reflect, and Revise

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| <p><i>Reanalyze</i> <i>Restate the baseline data. Where is the data after the action plan? Did the strategies have a positive impact on the data?</i></p> <p><i>Restate the baseline data:</i></p> <p><i>Data after action plan:</i></p> <p><i>Impact:</i></p> | <p><i>Reflect and Revise</i> <i>Reflect on why the stakeholders were successful or unsuccessful. Revise the action plan so that progress can be made and you can continue to get better results.</i></p> <p><i>Which of the strategies worked?</i></p> <p><i>Which strategies should be replaced? Added?</i></p> <p><i>Based on what you have learned, how will you revise the action plan?</i></p> |
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Systemic Changes Made

Whenever you implement a MEASURE you will contribute to systemic change. Each MEASURE will in some way change a school, home, or community system to enhance student learning. Capture these systemic changes here and record them on your SPARC.

Step Six: Educate

Promote and publicize the results of your work. Develop a report card for your own program to let the internal and external school members know your work is connected to the mission of the schools and to student success. The School Counseling Program Accountability Report Card (SPARC) is a way to do this.

Our MEASURE of Success

SPARC - School Counseling Program Accountability Report Card

School:

Enrollment:

Principal:

Counselor:

Principal's Comments

School Improvement Issues

Stakeholders

Results

Systemic Changes

Faces Behind the Data

SPARC is a continuous improvement document sponsored by the California Department of Education and the Los Angeles

County Office of Education. SPARC has been adapted with permission as a complement to MEASURE.