

A Framework for School Counseling Programs in Washington

## Program Audit

The program audit is used to assess the school counseling program in comparison with ASCA’s National Model for School Counseling Programs. Audits serve to set the standard for school counseling programs and ensure that programs operate with a Foundation, Delivery System, Management System and Accountability. An audit provides the starting point for development and/or implementation of a data-driven school counseling program whose primary function is to support student learning and advance the mission of the school/district.

**School** \_\_\_\_\_ **Date** \_\_\_\_\_

**Counselor(s)** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Principal** \_\_\_\_\_

### FOUNDATION

#### I. BELIEFS AND PHILOSOPHY

The philosophy is a set of principles that guides the development, implementation and evaluation of the school counseling program. The Foundation integrates elements of Education Reform and addresses student need for skills for Learning, Living and Working.

CRITERIA	None	In Progress	Completed	Evidence
1.1 Core beliefs describe the vision of the school counseling program.				
1.2 Indicates an agreed-upon belief system about the ability of every student to reach high standards and to be successful.				
1.3 Addresses every student’s right to a school counseling program.				
1.4 Includes a plan for closing-the-gap activities for underserved student populations.				
1.5 Focus is on removing barriers to student learning and providing support for transitions, Pre-K - 12.				
1.6 Refers to ethical guidelines and standards.				

**II. MISSION OF THE SCHOOL COUNSELING PROGRAM**

The mission articulates the intentionality of the school counseling program. It represents the immediate and long-range impact (i.e., what is desired for every student five to ten years after graduation).

CRITERIA	None	In Progress	Completed	Evidence
2.1 The mission statement is a clear and compelling statement of how a school counseling program adds value to students and the school.				
2.2 Written with the student as the primary client.				
2.3 Indicates the content or key competencies to be learned and supports success in Learning, Living and Working.				
2.4 Links with the vision, purpose and mission of the school, district and State of Washington.				
2.5 Indicates anticipated long-range results regarding student learning and success.				

**III. DOMAINS AND GOALS**

Goals are the extension of the mission of the program and the desired results for every student. The ASCA National Standards domain areas may serve as foundational goals for the school counseling program: academic, career and personal/social development. Achieving program goals is what makes guidance a core function of the school.

CRITERIA	None	In Progress	Completed	Evidence
3.1 Goals for the school counseling program directly support the School Improvement Plan.				
3.2 Reflect identified needs based on a study of disaggregated WASL scores.				
3.3 Support personalized guidance for every student and engage parents/guardians.				
3.4 Help students maximize their effort in instructional and assessment activities.				

**IV. ASCA NATIONAL STANDARDS; DISTRICT/SCHOOL COMPETENCIES**

Competencies are knowledge, attitudes or skills that are observable and can be transferred from a learning situation to a real-life situation. Competencies lead to measurable outcomes that validate a student's progress toward the goals of the school counseling program.

CRITERIA	None	In Progress	Completed	Evidence
4.1 Link school counseling program with school's mission and overall desired student results.				

4.2 Student competencies have been written that directly relate to the domains: (academic, career, personal/social).				
4.3 Developmentally appropriate student competencies are specified and sequenced for each grade-level.				
4.4 Selected competencies are based on assessment of student needs and are measurable or observable.				
4.5 Documented growth shows how school counselors impact student learning.				

## DELIVERY SYSTEM

### V. GUIDANCE CURRICULUM

The guidance curriculum consists of structured developmental lessons designed to assist students in achieving the competencies. The guidance curriculum is presented systematically and systemically through classroom and group activities, K-12. The purpose of the guidance curriculum is to provide all students with the knowledge and skills appropriate to their developmental level. The curriculum is organized to help students acquire, develop and demonstrate competencies within the three domains: academic, career and personal/social. Student success with guidance lessons links to overall success in school.

CRITERIA	None	In Progress	Completed	Evidence
5.1 Guidance curriculum for all three domains has been written and adopted based on school and community needs and anticipated workplace requirements.				
5.2 All students receive, in a systemic way, the content to acquire knowledge, attitudes and skills to enhance their academic, career and personal/social development.				
5.3 Content is measurable (by pre/post tests, product creation or other methods).				
5.4 Guidance lessons are delivered as stand-alone units, integrated in content areas, or incorporated in advisories.				
5.5 Desired knowledge and skills of guidance curriculum ensure that every student creates a career portfolio and High School + Educational Plan.				
5.6 Guidance lessons clearly address related Essential Academic Learning Requirements and state learning goals.				

<b>CRITERIA</b>	<b>None</b>	<b>In Progress</b>	<b>Completed</b>	<b>Evidence</b>
5.7 Materials, equipment and facilities are available to support guidance curriculum.				
5.8 Effectiveness of curriculum is evaluated annually.				
5.9 Directly supports elements for personalizing education (e.g., career portfolio, High School + Educational Plan, and parent/guardian engagement).				

**VI. INDIVIDUAL STUDENT PLANNING**

Individual student planning requires school counselors to coordinate and deliver ongoing systemic activities that assist each student with establishing personal goals, developing future plans, and aligning academic choices and personal behavior with goals.

<b>CRITERIA</b>	<b>None</b>	<b>In Progress</b>	<b>Completed</b>	<b>Evidence</b>
6.1 There is a systemic approach (Pre-K - 12) to helping students develop appropriate educational and life plans.				
6.2 There is a systemic approach to helping students understand themselves through interpretation of standardized and individual assessments.				
6.3 A process exists at the secondary level to help students develop a High School + Educational Plan and career portfolio.				
6.4 Individual student planning includes individual appraisal, individual advisement, appropriate student placement (e.g., course selection), and parent/guardian participation.				
6.5 Accurate, appropriate and effective printed material is distributed to support the individual planning efforts of students and their parents/guardians.				
6.6 Students and their parents/guardians are assisted with transitions at key points in Pre-K through 12 schooling process.				
6.7 School counselor(s) coordinate systemic activities that ensure every student receives age-appropriate and developmentally sequenced guidance.				

**VII. RESPONSIVE SERVICES**

Responsive services within the school counseling program consist of activities that meet immediate needs of students. These needs or concerns require counseling, consultation, referral, peer mediation or information.

<b>CRITERIA</b>	<b>None</b>	<b>In Progress</b>	<b>Completed</b>	<b>Evidence</b>
7.1 Students are assisted in solving immediate problems that interfere with their academic, career and personal/social development.				
7.2 There is a systemic and consistent provision for the referral of students who experience obstacles to learning.				
7.3 Responsive services include:				
Individual counseling.				
Small group counseling				
Crisis counseling				
Peer mediation				
Consultation/collaboration with parents/guardians, colleagues and administration.				
Referral system				
7.4 A system is in place to ensure intervention for identified students.				
7.5 School counselor(s) ensures that the school and district operate with an up-to-date crisis response plan.				

**VIII. SYSTEM SUPPORT**

System support consists of management activities that establish, maintain and enhance the total counseling program.

<b>CRITERIA</b>	<b>None</b>	<b>In Progress</b>	<b>Completed</b>	<b>Evidence</b>
8.1 Counselors lead system wide efforts to provide a safe, civil, healthy and intellectually engaging school climate.				
8.2 Counselors provide professional development to staff related to academic, career and personal/social needs of students.				
8.3 Counselors participate in professional development activities.				
8.4 Counselors serve on departmental curriculum committees, district-level subject councils, community committees and/or advisory councils.				
8.5 Counselors conduct action research that documents results of program and/or school initiatives.				

8.6 Counselors participate in professional organizations, such as WSCA and ASCA.				
8.7 Counselors provide mentoring to colleagues new to the school or profession.				
8.8 Counselors supervise interns as requested.				

## MANAGEMENT SYSTEM

The management system is the process by which accountability for results is established. It indicates who will be responsible for which students acquiring predetermined competencies.

### IX. SCHOOL COUNSELOR / ADMINISTRATOR AGREEMENTS

Agreements are statements of responsibility by each counselor specifying the results and students the counselor is accountable for. These agreements are negotiated with and approved by the designated administrator.

CRITERIA	None	In Progress	Completed	Evidence
9.1 Annual goals are set by reviewing the program audit, school improvement plan and relevant student				
9.2 Desired outcomes are clearly delineated in the Principal-Counselor Agreement.				
9.3 Counselors and administrators agree on assignments of counselors.				
9.4 Counselors have decided how to distribute caseload and provide access to students.				

### X. ADVISORY COUNCIL

An advisory council is a group of persons appointed to review the program audit, goals and results reports of the school counseling program and to make recommendations to the school counseling department, principal and/or the superintendent. The membership has representation of groups affected by the school counseling program: students, parents, teachers, counselors, administrators and community.

CRITERIA	None	In Progress	Completed	Evidence
10.1 An advisory council exists and operates with clear objectives and purpose.				
10.2 The advisory council has appropriate representative membership of major stakeholder groups.				
10.3 The advisory council meets at least twice a year.				
10.4 The advisory council makes recommendations for program change, based on the program audit and a summary of program results.				

**XI. USE OF DATA and STUDENT MONITORING**

Analysis of data drives the program. Counselors know how to access and interpret relevant data. Monitoring student progress ensures that each student acquires the identified competencies and makes adequate academic progress. Monitoring may be systemic by district or specific to school site, grade, class or individual, depending on site and student need. The process includes recording verification of the completion of the competency on a form (planning folder, portfolio, computer disc or other document) and measuring student improvement over time.

<b>CRITERIA</b>	<b>None</b>	<b>In Progress</b>	<b>Completed</b>	<b>Evidence</b>
11.1 District- and site-specific data on student achievement are collected and disaggregated.				
11.2 District- and site-specific data on attendance, drop out rates and discipline referrals are collected and disaggregated.				
11.3 Counselors oversee processes for monitoring the progress of every student (e.g., credit checks and WASL scores).				
11.4 There is an established means to monitor student progress in guidance-related competencies, including academic achievement.				
11.5 Each student has a means to document his/her own progress and knows how to access the documentation (e.g., High School + Educational Plan and career portfolio).				
11.6 Critical incidents are monitored for shifts in frequency and/or intensity (e.g., suicidal ideation, pregnancy, deliberate self-injury, etc.).				

**XII. USE OF DATA and CLOSING THE GAP**

Priorities for the counseling program surface when program and individual student data are analyzed to monitor for equity and access to rigorous academic programs for every student. Monitoring of individual progress reveals that interventions may be required to support a student in achieving academic success. Data are necessary to determine: Where are we now? Where should we be? Where are we going? Needs are identified as discrepancies (gaps) between the desired results and the results currently being achieved.

<b>CRITERIA</b>	<b>None</b>	<b>In Progress</b>	<b>Completed</b>	<b>Evidence</b>
12.1 The data are disaggregated by variables such as gender, race, ethnicity and grade level.				
12.2 The data are systemically analyzed to determine where students are and where they ought to be.				
12.3 Needs identified through the SIP process are sources for closing-the-gap activities.				

**XIII. ACTION PLANS (GUIDANCE CURRICULUM AND CLOSING THE GAP)**

For every competency taught or result anticipated by counselors, there must be a plan of how the responsible counselor intends to achieve the desired competency or result. Each plan contains 1) the domain, standard and competency addressed; 2) description of actual activity and curriculum used; 3) the data driving the decision to address this competency; 4) time for the activity to be completed; 5) who is responsible for delivery; 6) the means of evaluating student success – process, perception or results data; and 7) the expected result for student(s).

<b>CRITERIA</b>	<b>None</b>	<b>In Progress</b>	<b>Completed</b>	<b>Evidence</b>
13.1 Action plans are drafted by the counseling team during a planning meeting.				
13.2 Closing-the-gap plans are drafted by the counseling team at a planning meeting.				
13.3 Action plans address student competencies and proposed improvements to strengthen the school counseling program.				
13.4 Classroom lesson plans include: 1) the domain, standard and competency addressed; 2) description of actual activity and curriculum used; 3) curriculum or materials to be used; 4) time activity is to be completed; 5) who is responsible for delivery; 6) means of evaluating student success (assessments); and 7) the expected result(s) for student(s).				
13.5 Results are stated in terms of what will be demonstrated by the student.				
13.6 Every student is included in the results.				
13.7 Counselors utilize best practices in collecting and analyzing all three kinds of data: process, perception and results (outcomes).				
13.8 Action plans and closing-the-gap plans are connected to the school's improvement (SIP) plan and are approved by the SIP team and/or principal.				
13.9 There are written action plans on file with the district administrator in charge of the school counseling program.				

**XIV. USE OF TIME/CALENDAR**

A master calendar of events is developed and published to effectively plan and promote the school counseling program. To maximize active participation in the program, the calendar provides students, parents, teachers and administrators with knowledge of what is scheduled and the location and time indicating when and where activities will be held.

CRITERIA	None	In Progress	Completed	Evidence
14.1 The counselor's total time spent in each component of the delivery system has been compared to the ASCA National Model recommendations (see Use of Time).				
14.2 The time study is conducted and analyzed along with the program results to determine delivery system priorities.				
14.3 A list of appropriate system support services (i.e., counseling/noncounseling activities) has been created.				
14.4 The list of counseling/non-counseling activities has been approved by the advisory board.				
14.5 Master calendar exists.				
14.6 The master calendar identifies grade level(s), dates and activities.				
14.7 The master calendar is published and distributed to appropriate persons: students, staff, parents and community.				
14.8 Each counselor's weekly/monthly schedule is visible and/or accessible to administrators, staff, and				

## ACCOUNTABILITY

### XV. RESULTS REPORT

For every competency or result expected by counselors, there must be a plan for how the responsible counselor intends to achieve the desired competency or result. Each results report contains: 1) the domain, standard and competency addressed (from ASCA National Standards or local plan); 2) a description of actual activity and curriculum used; 3) the data that drove the decision to address this competency; 4) when the activity was completed; 5) who was responsible for delivery; 6) the means used to evaluate student success – process, perception or outcome data; and 7) the final result for student(s).

CRITERIA	None	In Progress	Completed	Evidence
15.1 There is an established timeline for reporting evidence of the results obtained.				
15.2 Every student is included in the results.				
15.3 The administrator responsible for the school counseling program has been actively involved in the negotiation of the results agreement.				
15.4 A results form for the collection of results data is written and accepted by administration and school counselors.				
15.5 A results form for the collection of data from closing-the-gap activities is accepted by the administrators and the counselors.				
15.6 Results data are collected and disaggregated measuring behaviors (i.e., graduation rates, attendance, behavior, academic achievement over time).				
15.7 Immediate, intermediate and long-range data are collected and reviewed.				
15.8 Results are reported to administrators, counselors and the school board.				
15.9 Results are analyzed and used to improve the program in subsequent years.				

**XVI. COUNSELOR PERFORMANCE EVALUATION**

The school counselor’s performance standards used for evaluation contain basic standards of practice expected of school counselors implementing a comprehensive school counseling program. These performance standards serve as both a basis for counselor evaluation and as a means for counselor self-evaluation.

<b>CRITERIA</b>	<b>None</b>	<b>In Progress</b>	<b>Completed</b>	<b>Evidence</b>
16.1 Evaluation tool is aligned with state and national performance standards for school counselors.				
16.2 Is written to assess the counselor’s ability to implement the delivery system (i.e., guidance curriculum, individual planning with students, responsive services, system support) and manage the program.				
16.3 Is written to assess the counselor's ability to deliver a data-driven program that supports SIP.				
16.4 Integrates best practice in performance reviews by using rubrics and by promoting a philosophy of continuous improvement.				
16.5 Is written to assess the counselor’s use of professional communication within the school community.				
16.6 Is written to determine the school counselor’s fulfillment of professional growth responsibilities (i.e., use of data, technology and ethical standards).				
16.7 Is written to assess the school counselor’s ability to be a leader, student advocate and systems change agent.				

**XVII. PROGRAM AUDIT**

The program audit provides evidence of the program’s alignment with the ASCA National Model. The primary purpose for collecting information is to guide future actions within the program and to improve future results for students.

<b>CRITERIA</b>	<b>None</b>	<b>Progress</b>	<b>Completed</b>	<b>Evidence</b>
17.1 The program is audited annually.				
17.2 The audit aligns with and includes all program components.				
17.3 The results of the audit are shared with key administrators and are used to drive program goals, activities, and professional development.				
17.4 A written long-range plan for the improvement of the school counseling program is published and revised each year.				
17.5 The school counseling program has been presented and approved by the local school board.				