

School Counseling Program Assessment

School Counseling Program Assessment	Updated:			Date		2022–23	2023–24	2024–25	2025–26	2026–27
Criteria	Yes	No	N/A	In Progress	Link	Year 1	Year 2	Year 3	Year 4	Year 5

FOUNDATION										
FOUNDATION	Beliefs	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 student								
		d. Identifies persons to be involved in the planning, managing, delievery 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	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 believeable and achievable								

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FOUNDATION	Mission Statement	Mission Statement									
		a. Aligns with the school's mission statement									
		b. Written with students as the primary focus									
		c. Advocates for equity, access and success for every student									
		d. Indicates the long-range results desired for all students									
	Program Goals	Program Goals									
		a. Promote achievement, attendance, behavior and/or school safety									
		b. Are based on school data									
		c. Address school-wide data, policies and practices									
		d. Address social/emotional, global perspective, identity, academic, and career development									
	ISCA Student Standards	ISCA Student Standards									
		a. Are identified and are aligned with program mission and goals									
		b. Standards and competencies selected from other standards align with ISCA School Counseling Core Curriculum									
	School Counselor Professional and Ethical Standards	School Counselor Professional and Ethical Standards									
		a. Are identified and are aligned with program mission and goals									
		b. Standards and competencies selected from other standards align with ISCA School Counseling Core Curriculum									

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DELIVERY													
PROGRAM DELIVERY	Strategies	Strategies											
		a. Deliver school counseling curriculum lessons to classrooms and large groups											
		b. Curriculum Lesson Plan Templates are used to develop and implement classroom/large group activities											
		c. Provide appraisal and advisement to assist all students with social/emotional, global perspective, identity, academic, and career development and planning											
		d. Provide individual and/or group counseling to identified students with identified concerns or needs											
		e. Provide crisis response / responsive services											
		f. Direct and indirect services that include referrals, consultation and collaboration											

PROGRAM MANAGEMENT													
PROGRAM MANAGEMENT	Use-of-Time Assesement	Use-of-Time Assesement											
		a. Use-of-time assesement 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	Annual Agreement											
		a. Created by the school counselor and supervising administrator within the first two months of school											
		b. One agreement per school counselor											
		c. Provides rationale for use-of-time based on data and goals											
		d. Reflects school counseling program mission and program goals											
		e. Lists school counselor roles and responsibilities											
		f. Identifies areas for school counselor professional development											

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PROGRAM MANAGEMENT	Calendars (Annual, Monthly, and Weekly)	Calendars (Annual, Monthly, 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 activities									
		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									
	Use of Data	Use of Data									
		a. School data profile completed, tracking achievement, attendance, behavior and safety data									
		b. School data inform program goals									
		c. School counseling program data (process, perception, outcome) are collected and reviewed and inform program decisions									
		d. Is organized and shared in a user-friendly format (e.g., charts)									
	Advisory Council	Advisory Council									
		a. Membership includes administrator and representatives of school and community stakeholders									
		b. Meets at least twice a year and maintains agenda and minutes									
		c. Advises on school counseling program goals, reviews program results and makes recommendations									
		d. Advocates and engages in public relations for school counseling program									
		e. Advocates for school counseling program funding and resources									

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ASSESSMENT	ASSESSMENT										
	Data Tracking	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)	Program Results (Process, Perception and Outcome Data)									
		a. Curriculum results report is analyzed and implications are considered									
		b. Closing-the-gap results report is analyzed and implications are considered									
		c. Small group results report is analyzed and implications are considered									
		d. Program results are shared with stakeholders									
	Program Assessment	Program Assessment									
		a. School counseling program assessment has been completed and reviewed 1–2 times per year.									
		b. School counseling program assessment informs program improvement									
	Evaluation and Improvement	Evaluation and Improvement									
		a. School counselor competencies assessment informs self-improvement and professional development									
		b. School counselor performance appraisal is conducted and informs improvement									
		c. Program goal results are analyzed, and implications considered									



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OTHER PROGRAM GOALS										
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