

Figure 6.2

Results Report: Impact Over Time

SAMPLE

ACADEMIC Standard A – acquire knowledge attitude and skill leading to effective learning	2000-2001	2001-2002	2002-2003	2003-2004
Attendance data	93.4%	94.2%	95%	
Retention rates	5.4%	5.1%	4.5%	
% of students of color taking AP classes	1%	3%	5%	

Documenting baseline data prior to programmatic restructuring provides ready, necessary information for data-based decision making. Each year data are charted indicating growth or change in the areas of concern. The data are analyzed in relation to progress made toward the school-wide mission and achievement goals. Accountability charts are easy to read and easy to use to convey what has changed over time (see Figure 6.2). Noticing trends over time invites reflection, discussion and participation by all stakeholders in assessing the program for continual program evaluation and improvement.

The impact-over-time form minimally contains the following:

- ◆ Student demographics: Enrollment data, gender, ethnicity, grade levels and languages
- ◆ Academic achievement: Standardized test scores, grade-point averages, dropout rates, graduation rates

- ◆ Career development: Students enrolled in work experience, job shadowing
- ◆ Personal/social development: Climate survey results, substance use and abuse statistics, attendance data and suspension and expulsion data
- ◆ Parents or guardian involvement: Parents or guardian attendance at evening activities, parent workshops and conferences

The information in the school profile is extremely valuable for all school counseling personnel. Collecting these data at the beginning creates a baseline from which to measure program results. Yearly updates assess both program progress and impact. The information reveals areas of strength and weakness and growth or loss in overall program success. It is also a convenient tool for sharing systemic change, programmatic successes and needs.

School Counselor Performance Standards

School counselor performance standards align with the ASCA National Model® and contain basic standards of practice expected from counselors. Personnel delivering the school counseling program are evaluated in the areas of pro-

gram implementation, program evaluation and professionalism. All too often, school counselors are evaluated using an instrument designed for teachers or resource professionals. These school counselor standards accurately reflect the

unique training of school counselors and their responsibilities within the school system. Although used for performance evaluation, the standards are also an important tool in the school counselor's own self-evaluation and will help focus personal and professional development plans. It is suggested that school counselors and administrators work within their individual systems to design appropriate evaluation and/or appraisal tools that meet their district governing board and bargaining unit policies. It is recommended that administrators evaluate school counselors every year. An evaluation should include individual comments as well as a rating system for how well the school counselor is meeting required performance standards.

School counselor standards are:

- Standard 1: Program organization
- Standard 2: School guidance curriculum delivered to all students
- Standard 3: Individual student planning
- Standard 4: Responsive services
- Standard 5: Systems support
- Standard 6: School counselor and administrator agreement
- Standard 7: Advisory council
- Standard 8: Use of data
- Standard 9: Student monitoring
- Standard 10: Use of time and calendar
- Standard 11: Results evaluation
- Standard 12: Program audit
- Standard 13: Infusing themes

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.

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.

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.

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

“Setting the standards into action was the beginning of the process that has expanded to this next step, The ASCA National Model: A Framework for School Counseling Programs. The best thinking and leadership have formulated this model, and we have only begun. I ask ‘What is next?’ As we transform and evolve our profession to the pinnacle.”

Brenda Melton, San Antonio Independent School District & ASCA President 2002-2003

- 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.

Standard 5: The professional school counselor provides system support through effective school counseling program management and support for other educational programs.

- 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.

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.

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.

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.
- 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.

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 counselor develops appropriate intervention for students as needed and monitors their progress.

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.

4 The professional school counselor analyzes time spent providing direct service to students.

Standard 11: The professional school counselor develops a results evaluation for the program.

- 1 The professional school counselor measures results attained from school guidance curriculum and closing the gap activities.
- 2 The professional school counselors works with members of the counseling team and with the principal to clarify how programs are evaluated and how results are shared.
- 3 The professional school counselor knows how to collect process, perception and results data.

Standard 12: The professional school counselor conducts a yearly program audit.

- 1 The professional school counselor completes a program audit to determine the degrees to which the school counseling program is being implemented.
- 2 The professional school counselor shares the results of the program audit with the advisory council.
- 3 The professional school counselor uses the yearly audit to make changes

in the school counseling program and calendar for the following year.

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.
- 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.

The Program Audit

A comprehensive school counseling program is multifaceted and designed with continuous evaluation and modification in mind. Audits serve to set the standards for the school counseling program. (See Figure 6.3.) The program audit is a tool aiding school counselors in the breakdown and analysis of each program component (Arizona Department of Education, 2002; Johnson & Johnson, 2001; Bowers & Polonna, 2001). Once completed, the

audit indicates implementation areas that will be improved or enhanced. The program audit provides evidence of the program's alignment with ASCA's National Model. The primary purpose for collecting this information is to guide future actions within the program and to improve future results for students. The audit aligns with and includes all ASCA National Model program components.