

School Counseling Program Assessment: Noblesville High School

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Noblesville High School (NHS) is a public high school serving 2,782 students in grades 9-12 in Noblesville, Indiana, a mid-size suburb of Indianapolis. NHS is well known for its commitment to innovative learning and the use of technology, as well as its strong connection to the Noblesville community. The Guidance Department at NHS includes eight school counselors who each play an important role in ensuring the academic, career, and personal/social success of all students. These school counselors are equally divided between “Lower House” (9th and 10th grade students) and “Upper House” (11th and 12th grade students) with one director for each house. Even with high student-to-school counselor ratios (approximately 1:415 LH, 1:360 UH, and 1:225 for the directors), NHS school counselors are still working hard to ensure that all students in their school graduate as successful citizens reaching their full potentials.

As an intern in the NHS Guidance Department, I have had the wonderful opportunity to witness and participate in the day-to-day operations of a school counseling program. I also have the ability to provide a new perspective on the strengths of the program and some potential areas for growth. Program assessments examine these aspects of the school counseling program and tell us how students are different as a result of what school counselors do (ASCA, 2012). We as school counselors are called on to be accountable for our programs, not only to ensure that all students are showing gains as a result of our services, but also in order to prove that our positions are indispensable (Chen-Hayes, Ockerman, & Mason, 2014). NHS school counselors have experience with conducting program assessments since beginning the process of applying for the Indiana Gold Star recognition for their school counseling program. I chose to use the American School Counselor Association (ASCA) National Model program assessment to evaluate the NHS school counseling program because it fit well with their previous Gold Star assessments. I also

supplemented some information from the CAFÉ (Change Agent For Equity) School Counselor Evaluation in order to gain a better perspective on some of the leadership qualities and identities of the school counselors at NHS (Chen-Hayes et al., 2014). All available assessments are attached and the end of this paper.

The first section of the ASCA School Counseling Program Assessment (ASCA, 2012) examines school counselors' beliefs and the vision and mission of the school counseling program. One NHS school counselor stated that they did not have vision and mission statements for the program, while another stated that these components were within the school's vision and mission statements. From reviewing the beliefs section of the ASCA assessment, the CAFÉ evaluation, and from what I have seen in the first few weeks of my internship, I believe they have all the building blocks for solid vision and mission statements. They are all very passionate about the work they do as school counselors and they identify themselves as leaders and change agents within the school, they just need to pull these together into a clear conceptualization of the foundation of their program. Having explicit, distinct vision and mission statements for the school counseling program (that still align with the school's vision and mission statements) give school counselors a solid base on which to build their comprehensive program, and to return to when developing each intervention and component of the program (ASCA, 2012). This is an area in which I can definitely be of use to the program by compiling the school counselors' current beliefs, values, and goals into solid vision and mission statements that can be displayed on the Guidance Department web page, as well as throughout our office. Publicizing our vision and mission will remind all stakeholders of our goals and what drives our program.

And now I will address what has probably been lingering in the mind of any professional school counselor reading this paper: NHS's use of the term "guidance". I definitely cringed

when I saw “Guidance Intern” outside my office door. Why does this one word matter so much? The term guidance is an outdated term that described people who focused on “advice-giving” (ASCA, 2012). Guidance suggests delivering a service, but we as professional school counselors are delivering a comprehensive program. In their various program assessments the school counselors at NHS identified struggles with being assigned too many non-school counseling duties and not having enough time to spend on more appropriate activities. Having a clear role identity and being called *school* counselors rather than guidance counselors (and informing others of this identity) assists us by ensuring more time for our necessary counseling duties and preventing the assignment non-school counseling tasks, such as testing and lunch duty (ASCA, 2012). I believe the “Guidance Department” at NHS could benefit from an improved sense of role identity, starting with removing the term guidance from our vocabulary. I think the start of this process would involve educating administrators as to why this issue is so important to us as school counselors. I believe I can help with this by promoting articles and resources from ASCA’s *Role of the School Counselor* web page that explain exactly what we do as professional school counselors, and why what we do is much more than what the term “guidance counselor” suggests (ASCA, 2015). One NHS school counselor expressed her desire to increase her presence in the school by being more visible in the hallways during class changes and increasing face-to-face interactions with faculty and staff, which would certainly support this initiative.

Related to their interactions with faculty and staff, the biggest strengths of NHS’s school counseling program are the leadership and collaboration abilities of the school counselors in working with teachers, administrators, and other staff. In schools, the best models of leadership are ones in which leadership is shared beyond administrators, and everyone uses their individual strengths to work together in positive, collaborative relationships (Chen-Hayes et al., 2014).

Each day at my internship I see my fellow school counselors displaying these leadership and collaboration skills through their strong, positive connections with teachers and administrators. They feel very comfortable going to both teachers and administrators to gain insight on a student, or to gain support for a program the school counselors are developing or managing. Building and maintaining these relationships can certainly be difficult in large schools like NHS. As effortful and time consuming as this task may be, it is a necessity in order to ensure student success. As professional school counselors, we have to “play well with others” and get buy-in from teachers and staff to support our program (Chen-Hayes et al., 2014). It is one of my goals throughout my internship to develop and enhance my communication and relationships with all staff, and this is something I have already started working on. The first step for any new school counselor in building collaborative relationships is “getting your face out there”. Although it is easier to send a quick email, especially in the busy life of a school counselor, I have been making an effort to go visit teachers in their classrooms or during lunch. Being able to connect a name with a face (and a smile) is just one small step along our journey of gaining buy-in from all stakeholders in our schools. The school counselors at NHS are also very effective in collaborating and communicating with each other, and they have clearly designated assignments in regards to who is responsible for various initiatives and interventions within the program.

Another area of NHS’s school counseling program that I would like to highlight are the school counselors’ relationships with the community and parents. According to the *We Are Noblesville Schools* publication, the city of Noblesville values its partnership with Noblesville Schools as an “essential ingredient” in achieving economic prosperity and success for everyone in the community (Noblesville Schools, 2014). As NHS school counselors are preparing for the annual 9th Grade Career Fair, I have witnessed the great connections they have built throughout

the community through their ease with gathering donations and finding presenters to support their efforts. Further, Noblesville Schools are working to educate all students and prepare them for success in today's 21st Century, digitally driven world through an approach called Miller ShiftSM (Noblesville Schools, 2014). A key component of this approach is the high school internship program at NHS, where flexible class scheduling allows students to spend part of their week out of the classroom working with local employers to gain valuable, hands-on experience and professional skills. The internship program has been another avenue for NHS school counselors to build strong ties and gain supporters within the Noblesville community. While the school counseling program is doing well in this area, there is more opportunity for growth. As the school counselors stated in their assessments, they could do more to involve parents in students' career and educational planning, and increase efforts to share good news with parents. Parental involvement can make or break school counseling programs, and we want them on our sides (Epstein & Voorhis, 2010). Epstein and Voorhis (2010) suggest spending 20% of our time on strengthening partnerships with parents. We may be far off from this, much like spending 80% of our time on services to students, but it is a good vision to strive towards.

Another part of Miller ShiftSM is embracing technology through the 1:1 iPad Initiative, which provides each student in grades 5 through 12 with an iPad to use for school work and classroom activities. NHS school counselors are strongly committed to this mission of increasing the digital citizenship skills of all students. A few things they mentioned in their program assessments included their use of Canvas to communicate with students and using Naviance to promote college and career readiness. NHS school counselors also promote the integration of technology into their daily activities and save paper by using the PassWhiz, an iPad app created by an NHS student to send passes rather than using paper passes. The school

counseling program as a whole also supports this initiative through the use of podcasts to disseminate information to students in place of classroom lessons. I believe this is a great way to incorporate technology into a school counseling program, but it also relates to an area of NHS's school counseling program that I believe has room to grow: the core curriculum.

The school counseling core curriculum includes classroom lessons and group activities offered to every student to support their development of the ASCA Student Competencies (ASCA, 2012). These competencies include the abilities, knowledge, and skills within three developmental domains (academic, career, and personal/social) that students should acquire as a result of the school counseling program (ASCA, 2004). Currently, NHS school counselors admit that they do not have a comprehensive program and plan for classroom lessons, but they would like to work towards one. NHS school counselors' current work is more reactive, focusing on individual and group counseling for students already struggling with academic or personal concerns. I believe I can help them with this journey towards being more proactive and preventative by solidifying the school counseling core curriculum and developing a plan to reach students school-wide. We have the opportunity to conduct these lessons during the first 30 minutes of students' Academic Lab (i.e. study hall) occurring every other day. I plan to start by conducting a needs assessment to determine which competencies should be addressed first, and then collaborating with my fellow school counselors and administrators to explore the logistics of reaching all these students in an appropriate time period. It is another large goal, but one I believe we can make significant progress towards during this school year.

The final area of NHS's school counseling program that should be discussed is that of being data-driven. Every decision we make as professional school counselors should be intentional and data-driven (Chen-Hayes et al., 2014; Hatch, 2014). Comprehensive school

counseling programs are data-driven because this ensures that every student is receiving our services and being positively impacted by our efforts (Hatch, 2014). NHS school counselors are using data in a number of ways since their start of the Gold Star application process, including use-of-time assessments, self-assessments, program assessments, and evaluations. But they could improve in gathering student data on achievement, attainment, and opportunity gaps, then using that data to drive interventions to close those gaps. NHS school counselors stated their efforts in these areas are “in progress”, but from my observations it seems as though these efforts have been pushed aside to handle more immediate issues. I believe this connects back to the school counselors being too busy with non-program related tasks that could be resolved through the previously mentioned role identity efforts. Once school counselors have time to focus on their programs, they can start to collect disaggregated data beyond what is reported to the state.

Most available data focuses on graduation rates and test scores disaggregated by race. This information is valuable, especially when the NHS student population is predominately white (87.1%) and students from minority backgrounds can fall into gaps because they only make up a small portion of the student population. For example, the Hispanic/Latino student population increased over the past three years: 94 students (3.8%) in 2012-2013; 127 (4.8%) in 2013-2014; and 142 (5.3%) in 2014-2015. This increase alone is cause for school counselors to provide this group with more attention. Further, the general ECA passing rate for the school was 83.6% in 2012-2013 and 86.1% in 2013-2014, but this rate was only 69.0% and 65.5% for Hispanic/Latino students. Although these percentages only equate to a small number of students, the numbers suggest that Hispanic/Latino students are underrepresented in ECA passing scores and an achievement gap needs to be addressed. We need more disaggregated data like this in areas such as attendance and discipline records so we can see if there are also patterns and gaps

in these areas. According to our most recent disaggregated discipline data, Black and Multiracial students together made up approximately 4% of the student population in 2011, but they made up 22.6% of the total out-of-school suspensions (US DOE's Office for Civil Rights, 2011). This data is a bit old, so it would be helpful to collect more recent data in this category to see if this overrepresentation still exists. If a gap does still exist, this should drive school counselors to figure out how we can close it. Disaggregating data ensures that school counselors are equity-focused, remembering that some students need more from us than others (Chen-Hayes et al., 2014; Hatch, 2014). We also need to gather data to see if the programs we already have in place are actually working. This includes looking at the process ("What did you do for whom?"), perception (What do people think they know, believe, or can do?), and outcome data ("So what?"; i.e. the impact of the intervention) for each intervention and activity within the program.

Trying to find, interpret, and analyze all of this data and make all of these improvements can be an incredibly overwhelming process, but we have to remember that developing a comprehensive, data-driven school counseling program *is a process*. It cannot happen overnight, or even within just one school year. It takes time, commitment, and buy-in from all stakeholders, and it takes a first step. My first step was to conduct this program assessment and figure out what the NHS school counselors are already doing, and where they can improve their program. My next step will be to work towards solidifying the role of a school counselor at NHS to ensure that we are doing activities that are appropriate for professional school counselors. Finally, I am incredibly grateful for my opportunity to intern at Noblesville High School, developing my skills as a future professional school counselor and collaborating with an amazing team of school counselors as we work towards our goal of delivering a comprehensive school counseling program to each and every student at NHS.

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School Data Profile for Noblesville High School

SCHOOL DATA PROFILE						
SCHOOL YEAR	2012-2013		2013-2014		2014-2015	
Enrollment	#	%	#	%	#	%
Total enrollment	2633		2642		2685	
Asian	41	1.6	44	1.7	50	1.9
Black	82	3.1	77	2.9	82	3.1
Multiracial	58	2.2	58	2.2	64	2.4
Hispanic/Latino	94	3.6	127	4.8	142	5.3
White	2354	89.3	2325	88.0	2339	87.1
Students identified as disadvantaged (F/R lunch)	391/171	14.8/6.5	385/172	14.6/6.5	415/157	15.5/5.8
Gifted (school-based)*	926*	35.17				
Limited-English-proficiency students	41	1.6	52	2.0	52	1.9
Special education services	370	14	367	13.9	361	13.4
SCHOOL YEAR	2012-2013		2013-2014			
Dropout Rate	%		%		%	
All students	3.8		2.0			
Asian	0		0.0			
Black	7.1		NR			
Multiracial	6.7		15.4			
Hispanic/Latino	5.9		NR			
White	3.7		1.9			
Students in special education services	3.8		3.2			
Students with disabilities						
Students identified as disadvantaged (F/R lunch)	10.4/4.7		5.4/NR			
Limited-English-proficiency students	NR		NR			
Graduation Rate	%		%		%	
All students	93.0		94.3			
Asian	100.0		100			
Black	92.9		94.4			
Multiracial	86.7		84.6			
Hispanic/Latino	76.5		81			
White	93.6		94.9			
Students in special education services	78.5		77.4			
Students with disabilities						
Students identified as disadvantaged (F/R lunch)	82.1/90.7		83.8/93.9			
Limited-English-proficiency students	NR		NR			
SCHOOL YEAR	2012-2013		2013-2014			
Attendance (*disaggregated data not reported-DDNR)	%		%		%	
All Students	95.5		96.5			
Asian						
Black						
Multiracial						
Hispanic/Latino						
White						
Students with disabilities						
Students identified as disadvantaged						
Limited-English-proficiency students						

*2011

NR=Not Reported/
Suppressed for groups of fewer than 10 students

SCHOOL YEAR						
School Safety	#	%	#	%	#	%
Weapons offenses						
Offenses against students						
Offenses against staff						
Alcohol, tobacco, drug expulsions/suspensions	62	2.3	36	1.4		
Disorderly or disruptive behavior						
Technology offenses						
SCHOOL YEAR						
Engagement Data	#	%	#	%	#	%
Students in rigorous courses						
Students graduating without retention						
Students in extracurricular activities						
Student detentions						
Student suspensions (All Students)	115	4.4	79	3.0		
In School (All Students)*	42					*2011
Asian*	2	4.8				
Black*	4	9.5				
Multiracial*	2	4.8				
Hispanic/Latino*	2	4.8				
White*	32	76.2				
Out of School (All Students)*	106					*2011
Asian*	2	1.9				
Black*	12	11.3				
Multiracial*	12	11.3				
Hispanic/Latino*	6	5.7				
White*	74	69.8				
Student expulsions (All Students)	45	1.7	22	0.8		
Student expulsions (All Students)*	23					*2011
Asian*	0	0.0				
Black*	2	8.7				
Multiracial*	2	8.7				
Hispanic/Latino*	2	8.7				
White*	17	73.9				
SCHOOL YEAR						
	2012-2013		2013-2014			
Engagement data: Graduates Taking an AP Exam	#	%	#	%	#	%
All students	234	41.9	236	39.4		
Asian			5	50.0		
Black			3	17.6		
Hispanic/Latino			5	29.4		
White			220	40.5		
Multiracial			2	18.2		
Students identified as disadvantaged (F/R lunch)			5,5	8.1/16.1		
SCHOOL YEAR						
	2012-2013		2013-2014			
Engagement data: Graduates Taking the SAT	#	%	#	%	#	%
All students	428	76.7	487	81.3		
Asian	9	90.0	9	90.0		
Black	9	69.2	15	88.2		
Hispanic/Latino	8	61.5	12	70.6		
White	395	77.6	443	81.6		
Multiracial	7	53.8	7	63.6		
Students identified as disadvantaged (F/R lunch)	29/25	52.7/64.1	34/21	54.8/67.7		



School Data Profile Template

SCHOOL YEAR						
Achievement data: End of Course Assessments Passing Rate	#	%	#	%	#	%
All students	557	83.6	557	86.1		
Asian	10	90.9	NR	NR		
Black	12	63.2	10	56.2		
Multiracial	12	85.7	11	78.6		
Hispanic/Latino	20	69.0	19	65.5		
White	502	85.1	508	88.7		
Students identified as disadvantaged (F/R lunch)	98	68.1	96	70.6		
Students in special education services	45	60.8	39	52.0		
Limited-English-proficiency students	15	53.6	1	8.3		
SCHOOL YEAR						
CCR: Graduates pursuing college education (*DDNR)	#	%	#	%	#	%
All students		89.0		86.5		
Asian						
Black						
Hispanic/Latino						
White						
Other						

School Counseling Program Assessment

FOUNDATION				Comments
CRITERIA	No	In Progress	Yes	
Beliefs				
a. Indicates an agreed-upon belief system about the ability of all students to achieve			Yes	In School Mission Statement Ever adjusting. With relatively new department leadership and new model, continuing to service what is needed is addressed and implemented
b. Addresses how the school counseling program meets student developmental needs		In Progress		
c. Addresses the school counselor's role as an advocate for every students			Yes	
d. Identifies persons to be involved in the planning, managing, delivery and evaluation of school counseling program activities			Yes	
e. Includes how data informs program decisions			Yes	
f. Includes how ethical standards guide the work of school counselors			Yes	
Vision Statement				
a. Describes a future where school counseling goals and strategies are being successfully achieved		In Progress		Implementation of school mission within our department
b. Outlines a rich and textual picture of what success looks like and feels like		In Progress		
c. Is bold and inspiring			Yes	
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		In Progress		Was being redeveloped as we explored Gold Star status. Was being done as such
b. Written with students as the primary focus			Yes	
c. Advocates for equity, access and success of every student			Yes	
d. Indicates the long-range results desired for all students			Yes	
Program Goals				
a. Promote achievement, attendance, behavior and/or school safety		In Progress		Have room for more input from out department We have data!
b. Are based on school data			Yes	
c. Address schoolwide data, policies and practices to address closing-the-gap issues		In Progress		
d. Address academic, career and/or personal/social development		In Progress		
ASCA Student Standards and Other Student Standards				
a. Standards, competencies and indicators from ASCA Student Standards are identified and align with program mission and goals			Yes	The goals of school, have great similarities to the ASCA Student Expectations
b. Standards and competencies selected from other standards (state/district, 21st Century, Character Ed, etc.) align with ASCA Student Standards, program mission and goals as appropriate			Yes	
School Counselor Professional Competencies and Ethical Standards			Yes	
a. ASCA School Counselor Competencies have been reviewed	No			just in conversation among counselors when needed
b. ASCA Ethical Standards for School Counselors have been reviewed	No			



School Counseling Program Assessment

PROGRAM MANAGEMENT			
CRITERIA	No	In Progress	Yes
School Counselor Competencies Assessment			Yes
School counselor competencies assessment has been completed			Yes
School Counseling Program Assessment			Yes
School counseling program assessment has been completed			
Use-of-Time Assessment		In Progress	
a. Use-of-time assessment completed twice a year		In Progress	
b. Direct and indirect services account for 80 percent of time or more	No		
c. Program management and school support activities account for 20 percent of time or less	No		
Annual Agreement			
a. Created and signed by the school counselor and supervising administrator within the first two months of school	No		
b. One agreement per school counselor	No		
c. Provides rationale for use of time based on data and goals		In Progress	
d. Reflects school counseling program mission and program goals		In Progress	
e. Lists school counselor roles and responsibilities			Yes
f. Identifies areas for school counselor professional development		In Progress	
Advisory Council			
a. Membership includes administrator and representatives of school and community stakeholders		In Progress	
b. Meets at least twice a year and maintains agenda and minutes	No		
c. Advises on school counseling program goals, reviews program results and makes recommendations	No		
d. Advocates and engages in public relations for the school counseling program	No		
e. Advocates for school counseling program funding and resources	No		
Use of Data			
a. School data profile completed, tracking achievement, attendance, behavior and safety data			Yes
b. School data inform program goals			
c. School counseling program data (process, perception, outcome) are collected and reviewed and inform program decisions		In Progress	
d. Organizes and shares data/results in a user-friendly format (e.g., charts)	No		
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		In Progress	
b. Action plans are consistent with the program goals and competencies		In Progress	
c. Projected results (process, perception and outcome) data have been identified	No		
d. Projected outcome data are stated in terms of what the student will demonstrate	No		

Done annually by school administration

related to responsibilities and duties

Not necessarily identified, but counselors are kept abreast of professional development areas and availability

When/If Gold Star is re-visited and completed

Not necessarily, but has been and in some ways

Has been, will probably be gathered at years end

To varying degrees

Again, in varying degrees

Infrequently

On occasion



School Counseling Program Assessment

Curriculum Lesson Plan				
Curriculum lesson plan templates are used to develop and implement classroom activities	No			Seldom, but argument could be made in quite a few instances plans are used while informing or assisting students
Calendars (Annual and Weekly)				
a. Indicate activities of a comprehensive school counseling program			Yes	
b. Reflect program goals and activities of school counseling curriculum, small-group and closing-the-gap action plans			Yes	To the degree that we have them identified, yes
c. Are published and distributed to appropriate persons			Yes	
d. Indicate fair-share responsibilities			Yes	
e. Weekly calendar aligns with planned use of time in the annual agreement			Yes	
DELIVERY				
CRITERIA	No	In Progress	Yes	
Direct student services are provided (Strategies to include instruction, group activities, appraisal, advisement, counseling and crisis response)			Yes	
a. Deliver school counseling curriculum lessons to classroom and large groups		In Progress		Not often enough To some degree, but not consistent or ever-reaching
b. Provide appraisal and advisement to assist all students with academic, career and personal/social planning		In progress		
c. Provide individual and/or group counseling to identified students with identified concerns or needs			Yes	
Indirect student services are provided to identified students (Strategies to include referrals, consultation, collaboration)			yes	
Direct and indirect service provision amounts to 80 percent or more of the school counselor's time	No			
ACCOUNTABILITY				
CRITERIA	No	In Progress	Yes	
Data Tracking				
a. School data profile is analyzed, and implications for results over time are considered			Yes	
b. Use-of-time assessment is analyzed and implications are considered		In Progress		
Program Results (Process, Perception and Outcome Data)				
a. Curriculum results report is analyzed, and implications are considered			Yes	
b. Small-group results reports are analyzed, and implications are considered	No			Not really There are examples of this having been done, and continuing to be looked at
c. Closing-the-gap results reports are analyzed, and implications are considered		In progress		
d. Program results are shared with stakeholders	No			
Evaluation and Improvement				
a. School counselor competencies assessment informs self-improvement and professional development			Yes	
b. School counseling program assessment informs program improvement				
c. School counselor performance appraisal is conducted and informs improvement			Yes	
d. Program goal results are analyzed, and implications considered			Yes	

Figure 1.2 CAFÉ (Change Agent for Equity) School Counselor Evaluation (Chen-Hayes, Ockerman, & Mason, 2013)

School Counselor Name:

Date:

Evaluator Name:

School Name:

Directions: Rate the school counselor from 1 to 4 (unsatisfactory, basic, proficient, distinguished) in each area below:

1. Leadership as Change Agents for Equity	Rating			
	Indicator	1 (Unsatisfactory)	2 (Basic)	3 (Proficient)
a. Demonstrates leadership by serving on school leadership, inquiry, and/or data teams				
b. Maintains active involvement in professional associations				
c. Initiates new programs and interventions to close achievement, opportunity, and attainment gaps			X	
d. Articulates personal equity-focused leadership activities				

(Continued)

Figure 1.2 (Continued)

e. Assists with annual equity audits to assess school programs, policies, and practices with goals, objectives, and outcomes for change linked to the school's improvement plan				
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2. Educator/School Counselor Collaboration	Rating			
Indicator	1 (Unsatisfactory)	2 (Basic)	3 (Proficient)	4 (Distinguished)
a. Establishes or maintains a program advisory council				
b. Seeks the input and expertise of other educational professionals				
c. Co-plans or co-delivers program activities with other educational professionals				
d. Keeps current with academic instruction initiatives, and shares with staff the goals and outcomes of the school counseling program			X	

3. Program Assessment/Accountability	Rating			
Indicator	1 (Unsatisfactory)	2 (Basic)	3 (Proficient)	4 (Distinguished)
a. Shares intervention results digitally and traditionally with all stakeholders				
b. Uses disaggregated school report card data to find gaps				
c. Uses School Improvement Plan and district goals to find gaps				
d. Aligns Interventions to school and district data				

e. Uses disaggregated data to target policies and practices for specific nondominant cultural groups including students of color: African American, Asian, Latino/a, Native American Indian/Pacific Islander, and mixed race students; low-income students (free/reduced lunch); bilingual students; students from nontraditional family types; students with nondominant immigration status; students with nondominant religion/spirituality/belief systems; LGBTIQ students; students with learning, emotional/behavioral, intellectual, physical, and/or developmental disabilities; gifted/talented students			X	
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4. Achievement Gap	Rating			
Indicator	1 (Unsatisfactory)	2 (Basic)	3 (Proficient)	4 (Distinguished)
a. Delivers ASCA Student Standard academic competencies to all students				
b. Uses ASCA Closing the Gap Actions Plans and Results Reports				
c. Creates annual goals and objectives with measurable results of closing achievement gaps		X		
d. Monitors disaggregated school achievement data				
5. Opportunity/Attainment Gaps	Rating			
Indicator	1 (Unsatisfactory)	2 (Basic)	3 (Proficient)	4 (Distinguished)
a. Delivers ASCA Student Standard career competencies to all students				

Figure 1.2 (Continued)

b. Uses ASCA Closing the Gap Actions Plans and Results Reports				
c. Creates annual goals and objectives with measurable results of closing opportunity gaps				
d. Monitors disaggregated district high school graduation data to show who has attained college diplomas and what types of careers				
6. College and Career Readiness				
	Rating			
Indicator	1 (Unsatisfactory)	2 (Basic)	3 (Proficient)	4 (Distinguished)
a. Demonstrates NOSCA 8 college and career readiness activities and interventions and outcomes in each area: College Aspirations, Academic Planning for College and Career Readiness, Enrichment and Extracurricular Engagement, College and Career Exploration and Selection Processes, College and Career Assessments, College Affordability Planning, College and Career Admission Processes, Transition from High School Graduation to College Enrollment				
7. Annual College/Career Readiness Planning				
	Rating			
Indicator	1 (Unsatisfactory)	2 (Basic)	3 (Proficient)	4 (Distinguished)
a. Creates annual college and career plans with students				

b. Hosts parent/guardian events on college selection, admissions, and financial aid process and postsecondary options including 2-year, 4-year, and technical/trade schools and military and peace-making programs				
c. Creates opportunities for students to explore various postsecondary options on school grounds and at different college/career sites				

8. School-Family-Community Partnerships	Rating			
Indicator	1 (Unsatisfactory)	2 (Basic)	3 (Proficient)	4 (Distinguished)
a. Develops/updates community resources guide			X	
b. Communicates both traditionally and digitally with parents/caregivers			X	

(in progress)

9. Ethics	Rating			
Indicator	1 (Unsatisfactory)	2 (Basic)	3 (Proficient)	4 (Distinguished)
a. Maintains student/client confidentiality and educates all stakeholders on its importance and exceptions				
b. Uses an ethical decision-making model				
c. Distributes copies of the ASCA, ACA, and NACAC Codes of Ethics for all stakeholders in digital and traditional formats				
d. Consults with district attorney, other school counselors, social workers, psychologists, and Counselor Education faculty/supervisors				

(Continued)

Figure 1.2 (Continued)

10. Cultural Identity/Language	Rating			
Indicator	1 (Unsatisfactory)	2 (Basic)	3 (Proficient)	4 (Distinguished)
a. Delivers cultural competencies in annual planning with students, classroom lessons, and other activities				
b. Delivers ASCA personal/social competencies to respect self and others				
c. Empowers all students to study at least two languages in school for cognitive and cultural gains				
d. Ensures bilingual students receive appropriate resources, supports, and rigorous coursework				
e. Implements affirmative school climate interventions and shares outcomes for students from multiple nondominant cultural groups such as age, ability/disability, appearance, ethnicity/race, gender, family type, gender identity/expression, immigration status, religion/spirituality/belief system, social class, and sexual orientation			X	

11. Technology	Rating			
Indicator	1 (Unsatisfactory)	2 (Basic)	3 (Proficient)	4 (Distinguished)
a. Keeps current with legal and ethical issues related to schools' use of technology				

b. Assists in developing or revising the school technology policies				
c. Utilizes various technology tools to engage and serve more students and families			X	
d. Annually updates school counseling program web page resources			X	

(Communicates the need)

12. School-Wide/Multi-Systemic Intervention Indicator	Rating			
	1 (Unsatisfactory)	2 (Basic)	3 (Proficient)	4 (Distinguished)
a. Takes a leadership role on school-wide committees (e.g., inquiry, data, school-based support, school counseling program advisory council)			X (2 . 5)	
b. Connects school counseling program interventions and outcomes with school-wide academic, career/college readiness, and personal/social initiatives				
c. Collaborates with multiple internal school systems (master schedule, extracurriculars, access to rigorous coursework for all students) to create and sustain systemic change assisting all students			X (2 . 5)	
d. Collaborates with multiple external systems (families, community organizations, businesses) to create and sustain systemic change assisting all students			X (2 . 5)	

(Continued)

Figure 1.2 (Continued)

13. Administrative/Operational/Supervision	Rating			
Indicator	1 (Unsatisfactory)	2 (Basic)	3 (Proficient)	4 (Distinguished)
a. Annually updates the SC/Administrator Agreement				
b. Reviews the school counselor evaluation tool regularly and with the administrator or evaluator				
c. Identifies the systemic structures in the school that may impede student success and offers potential solutions			X (2 . 5)	
d. Serves as a source of school climate knowledge and expertise				
e. Provides evidence-based supervision for school counseling practicum and internship candidates				

14. Advocacy/Public Relations	Rating			
Indicator	1 (Unsatisfactory)	2 (Basic)	3 (Proficient)	4 (Distinguished)
a. Identifies the needs of underserved populations and works to meet them			X	
b. Knows current legislation or policies impacting school counseling, education, and students				
c. Engages in advocacy by presenting data to stakeholders including school staff, families, school boards, district personnel, legislators			X	
d. Demonstrates one's own advocacy activities				

15. Anti-Violence/Bullying/Safety	Rating			
	Indicator	1 (Unsatisfactory)	2 (Basic)	3 (Proficient)
a. Delivers evidence-based anti-violence/bullying and safety programming in classroom lessons and school-wide activities to all students			X (2 . 5)	
b. Educate parents/guardians, administrators, teachers, and all school staff on proactive anti-bullying strategies and the school's anti-bullying policies			X (2 . 5)	
c. Advocates for students who feel unsafe			X	
d. Helps bullies develop healthy conflict resolution skills			X (2 . 5)	
e. Delivers ASCA personal/social competencies on safety to all students				

16. Ability, Disability, and Gifted/Talented	Rating			
	Indicator	1 (Unsatisfactory)	2 (Basic)	3 (Proficient)
a. Collaborates with Special Education faculty and advocacy organizations			X (2 . 5)	
b. Empowers families of students with varied abilities, disabilities, gifts/talents to advocate for their children's needs				
c. Ensures transition planning is effective and implemented annually for all students with IEPs				
d. Ensures IEPs and 504 plans are regularly updated and information on diagnosis and treatment plans is accurate and used in devising individual and group counseling services				

(Continued)

Redesigning School Counseling
School Counselor Self Study / Evaluation

Name	Noblesville Schools
School	Noblesville High School
Evaluation Period Starting	January 1, 2014
Evaluation Period Ending	June 1, 2014
Person Completing Evaluation	██████████
Number of Student Assigned	512
Guidance Activities Assigned	Academic Guidance Career Guidance Student Scheduling Academic Planning Academic Watch
Counseling Activities Assigned	Crisis Counseling Student Consultation
Program Management Activities Assigned	Program Development Conferences/Workshops School Networking/Professional Development Development of Guidance Materials Community Networking
Non-Program Activities Assigned	Testing-PSAT, ECA, Accuplacer, WorkKeys, AP, ASVAB, PLAN Special Education-ACR PAR Responsibilities Lunch Duty Record Keeping-Distribution Website Administration State Reporting

SCHOOL COUNSELOR EFFECTIVENESS PERCEPTIONS

RANKINGS:

na – Not Applicable / 1 – Not Satisfactory / 2 – Below Expectations

3 – Satisfactory / 4 – Exceeds Expectations / 5 – Clearly Outstanding

LEADERSHIP

School Counseling Professionals are leaders who promote educational success for all students by developing and management school counseling programs related by academic, career, and personal-social growth. School counselors use facilitative, consultative, and collaborative leadership skills to provide a certainty of educational opportunities for all students.

DISPOSITIONS

The school counselor is committed to:	na	1	2	3	4	5
1. The proposition that all students can reach their goals					X	
2. The worth of students of all racial, ethnic, and cultural groups					X	
3. Advocacy for all students					X	
4. Professional identity, professional growth, and ethical practice					X	
5. The value of cooperation						X
6. His / her leadership role in systemic change						X
7. The importance of data in decision-making						X
8. Continuous school improvement						X
9. A safe school environment					X	

KNOWLEDGE

The school counselor has knowledge and understanding of:	na	1	2	3	4	5
10. Change theory and educational reform					X	
11. School counseling as it related to the total educational program					X	
12. Lifespan growth and development			X			
13. Ethnicity and culture and their relationship to the learning environment				X		
14. Self as a change agent within the school community						X
15. Effective skills in leadership, program and resource management, and classroom management						X
16. Facilitation, collaboration, and consultation						X
17. The process of collection, analysis, and utilization of data in decision-making						X
18. Current literature, research, and resources, such as laws, ethical standards, and position statements related to school counseling, continuous school improvement, and safe schools					X	
19. Effective and ethical use of technology and its implications in academic, career, and social development						X

PERFORMANCES

The school counselor demonstrates the ability to:	na	1	2	3	4	5
20. Develop, management and evaluate the school counseling program in the context of the community culture and the total educational program					X	
21. Promote positive relationships among the various cultural and ethnic groups in the school community.				X		
22. Evaluate, select, and use appropriate technology						X
23. Model and practice advocacy for all students				X		
24. Promote teaching, learning and behavior strategies that reach all students				X		
25. Analyze, interpret, and utilize data for decision-making					X	
26. Recognize the need for improvement, identify improvement strategies, and facilitate a change process					X	
27. Foster the application of developmentally appropriate policies, program and procedures					X	
28. Team and collaborate with other educators, community leaders, and parents for the good of students						X
29. Establish and maintain a professional identity					X	
30. Continually improvement their knowledge and skills					X	
31. Use current literature, research, and resources, such as laws, ethical standards, and positions statements to promote school counseling programs				X		
32. Convene and facilitate an advisory group					X	
33. Provide school counseling services that are appropriately balanced between counseling, guidance, program management, and non-program activities.			X			

COUNSELING

School counselors collaboratively design, coordinate, implement, and evaluate counseling programs.

DISPOSITIONS

The school counselor believes that:	na	1	2	3	4	5
1. Counseling must be provided in accordance with the highest ethical standards as defined by the profession					X	
2. Healthy physical, emotional, and social development support academic achievement					X	
3. Prevention, assessment, intervention, and referral are components of a comprehensive school counseling program			X			
4. School counselors, school social workers, school psychologists, and school nurses, working collaboratively, positively influence the wellness of students and the school environment				X		
5. Family, culture, and community impact the educational process and thus can be mobilized to improve achievement				X		
6. Mental health concerns and at-risk behaviors, such as substance abuse, interfere with healthy physical, emotional, and social development as well as achievement				X		
7. Consideration of ethnic and cultural diversity is essential to counseling				X		

KNOWLEDGE

The school counselor has knowledge and understanding of:	na	1	2	3	4	5
8. Ethical standards as defined by the profession					X	
9. Physical, emotional, and social development throughout the life span				X		
10. Current counseling theories and techniques and their appropriate application					X	
11. Current treatments available to address mental health concerns and at-risk behaviors such as substance abuse.				X		
12. Mental health and substance abuse contentions and their impact on the educational process					X	
13. The impact of family dynamics on development and achievement					X	
14. The dynamics of and appropriate interventions with various cultural and ethnic groups and with special populations in the school community				X		
15. Strategies for supporting the development and maintenance of a safe and positive climate within the school				X		
16. Theories and research related to the learning process				X		

PERFORMANCE

The school counselor demonstrates the ability to:	na	1	2	3	4	5
17. Provide counseling in an ethical manner					X	
18. Provide services from a multicultural perspective				X		
19. Use current literature, research, and resources, such as laws, standards, and position statements, to provide counseling services.				X		
20. Implement prevention programs to support healthy academic, career, and personal-social development all students					X	
21. Develop and implement a crisis management plan				X		
22. Coordinate counseling programs using a team approach and supervise the provision of those programs					X	
23. Utilize systemic approaches to recruit family, school, cultural, and community support for student wellness and achievement				X		
24. Identify and intervene with individuals exhibiting at-risk behaviors, including people affected by alcohol and/or drug use			X			
25. Assess the physical, emotional, and social level of individuals and make and follow up on referrals as appropriate			X			
26. Implement individual and group counseling strategies			X			
27. Consult effectively with students, school staff, families, and others				X		
28. Maintain a current referral list of community resources and assist individuals and families to access those resources			X			

GUIDANCE

School counselors collaboratively design, coordinate, implement, and evaluate educational and career guidance programs.

DISPOSITIONS

School counselors believe that:	na	1	2	3	4	5
1. The purpose of education includes preparing students for employment, developing responsible citizenship, and creating life long learners.					X	
2. All students deserve assistance with academic, career, and personal-social development.						X
3. Productive educational and career development occurs when students are supported by families, educators, and communities that have high expectations.					X	
4. All students deserve knowledge of all educational and career options.						X
5. All careers and educational opportunities are valuable.					X	
6. All students must receive educational content that will prepare them for a wide range of occupational choices.					X	
7. All students need a balance of educational and enriching activities such as community service, leisure, and the arts.					X	

KNOWLEDGE

The school counselor has knowledge and understanding of:	na	1	2	3	4	5
8. The development, coordination, and evaluation of educational and career curricula, advisement and mentoring programs.					X	
9. The involvement of all educators and community members in the collaborative development and delivery of educational and career services.					X	
10. Educational content and opportunities at all levels (pre-K through 16+)				X		
10. a. Educational programs found within the school such as tutoring opportunities and enrichment programs				X		
10. b. Academic requirements required to earn a high school diploma and honorary diplomas (if available) in the school system where the counselor is employed.						X
10. c. Four-year academic colleges					X	
10. d. Two-year community colleges					X	
10. e. Apprenticeship programs				X		
10. f. Career colleges (vocational and technical schools)					X	
10. g. Occupational skill training opportunities in the military				X		
10. h. On-the-job occupational skills training				X		
10. i. Admission requirements for admission to all the occupational opportunities listed in 10 c-h					X	
10. j. National College Athletic Association (NCAA) eligibility requirements					X	
10. k. Types of financial aid (merit-based, need-based)					X	
10. l. Sources of financial aid and the application process for each					X	
10. m. Methods for writing letters of recommendation					X	

11. Career opportunities, labor market trends, and global economics						
11. a. Careers that are high skill, high wage, and high demand				X		
11. b. The level of education required for employment in today's workforce.				X		
12. Multicultural and diversity issues in education and career development, such as individual and institutional racism, classism, and sexism			X			
13. Methods for helping all students recognize and utilize their personal career interests, aptitudes, and preferences				X		
14. Methods for helping all students development educational and career goals and specific plans for reaching those goals				X		
14. a. Methods for grouping occupations into career clusters					X	
14. b. Methods for developing a four-year high school course plan that aligns course selections with a student's career interests, aptitudes, and preferences.					X	
14. c. Methods for organizing a high school curriculum around career pathways				X		
15. Learning styles and learning strategies and their application educational achievement				X		
15. a. Special education opportunities and the admission process					X	
15. b. Section 504 of the Vocational Rehabilitation Act and the admission process					X	
15. c. Extra help / extra time programs					X	
16. Employability and academic success skills, such as personal management and team building					X	
16. a. Decision-making models				X		
16. b. Consensus-building models				X		
16. c. Anger-management models				X		
16. d. Conflict-management models				X		
17. The effective use of technology in educational and career development programs						X
17. a. Career information that is available on the Internet related to educational and career opportunities.					X	

PERFORMANCES

The school counselor demonstrates the ability to:	na	1	2	3	4	5
18. Involve all educators and community members in the collaborate development and delivery of educational and career development programs				X		
18. a. Coordinate various work-site learning experiences including work-site field trips, job shadowing, and internships.				X		
19. Develop, coordinate, and evaluate effective educational and career curricula				X		
20. Develop, coordinate, and evaluate advisement and mentoring programs					X	
21. Analyze the strengths and needs of students from diverse populations and provide unbiased, developmentally appropriate career and educational programs				X		
22. Insure educational opportunities at all developmental levels				X		
23. Help students and families understand career opportunities, labor, market trends, and global economics				X		
24. Help students and families understand a variety of educational opportunities and how to prepare for them					X	

25. Increase student awareness of the relationship among personal interests, values, and talents and their application to educational and career choices				X		
26. Help students recognize and utilize their personal career interests, aptitudes and preferences				X		
27. Help all students develop educational and career goals and specific plans for reaching those goals				X		
27. a. Middle and High School Counselors: Assist students with developing their four-year high school course plan in a manner that aligns with their career interests and educational goals.			X			
27. b. Involve parents in career and educational planning			X			
27. c. Communicate with parents on a regular basis concerning the progress students are making toward reaching their educational goals.			X			
28. Assess learning styles and serve as a consultant in the application of teaching / learning strategies to enhance educational achievement			X			
29. Utilize technology in the effective delivery of educational and career services						X
30. Discern and teach employability skills at all levels				X		
31. Develop, coordinate, implement, and evaluate educational and career services in an ethical manner as defined by the profession					X	

IMPROVEMENT NEEDS

Greatest Strengths	Greatest Area Needing Improvement
<ul style="list-style-type: none"> • Teamwork and leadership • Commitment to systemic change • Integration of Technology • Ethical Practices • Career and Academic Guidance • Collaboration 	<ul style="list-style-type: none"> • Balanced school counseling services between guidance, counseling, non-program and management. • Need of a comprehensive school-counseling program. • Involvement of parents in career and educational goal attainment.

School Counseling Program Design Self Study

School Name: Noblesville High School

Name of Person Completing Assessment: ████████████████████

STANDARD 1 – PROGRAM FOUNDATIONS

	na = does not apply / 1 = missing / 2 = not satisfactory / 3 = satisfactory / 4 = exceeds expectations	n/a	1	2	3	4
1.1	A vision statement or statement of beliefs serves as the foundation for the school counseling program.		X			
1.2	A mission statement describes the purpose of the school counseling program and supports the school mission statement.		X			
1.3	A rationale statement describes the school counseling program's benefits to students, parents, teachers, administrators, counselors and community members.		X			

1.4	A school counseling advisory council enables representatives of all stakeholder groups to be involved in the design, evaluation, and improvement of the school counseling program.		X			
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STANDARD 2 – DATA-BASED ACCOUNTABILITY

	na = does not apply / 1 = missing / 2 = not satisfactory / 3 = satisfactory / 4 = exceeds expectations	n/a	1	2	3	4
2.1	School counselors and the school counseling advisory council analyze student achievement data on an annual basis, including aggregate ISTEP+ data for all students in the building and disaggregate data for groups of students as identified by No Child Left Behind.			X		

2.2	School counselors and the school counseling advisory council set goals for student choices related to learning (e.g., course selection, completing homework on time, resolving conflicts peacefully) and analyze student choice data on an annual basis.			X		
2.3	School counselors and the school counseling advisory council set goals for student mastery of guidance indicators and analyze mastery data on an annual basis.		X			
2.4	School counselors and the school counseling advisory council set goals for student personal and social needs (e.g., drug and/or alcohol use, pregnancy rate, discipline referral rate for fighting) and analyze data on an annual basis.		X			

STANDARD 3 – STUDENT GUIDANCE

	na = does not apply / 1 = missing / 2 = not satisfactory / 3 = satisfactory / 4 = exceeds expectations	n/a	1	2	3	4
3.1	Student guidance activities are based on a set of age-appropriate and locally-developed guidance standards and indicators in the areas of academic, career, and citizenship development.			X		
3.2	The guidance standards and indicators will help students a) meet the school's academic goals as defined in the School Improvement Plan, b) make sound choices related to learning, c) make a smooth transition to the next educational level, and d) master content and skills as defined in Indiana rules and regulations related to student guidance.			X		
3.3	Student guidance activities address all of the universal indicators as identified in <i>Indiana Student Standards for Guidance</i> .		X			

3.4	Guidance lessons are facilitated by counselors and others to help students master the guidance indicators.			X		
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STANDARD 4 – STUDENT COUNSELING

	na = does not apply / 1 = missing / 2 = not satisfactory / 3 = satisfactory / 4 = exceeds expectations	n/a	1	2	3	4
4.1	Student counseling activities include individual and/or group counseling.				X	
4.2	Student counseling activities include consultation with parents, school staff, community members, and agencies.				X	
4.3	The student counseling activities include referrals to both school and community programs and individuals.				X	
4.4	School counselors have an understanding of the role they play in the school's Crisis Response Plan.			X		
4.5	School counselors facilitate or participate in the school's student assistance team.				X	

STANDARD 5 – STUDENT ADVOCACY

	na = does not apply / 1 = missing / 2 = not satisfactory / 3 = satisfactory / 4 = exceeds expectations	n/a	1	2	3	4
5.1	School counselors advocate to change components of the local educational system that interfere with student learning.			X		
5.2	School counselors participate on the school improvement team and/or provide continuous input and feedback to the School Improvement Team.				X	
5.3	School counselors raise awareness of achievement gaps that exist within the student population.			X		
5.4	School counselors advocate for individual students as appropriate.					X

STANDARD 6 – PROGRAM MANAGEMENT

	na = does not apply / 1 = missing / 2 = not satisfactory / 3 = satisfactory / 4 = exceeds expectations	n/a	1	2	3	4

6.1	A program self study is conducted periodically to evaluate the design of the school counseling program.		X			
6.2	A school counselor self study is conducted periodically to evaluate the effectiveness of the school counselors.		X			
6.3	School counselors analyze their time-use data on an annual basis.		X			
6.4	A school counseling master calendar exists.				X	
6.5	School counselors network within the school with other counselors, teachers, administrators, and support staff.				X	
6.6	School counselors network in the community by serving on community boards, scheduling information meetings with organizations interested in youth, and/or making presentations to local organizations.			X		

6.7	School counselors follow local, state, and federal rules and regulations related to school counseling such as those found in the Federal Educational Right to Privacy Act.				X	
6.8	School counselors conduct public relations activities through presentations, email, print publications, and/or electronic media.			X		

STANDARD 7 – PROFESSIONALISM

	na = does not apply / 1 = missing / 2 = not satisfactory / 3 = satisfactory / 4 = exceeds expectations	n/a	1	2	3	4
7.1	All those who have the role/responsibility for school counseling as described in the Indiana School Counselor Standards, regardless of title, hold a valid school counselor license.				X	
7.2	The school counseling program is coordinated by a certified school counselor.					X

7.3	Job descriptions exist for the school counselor and school counseling coordinator.			X		
7.4	School counselors are members of one or more professional associations.			X		
7.5	School counselors participate in professional development activities annually.				X	
7.6	School counselors use professional networks such as the Indiana Counselor Talk listserv or the Indiana School Counselor Association Online Discussion Board.				X	
7.7	School counselors follow the American School Counselor Association Ethical Standards.				X	

STANDARD 8 - RESOURCES

na = does not apply / 1 = missing / 2 = not satisfactory / 3 = satisfactory / 4 = exceeds expectations	n/a	1	2	3	4
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8.1	The school counseling program is supported by a budget that is in line with the budgets provided for other departments in the school.				X	
8.2	School counselors have access to a private workspace that promotes confidentiality.					X
8.3	School counselors and students have access to resources that support mastery of the student indicators in guidance such as print materials, computer hardware and software, and Internet access.					X
8.4	School counselors seek resources from the community such as grants, in-kind donations, and volunteers.				X	

8.5	School counselors monitor their student to counselor ratio using the following formula: Number of Students ÷ Total Counselor FTE (adjusted to reflect the percentage of time each counselor spends performing tasks related to school counseling) = Student to Counselor Ratio.		X			
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STANDARD 9 – SCHOOL COUNSELING IMPROVEMENT PLAN

	na = does not apply / 1 = missing / 2 = not satisfactory / 3 = satisfactory / 4 = exceeds expectations	n/a	1	2	3	4
9.1	An annual improvement plan (based on a review of student mastery of the guidance standards data, student choice data, and student achievement data, counselor effectiveness data, and program design data) is created including updated goals, improvement activities, action steps, and professional development plans.			X		

Indiana Gold Star School Counseling

PROGRAM DESIGN SELF STUDY ANALYSIS

Greatest Strengths	Greatest Areas Needing Improvement
<p>We are working as a team this year and are under one roof together again. The upper/lower house model will lend itself well to a focus on students.</p> <p>Our department has done a great job of utilizing technology through Canvas and will start to use Naviance for college/career components.</p> <p>Our individual work with students and work to advocate for students is a strength of our department.</p>	<p>More professional development and sharing amongst colleagues is needed.</p> <p>More of a presence in the school (be visible in halls during passing periods and there to communicate in person with faculty and staff).</p> <p>Continual review of guidance programming based on existing data.</p>