School Counseling Program Assessment

Foundation

CRITERIA	Not yet	In Development	Complete/ Implemented
Beliefs			
a. Indicates an agreed-upon belief system about the ability of all students to achieve			
b. Addresses how the school counseling program meets student developmental needs			
c. Addresses the school counselor's role as an advocate for every students			
d. Identifies persons to be involved in the planning, managing, delivery and evaluation of school counseling program activities			
e. Includes how data informs program decisions			
f. Includes how ethical standards guide the work of school counselors			
Vision Statement			
a. Describes a future where school counseling goals and strategies are being successfully achieved			
b. Outlines a rich and textual picture of what success looks like and feels like			
c. Is bold and inspiring			
d. States best possible student outcomes			
e. Is believable and achievable			
Mission Statement			
a. Aligns with the school's mission statement and may show linkages to district and state department of education mission statements			
b. Written with students as the primary focus			
c. Advocates for equity, access and success of every student			
d. Indicates the long-range results desired for all students			
Program Goals			
a. Promote achievement, attendance and/or behavior			
b. Are based on school data			
c. Address schoolwide data, policies and practices to address closing-the-gap issues			
d. Address academic, career and/or personal/social development			

CRITERIA	Not yet	In Development	Complete/ Implemented
ASCA/Oregon Mindsets & Behaviors			
a. Standards are identified and align with program mission and goals			
b. Standards and competencies selected from other standards (state/district, 21st Century, Character Ed, etc.) align with ASCA/Oregon Mindsets & Behaviors, program mission and goals as appropriate			
School Counselor Professional Competencies and Ethical Standards			
a. ASCA School Counselor Competencies have been reviewed			
b. ASCA Ethical Standards for School Counselors have been reviewed			

Program Management

CRITERIA	Not yet	In Development	Complete/ Implemented
School Counselor Competencies Assessment			
School counselor competencies assessment has been completed			
School Counseling Program Assessment			
School counseling program assessment has been completed			
Use-of-Time Assessment			
a. Use-of-time assessment completed twice a year			
b. Direct and indirect services account for 80 percent of time or more			
c. Program management and school support activities account for 20 percent of time or less			
Annual Agreement			
a. Created and signed by the school counselor and supervising administrator within first two months of school			
b. One agreement per school counselor			
c. Provides rationale for use of time based on data and goals			
d. Reflects school counseling program mission and program goals			
e. Lists school counselor roles and responsibilities			
f. Identifies areas for school counselor professional development			
Advisory Council			

CRITERIA	Not yet	In Development	Complete/ Implemented
a. Membership includes administrator and representatives of school and community stakeholders			
b. Meets at least twice a year and maintains agenda and minutes			
c. Advises on school counseling program goals, reviews program results and makes recommendations			
d. Advocates and engages in public relations for the school counseling program			
e. Advocates for school counseling program funding and resources			
Use of Data			
a. School data profile completed, tracking achievement, attendance and behavior data			
b. School data inform program goals			
c. School counseling program data (process, perception, outcome) are collected and reviewed and inform program decisions			
d. Organizes and shares data/results in a user-friendly format (e.g., charts)			
Action Plans (Curriculum, Small Group and 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. Projected results (process, perception and outcome) data have been identified			
d. Projected outcome data are stated in terms of what the student will demonstrate			
Curriculum Lesson Plan			
Curriculum lesson plan templates are used to develop and implement classroom activities			
Calendars (Annual and Weekly)			
a. Indicate activities of a comprehensive school counseling program			
b. Reflect program goals and activities of school counseling curriculum, small-group and closing-the-gap action plans			
c. Are published and distributed to appropriate persons			
d. Indicate fair-share responsibilities			
e. Weekly calendar aligns with planned use of time in the annual agreement			

Delivery

CRITERIA	Not yet	In Development	Complete/ Implemented
Direct student services are provided (Strategies to include instruction, group activities, appraisal, advisement, counseling and crisis response)			
a. Deliver school counseling curriculum lessons to classroom and large groups			
b. Provide appraisal and advisement to assist all students with academic, career, social/emotional, and community involvement planning			
c. Provide individual and/or group counseling to identified students with identified concerns or needs			
Indirect student services are provided to identified students (Strategies to include referrals, consultation, collaboration)			
Direct and indirect service provision amounts to 80 percent or more of the school counselor's time			

Accountability

CRITERIA	Not yet	In Development	Complete/ Implemented
Data Tracking			
a. School data profile is analyzed, and implications for results over time are considered			
b. Use-of-time assessment is analyzed and implications are considered			
Program Results (Process, Perception and Outcome Data)			
a. Curriculum results report is analyzed, and implications are considered			
b. Small-group results reports are analyzed, and implications are considered			
c. Closing-the-gap results reports are analyzed, and implications are considered			
d. Program results are shared with stakeholders			
Evaluation and Improvement			
a. School counselor competencies assessment informs self-improvement and professional development			
b. School counseling program assessment informs program improvement			
c. School counselor performance appraisal is conducted and informs improvement			
d. Program goal results are analyzed, and implications considered			

Oregon Department Of Education