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Fundamentals of a Comprehensive Guidance and Counseling Program:
Implementing Continuous Improvement—Program Evaluation

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Professional Responsibility: This project has been reviewed by collegial professional peers and has been submitted for on-line publication before being evaluated by faculty members from Portland State University. I am the author and take full responsibility for the project's contents and quality. This work serves as a baseline for my professional school counselor skills and demonstrates what I have done to develop and/or assess my actions directed toward serving students and schools. In other words, this is a snapshot or one indicator of my work at this stage of my career.

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*Fundamentals of a Comprehensive Guidance and Counseling Program:
Implementing Continuous Improvement—Program Evaluation*

Abstract: The objective of this project is three-fold: 1. To review existing literature for implementing a program evaluation for a school’s comprehensive guidance and counseling program based on national and state standards, 2. To assess the needs of a school’s counseling and guidance program, 3. To outline recommendations based on this information.

Introduction & Rationale

In to the 21st century, the school counseling profession has evolved from solely guidance counseling to one that is centered on student comprehensive needs of academic, social, and behavioral support. As the profession evolves, so do the theoretical models that guide school guidance and counseling programs. Several established models including the Myrick’s model, along with Dinkmeyer and Caldwell’s seminal work *Developmental Counseling and Guidance: A Comprehensive School Approach* provided early direction for establishing developmental guidance programs. While Dinkmeyer and Caldwell pioneered the idea of a comprehensive school approach, the Myrick model’s principles of a comprehensive school counseling program placed a greater emphasis on organization, planning, and a sequential guidance curriculum (Green & Keys, 2001). With the progression of counseling models, states such as Missouri and Oregon have taken action towards developing their own frameworks for a comprehensive guidance program.

Literature Review

With the emergence of frameworks and models for comprehensive, developmental guidance and counseling programs comes the need for sound program evaluation (Trevisan, 2001). The purpose of program evaluation is to determine the extent to which program goals are being met and provide information that will lead to program improvement. According to Cobia and Henderson (2003) “evaluation can be used to assess the counseling program; to determine

the effects of the program on students, teachers, and parents; to monitor the use of time; and to provide evidence of the value of the counseling program” (p.51). According to Blum (Cobia & Henderson, 2003), the following are the steps of the evaluation process:

- Assess the needs of students, parents, and teachers each year.
- Identify program goals and student competencies.
- Design the program to achieve the goals and learning objectives.
- Implement the program.
- Measure ongoing activities and assess progress toward goals.
- Maintain, modify, or discard program strategies and activities based on the results of these evaluation activities.

There are two types of evaluations that need to occur according to Cobia and Henderson, (2003): product or summative evaluation and process or formative evaluation. Product or summative evaluation focuses on the effects of the program—more specifically, what were the outcomes of the activities. This type of evaluation focuses on identifying the new skills and attitudes learned as a result of student participation in the program. Process or formative evaluation is used to estimate progress toward achieving goals during the implementation of the program rather than at the end.

Gysbers (2001) proposes three forms of evaluation to fully evaluate comprehensive guidance and counseling programs. First, the program must be reviewed using program standards, evidence, and documentation to establish that a written guidance program exists in a school district and that the written program matches the implemented program. Second, guidance program personnel need job descriptions derived directly from the program so that evaluation forms can be developed and used for formative and summative personnel evaluation. Third, results evaluation that focuses on the impact of the guidance and counseling activities in the guidance curriculum; individual planning; responsive services; and system-support components of a comprehensive guidance program is necessary.

Regardless of the type of evaluation used, what is more important is that program evaluation is made a regular component of the school counseling program (Hughey & Gybers, 1993). Providing a periodic check provides an opportunity for improving the program and more effectively meeting the guidance needs of students.

National and State Standards

The American School Counselor Association (ASCA, 2003) has created a model for school guidance and counseling programs. *The ASCA National Model: A Framework for School Counseling Programs (National Model)* (2003) was designed to “provide the mechanism with which school counseling teams will design, coordinate, implement, manage and evaluate their programs for students’ success” (p.9). Elements of the *National Model* include: foundation, delivery system, management systems, and accountability. For the purpose of this project, I will focus on the accountability element of the *National Model* that includes results reports, school counselor performance standards, and program audit.

The primary purpose of the program audit is to collect information to guide future action within the program and to improve future results for students. By thoroughly analyzing each component of the program, counselors are able to designate areas that need to be improved or enhanced. The *National Model* provides an audit sheet that breaks down each component and asks school counselors to evaluate each criteria as: **None**-meaning not in place, **In progress**-perhaps begun, but not completed, **Completed**: but perhaps not as yet implemented, **Implemented**-fully implemented, or **Not applicable**-for situations where the criteria does not apply. After reviewing each criteria of the *National Model* and rating the current program according to the scale provided, counselors are able to review areas that lack initiative or

progress. Results of the audit may also be presented to school administration or advisory council to drive program goals and training for the following school year.

The Oregon Department of Education also has developed a model for school guidance and counseling programs. The *Oregon's Framework for Comprehensive Guidance and Counseling Programs (Oregon Framework)* (OSCA, 2003) provides standards for a continuous process towards developing and maintaining a comprehensive program. The *Oregon Framework* consists of four content areas: Foundations Framework, Content Framework, Resources Framework, and the Continuous Improvement Framework. The purpose of the *Oregon Framework* (2003) is to provide a “firm foundation for a school district’s guidance and counseling program” (p. 7). The framework’s fourth component Continuous Improvement plays an integral part in rationalizing the necessity of program evaluation. The Continuous Improvement Framework consists of three sub-components: student progress, staff development, and program planning and evaluation.

According to the *Oregon Framework* (2003), Component 15: Program Planning and Evaluation is an integral part in the overall school improvement plan. Planning establishes initial program goals and objectives, while evaluation provides accountability and data to assist with improvement plans. Program evaluation can serve as a tool for ensuring the program was carried out as planned; documenting the program’s process, perception, and results; analyzing program effectiveness; sharing program success and much more.

District and School Information

Smiley Face School District (SFSD) is a growing district with a current student enrollment of 9400. SFSD consists of 9 elementary schools, 2 middle schools, and 1 high school. Due to the district’s increasing population, a third middle school is currently being built

and will commence in the Fall 2005. According to the 2000 census, SFSD is located in a community consisting of 2587 acres with a population of 19,916. 55% of the population is current homeowners, while 45% are renters.

The ethnic breakdown of Smiley Face School District is seventy-four percent White, 8.3% Hispanic, 7.9% Asian, 3.2% Black, 1.2% Native American, and 5.2% Other (U.S. Census Bureau, 2000). According to the National Center for Educational Statistics (2005), 22.6% of the student population are English Language Learners (ELL) and 12% currently on Individualized Educational Plans (IEP).

ABC Middle School

ABC Middle School in Smiley Face School District has a student population of 784 students, 23.1% of which are English Language Learners (ELL). The ethnic breakdown of ABC's student population is as follows: Seventy-two percent White, 9.9% Hispanic, 5.8% Black, 10.6% Asian, and 2% Alaskan/Native American. According to the National Center for Educational Statistics (2005), fifty-three percent of ABC Middle School's student population qualify for free or reduced lunch. NCES reports that the current student to teacher ratio at ABC is 20:1. The ratio presented by NCES may seem to be rather unrealistic, however, data does factor in all adult contact with students including educational aides, specialists, and volunteers. Exact statistics for SFSD and ABC Middle School were not available for review.

The current counseling program at ABC Middle School consists of a 1.5 FTE Counselor and 0.5 FTE Teacher, totaling two full-time counseling positions. The 0.5 FTE teaching position is shared by the counselors who teach an elective study skills course at ABC. This course is designed for students struggling academically and need additional school time to complete assignments. The structure of the class is loose, with very little direct instruction on the part of

the teacher. Majority of the class-time is allotted for students to complete assignments from other classes. Occasionally, counselors provide activities that focus on time management or study skills.

Methodology

The instruments used to evaluate the current school guidance and counseling program at ABC Middle School was the Program Audit worksheet obtained from the *National Model* and a Time Analysis sheet adapted from the *Oregon Framework*. The program audit covers the four main components of the *National Model*—foundation, delivery system, management system, and delivery system—into a total of seventeen sub-components. The two school counselors at ABC Middle School were asked to identify the current program according to criteria provided by the audit.

The Time Analysis sheet had counselors reflect on how they currently distribute their time as counselors according to the six content areas of the *Oregon Framework*: guidance and curriculum, individual planning, responsive services, system support and integration, and student advocacy. A seventh content area was created per the request of the counselors since much of their time is spent in areas that do not fall directly under the six areas provided by the *Oregon Framework*. Each counselor was asked to reflect on how they distribute their time into each content area of the *Oregon Framework*.

Results

The Program Audit consists of seventeen standards with a total of one hundred and three sub-standards that are rated by the school counselor. When responses from the two counselors of ABC Middle School were compiled, results indicated that many aspects of the counseling program do not meet ASCA standards. Of the one hundred and three items, 31 sub-categories

were identified as being ‘In progress,’ 10 as being ‘Completed,’ and 2 as being ‘Implemented,’ leaving the remaining seventy-two items rated as ‘None.’ Differing responses from the two counselors were taken into consideration, resulting in each response counted individually for a total sub-standards count of two hundred and six. Out of the two hundred and six total items on the program audit, 43 were identified as being in progress, implemented, or completed. A percentage calculation indicates that only 20.8% of the counseling program met ASCA national standards. Appendix C is a compilation of ‘In progress,’ ‘Implemented,’ and ‘Completed’ response items.

The ASCA standard with the most activity is standard seven, titled Responsive Services, with a total of ten responses identifying sub-standards in this category as being in progress, completed, or implemented. Standards identified as ‘None’ or having no activity are Beliefs and Philosophy, Mission of School Counseling Programs, Domains and Goals, ASCA National Standards/Competences, Advisory Council, Results Report, Counselor Performance Standards, and Program Audit.

Results of the audit also indicate discrepancies between responses by the both Counselor Y and Counselor Z. Overall, responses were identical except for variances in 32 items. Out of the 32 items, 6 items had significant variances. The criteria *significant variance* is defined as having a difference of more than one degree in response for a single audit item. For example, if Counselor Y selects ‘None’ for a particular audit item and Counselor Z selects ‘In Progress’ because ‘In Progress’ is one degree higher than a response of ‘None,’ this is not a significant variance. However, if Counselor Y selects ‘None’ for a particular audit item and Counselor Z selects ‘Completed’ since ‘Completed’ is two degrees higher than ‘None,’ this is a significant variance. The six items that received that had the greatest discrepancy are:

- 7.4 Responsive Services—Consultation/Collaboration
- 11.1 Use of Data and Monitoring—District and site-specific data on student achievement are collected and disaggregated
- 11.2 Use of Data and Monitoring—District and site-specific data on achievement related data are collected and disaggregated
- 11.3 Use of Data and Monitoring—Standards and competency related data are collected and disaggregated
- 11.6 Use of Data and Monitoring—Each student has a means to document his/her own progress, knows where documentation is kept and how to access documentation
- 12.1 Use of Data and Closing the Gap—The data disaggregated by variables such as gender, ethnicity, and grade level.

Complete results of the program audit are available in Appendix A.

Results of the Time Analysis indicate that the distribution of counselor time is not aligned with recommendations of the *Oregon Framework*. According to the *Oregon Framework* (2003), recommended counselor time distribution in a middle school is 25-35% Guidance and Curriculum, 15-25% Individual Planning, 30-40% Responsive Services, 10-15% System Support and Integration, and no percentage designated to Student Advocacy. Significant variances from the *Oregon Framework* recommendations were evident in the content areas of Guidance and Curriculum and Individual Planning. The *Oregon Framework* recommends counselor designate 25-35% of their time to guidance and curriculum. However, the counselors at ABC Middle School identified that only 5-10% of their time is designated to this content. This implies a deficit amount of time spent in this content area. Additionally, the *Oregon Framework* recommends 15-25% of counselor time be designated to individual planning, when in actuality, ABC Middle School counselors identified 25-65% of their time is spent in this content area. This implies that an excess amount of time is being spent in this content area. Compiled and charted responses to the Time Analysis are available in Appendix B.

Limitations

One potential limitation of the program audit is the variance in responses to the criteria on the program audit. Due to the lack of definition and clarity of the selection criteria, especially for what is meant by being in progress, completed, or implemented, respondents of the audit. As a result, this may have skewed the results of the audit, making it appear that the counselors at ABC Middle School have varying perceptions of the current status of the counseling program. How this limitation could have been avoided is by establishing a set criterion respondents would adhere to when completing the audit sheet.

A second limitation is the lack of data to support the time analysis. What counselors did was reflect on the program overall and estimated how much time was spent in each area. However, there was no data to support that their estimations were accurate. A suggestion would be to conduct a more thorough time analysis where counselors would document their time spent on the half hour over the course of one month. Then, activities would be categorized according to the Oregon Framework and provide a more accurate account of the counselors time distribution. Relying solely on counselor reports provide unreliable figures that may or may not accurately represent the time distribution of counselor time.

One last limitation is the lack of enthusiasm and support for the project. When the project was proposed, it was met with great hesitancy. This resistance to avidly reflect on the counseling program may have skewed results of the audit and therefore misrepresented the program. It is highly unlikely the audit will be able to influence program change as long as the program continues to overlook the value of data and accountability. Though this is strictly speculation, the truth will be self-evident, as the counseling program will speak for itself.

Recommendations

After reviewing the results from the Program Audit and Time Analysis sheet, it was apparent that the current counseling program is lacking in standards and content areas of the *National Standards* and the *Oregon Framework*. More specifically, the counseling program merely addresses 20.8% of the standards set by ASCA, with eleven out of seventeen standards lacking any current or past activity. Knowing this, the first recommendation is to make a commitment to improving the current counseling program to national standards. Being committed to improving the program includes, but is not limited to becoming knowledgeable of national and state standards, being open to recommendations for improvement, and willingness to collaborate with others involved in the program. This commitment needs to be made by both counselors as well as be supported by school administration, faculty, and staff. It is this commitment to excellence that will ensure the counseling program's quality and success.

A second recommendation is to create a program mission statement, program philosophy, goals, content delivery strategies, and intended student outcomes. It is recommended that an advisory committee be created to collaborate with. Without a mission statement to guide the program it will be easy to deviate from the any goals bringing the program up to standards. Possible advisory council members include teachers, district officials, school administrators, community members, and students.

A third recommendation is to thoroughly analyze the results of the Time Analysis and restructure the program so that it is aligned with the *Oregon Framework* recommendations. Currently, 10% of counselor time is designated to activities not listed by the *Oregon Framework*. These activities include lunch duty, Study Skills course, and student council. The counseling program is recommended to reassign activities not identified by the *Oregon Framework* so that the 10% of counselor time may be redistributed to other areas of need including Guidance and

Curriculum, Responsive Services, and System Support. Alongside reassigning non-*Framework* activities and duties, the counseling program is recommended to redistribute time spent on Individual Planning to focus on other content areas.

Once counselors have redistributed their time to meet recommendations by the *Oregon Framework*, they can begin to address the eleven ASCA standards currently lacking in activity. Counselors are encouraged to identify standards that require more urgent attention, and then create a timeline for which the program will have these standards either in progress, completed, or implemented. Resources and staff assignments should also be identified prior to addressing the remaining eleven standards. This is a process requires a school-wide systemic change, which is why it is imperative school administrators be involved and supportive of this course of action.

A final recommendation is for the counseling program to continue to perform an annual audit to ensure continued alignment with national standards as the program progresses. A counselor can spearhead the audit or they may also employ the assistance of an intern or student teacher. It is best if a third party performs the audit to avoid tampering with results. Audits should be performed annually at the end of the school year so that results can be identified and action implemented for the following school year.

Conclusion

The significance of program evaluation is apparent on both the national level and statewide level according frameworks provided by the American School Counselor Association and Oregon Department of Education. According to the literature reviewed, program evaluation plays an integral part in the planning, implementing, and maintenance of any comprehensive school counseling program. Without evaluation, school counselors will not have any empirical data to advocate for continued support or justify current program goals and objectives.

Additionally, evaluation serves as a tool to assess current program strengths and areas for improvement. With an ever-changing profession, it is essential to maintain a program that is aligned not only with national standards but also school and student needs. It is only through program evaluation that counselors can be sure of the efficacy of their program on students, the school, and community.

The results of ABC Middle School's program evaluation appears seemingly flawed, meeting only 20.8% of national standards. However, with further analysis of the data and factoring time spent on non-counseling activities, overall, counselors have merely 50% of their time to devote to counseling activities recognized by the *National Model*. As a result, the program lacks in areas of Foundation, Management Systems, and Accountability. The delivery of a program is evident, however, whether or not the program and curriculum is grounded on a stable program foundation is questionable. Concerns also surround the management and accountability of the current delivery of counseling services since no activity was reported in those areas of the audit.

It would be easy to conclude that overall, the program is not up to standards and to place blame on the counselors. In spite of this, during this process, it became apparent to me that counseling programs fail to exist in isolation. Rather, it is an integral part of a school system, school district, and community, so therefore not only are counselors accountable but also all those involved in school, district, and community. Much of the program's inability to meet national standards are attributed to job descriptions created by the school district, funding for the position determined by school administrators, and the lack of support by the community.

It is not my intention to relive any accountability from the counselors. Rather, it is to acknowledge that if any significant change is to occur, it needs to happen on a systemic level,

above and beyond the two-person counseling program at ABC Middle School. This particular project has provided me with the opportunity to recognize the value in having a cohesive school environment in order for a counseling program to be successful. I am hopeful that the information provided in this project will help others to establish programs that are integral parts of a school rather than an existing, isolated unit.

Appendix A

**American School Counselor Association National Model
Program Audit Results**

The following are the combined responses of the two current counselors at ABC Middle School. Responses from Counselor Y are indicated with the mark ‘y’ and responses from Counselor Z are indicated with a mark ‘z.’

Foundation

I. Beliefs and Philosophy

The philosophy is a set of principles that guides the development, implementation and evaluation of the school counseling program.

	None	In Progress	Completed	Implemented	N/A
1.1 A statement of philosophy has been written for the school program	y , z				
1.2 Indicates an agreed-upon belief system about the ability of every student to achieve	y , z				
1.3 Addresses every student’s right to a school counseling program	y , z				
1.4 Includes a plan of closing-the-gap activities for undeserved student populations.	y , z				
1.5 Focuses on primary prevention, intervention, and student-developmental needs.	y , z				
1.6 Identifies the persons to be involved in the delivery of program activities	y , z				
1.7 Identifies who will plan and will manage the program	y , z				
1.8 Defines how the program will be evaluated and by whom	y , z				
1.9 Includes ethical guidelines and standards	y , z				
1.10 The statement of philosophy has been presented to and accepted by administration	y , z				

II. Mission of School Counseling Programs

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 10 years after graduation).

	None	In Progress	Completed	Implemented	N/A
2.1 A mission statement has been written for the school counseling program	y , z				
2.2 Written with the student as the primary client	y , z				
2.3 Written for every student	y , z				
2.4 Indicates the content or competencies to be learned	y , z				
2.5 Links with the vision, purpose and mission of the state, district and the school	y , z				
2.6 Indicates the long-range results desired for all students	y , z				
2.7 The mission statement has been presented to and accepted by administration, counselors, advisory council and school board	y , z				

III. Domains and Goals

Goals are the extension of the mission and focus on the results students will achieve by the time each student leaves the school system. The ASCA National Standards domain areas serve as the foundational goals for the school counseling program: academic, career and personal/social development. The National Standards provide a structure for the definition of goals related to competencies.

	None	In Progress	Completed	Implemented	N/A
3.1 A statement of philosophy has been written for the school program	y , z				
3.2 Indicates an agreed-upon belief system about the ability of every student to achieve	y , z				
3.3 Addresses every student’s right to a school counseling program	y , z				
3.4 Includes a plan of closing-the-gap activities for undeserved student populations.	y , z				
3.5 Focuses on primary prevention, intervention, and student-developmental needs.	y , z				

IV. ASCA National Standards/Competences

Competences are knowledge, attitudes or skills that are observable and can be transferred from a learning situation to a real-life situation that involve the production of a measurable outcome. Competencies are indicators that a student is making progress toward the goals of the school counseling programs. They are developed and organized into content areas.

	None	In Progress	Completed	Implemented	N/A
4.1 Student competencies have been written that directly relate to the domains (academic, career, personal/social)	y , z				
4.2 Developmentally appropriate student competencies are specified for each grade-level grouping	y , z				
4.3 Selected competencies are based on assessment of student needs and are measurable or observable	y , z				
4.4 Goals demonstrate the link the with school counseling program mission, the school’s mission and expected student results	y , z				
4.5 Written student competencies have been presented to and accepted by the administration, counselors and the school counseling advisory council	y , z				

Delivery System

V. Guidance Curriculum

Consists of structure developmental lessons designed to assist students in achieving the competencies and is presented systematically 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.

	None	In Progress	Completed	Implemented	N/A
5.1	Guidance curriculum for all three domains has been written and adopted based on local site needs	y , z			
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	z	y		
5.3	Content is measurable (by pre-post tests, product creation or other methods)	y , z			
5.4	Materials, equipment and facilities are available to support the program deliver		y , z		
5.5	Effectiveness of curriculum is evaluated annually	y , z			
5.6	The school counseling curriculum has been presented to and accepted by administration, counselors, and the school counseling advisory council	y , z			

VI. Individual Student Planning

Individual student planning consists of school counselors coordinating ongoing systemic activities designated to assist the individual student in establishing personal goals and developing future plans.

	None	In Progress	Completed	Implemented	N/A
6.1	There is a systemic approach to helping students make appropriate educational plans	y	z		
6.2	There is a systemic approach to helping students understand themselves through interpretation of standardized and individual tests	z	y		
6.3	A tool exists at the secondary level to assist students in making appropriate educational plans (i.e. six-year plan)	y , z			
6.4	Individual student planning includes: individual appraisal, individual advisement and appropriate student placement	z	y		
6.5	Accurate, appropriate and effective printed material is distributed to support individual planning efforts of student and their parents		y , z		
6.6	The district wide tools used for educational planning have been presented to the school board	y , z			

VII. Responsive Services

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

	None	In Progress	Completed	Implemented	N/A
7.1 Every student K-12 receives prevention education to address life choices in academic, career and personal/social development		y , z			
7.2 Students are assisted in solving immediate problems that interfere with their academic, career and personal/social development (i.e. conflict resolution, peer mediation)	y	z			
7.3 There is a systemic and consistent provision		y	z		
7.4 Responsive services include: Individual and small-group counseling	z	y			
Crisis counseling			y	z	
Peer facilitation	y , z				
Consultation/collaboration	z		y		
Referral system		y		z	
7.5 A system is in place to ensure intervention for identified students	z	y			

VIII. System Support

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

	None	In Progress	Completed	Implemented	N/A
8.1 System support services have been created collaborative with counselors and administrators		y , z			
8.2 Counselors provide professional development to staff regarding the school counseling program		y , z			
8.3 Counselors participate in professional development activities		z	y		
8.4 Counselors serve on developmental curriculum committees, district-level subject councils, community committees or advisory councils.	y	z			

Management System

The management system is the process by which accountability is established and 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 program results and students in which the counselor is accountable. These agreements are negotiated with the approved by the designated administrator.

	None	In Progress	Completed	Implemented	N/A
9.1 There is a clear division between assumed accountability for results and assigned duties	z	y			
9.2 The expected results are clearly delineated	z	y			
9.3 Counselors and administrators agree on assignments of counselors	y	z			
9.4 Counselors have decided how to distribute caseload and access of students—alpha assignments, domain specialization, grade level, random, counselor of the day, etc.	y	z			

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: student, parents, teachers, counselors, administrators and community.

	None	In Progress	Completed	Implemented	N/A
10.1 An advisory council has been organized and has established meeting dates and has identified tasks	y , z				
10.2 The advisory council has appropriate representative membership	y , z				
10.3 The advisory council meets at least twice a year	y , z				
10.4 The advisory panel reviews the guidance program audit, a summary of the program results reports and makes appropriate recommendations	y , z				

XI. Use of Data and Student Monitoring

Analysis of data drives the program. Monitoring students’ progress ensures each student acquires the identified competencies. 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 disk or other document) and measuring student improvement over time.

	None	In Progress	Completed	Implemented	N/A
11.1 District- and site-specific data on student achievement are collected and disaggregated	z		y		
11.2 District- and site-specific data on achievement related data are collected and disaggregated	z		y		
11.3 Standards and competency-related data are collected and disaggregated.	z		y		
11.4 Counselors are accountable for monitoring the progress of every student	z	y			
11.5 There is an established means to monitor students’ progress in guidance-related competencies, including academic achievement	y , z				
11.6 Each student has a means to document his/her own progress, knows where documentation is kept and how to access documentation	z		y		
11.7 Monitoring activities are determined by district, school site and grade level and are assessed over time	z	y			

XII. Use of Data and Closing the Gap

Analysis of data drives the program. The needs surface when program and individual data are analyzed monitoring equity and access to rigorous academic programs for every student. Monitoring of individual progress reveals interventions may be needed to support the student in achieving academic success. Data are necessary to determine: Where are we now? Where should we be? Where are we going to go? Needs are identified discrepancies between the desired results and the results currently being achieved.

	None	In Progress	Completed	Implemented	N/A
12.1 The data are disaggregated by variables such as gender, ethnicity and grade level	z		y		
12.2 The data are systemically analyzed to determine where students are and where they ought to be	z	y			
12.3 The identified discrepancies are aligned with the ASCA National Standards	y , z				
12.4 The identified needs become sources for the determination of closing-the-gap activities	z	y			

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 school 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 competence; 4) when the activity is 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).

	None	In Progress	Completed	Implemented	N/A
13.1	z	y			
13.2	z	y			
13.3	z	y			
13.4	z	y			
13.5	y, z				
13.6		y			
13.7	y, z				
13.8	y, z				
13.9	y, z				
13.10	y, z				
13.11	y, z				

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.

	None	In Progress	Completed	Implemented	N/A
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)	y , z				
14.2 The time study is conducted and analyzed along with the program results to determine delivery system priorities	y , z				
14.3 A list of appropriate system support services (i.e., counseling/non-counseling activities) has been created	z	y			
14.4 The approved list of counseling/non-counseling activities has been approved by the board	y , z				
14.5 Master calendar exists	z	y			
14.6 The master calendar identifies grade level(s), dates and activities		y , z			
14.7 Master calendar is published and distributed to appropriate persons: students, staff, parents and community	z	y			
14.8 The counselors weekly/monthly is posted	y , z				

Accountability

XV. Results Report

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

	None	In Progress	Completed	Implemented	N/A
15.1	There is an established timeline for reporting evidence of the results obtained	y , z			
15.2	Every student is included in the result	y , z			
15.3	The administrator responsible for the school counseling program has been actively involved in the negotiation of the results agreement	y , z			
15.4	A results form for the collection of results data is written and accepted by administration and school counselors	y , z			
15.5	A results form from the collection of data from closing the gap activities is accepted by the administrators and the counselors	y , z			
15.6	There is a results agreement addressing every aspect of the program and the academic, career and personal/social domains	y , z			
15.7	Process data are collected	y , z			
15.8	Perception data are collected which measures knowledge, attitudes and skills (i.e., pre-post tests; activity completed)	y , z			
15.9	Results data are collected and disaggregated measuring behaviors (i.e., graduation rates, attendance, behavior, academic achievement data over time)	y , z			
15.10	Immediate, intermediate and long-range data are collected and reviewed	y , z			
15.11	Results are reported to administrators, counselors and the school board	y , z			
15.12	Results are analyzed and used to improve program in subsequent years	y , z			

XVI. Counselor Performance Standards

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.

	None	In Progress	Completed	Implemented	N/A
16.1 Is written to assess the school counselor’s ability to understand and implement the foundation of the comprehensive school counseling program based on ASCA National Standards	y , z				
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)	y , z				
16.3 Is written to assess the counselor’s ability to manage the school counseling program	y , z				
16.4 Is written to assess the counselor’s ability to measure the results of the program	y , z				
16.5 Is written to assess the counselors’ use of professional communication within the school community	y , z				
16.6 Is written to determine the school counselor’s fulfillment of professional growth responsibilities (i.e., use of data, technology and ethical standards)	y , z				
16.7 Is written to assess the school counselor’s ability to be a leader, student advocate and systems change agent	y , z				

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 actions within the program and to improve future results.

	None	In Progress	Completed	Implemented	N/A
17.1 The program is audited annually	y , z				
17.2 The audit aligns with and includes all program components	y , z				
17.3 The results of the audit are shared in the spring and drive the program training and behavior for the following year	y , z				
17.4 A written long-range plan for the improvement of the school counseling program is published and revised each year	y , z				
17.5 The school counseling program has been approved by the school district’s board of education	y , z				

Appendix B

Time Analysis Form
Comprehensive Guidance and Counseling Program
Time Analysis

Please estimate how much of your time is spent on the following content areas. Descriptions of each content area are provided on the back.

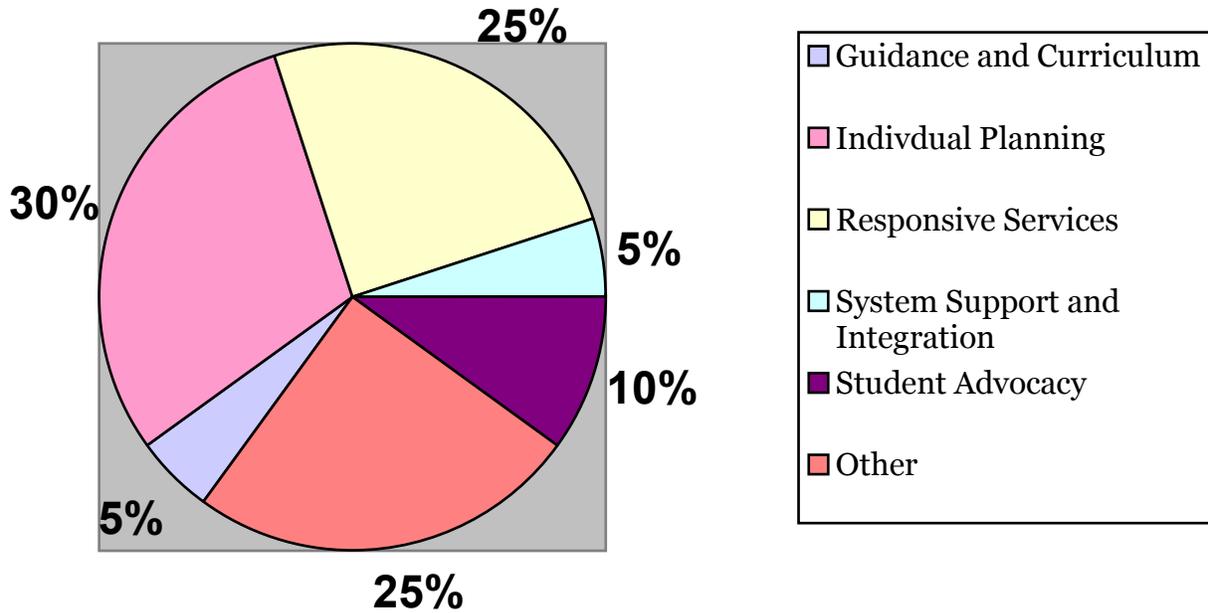
Semester 1

Content Area	Counselor Y	Counselor Z	Framework Recommended	Examples
Guidance and Curriculum	5%	5%	25-35%	
Individual Planning	30%	65%	15-25%	Scheduling, IEP, 504
Responsive Services	25%	10%	30-40%	Referral to various community agencies
System Support and Integration	5%	5%	10-15%	Review Harassment Curriculum
Student Advocacy	10%	5%		BEST Team, MC2, IEP, 504
Other	25%	10%		Testing Coordinator, Student Council, Study Skills, and Lunch Duty.

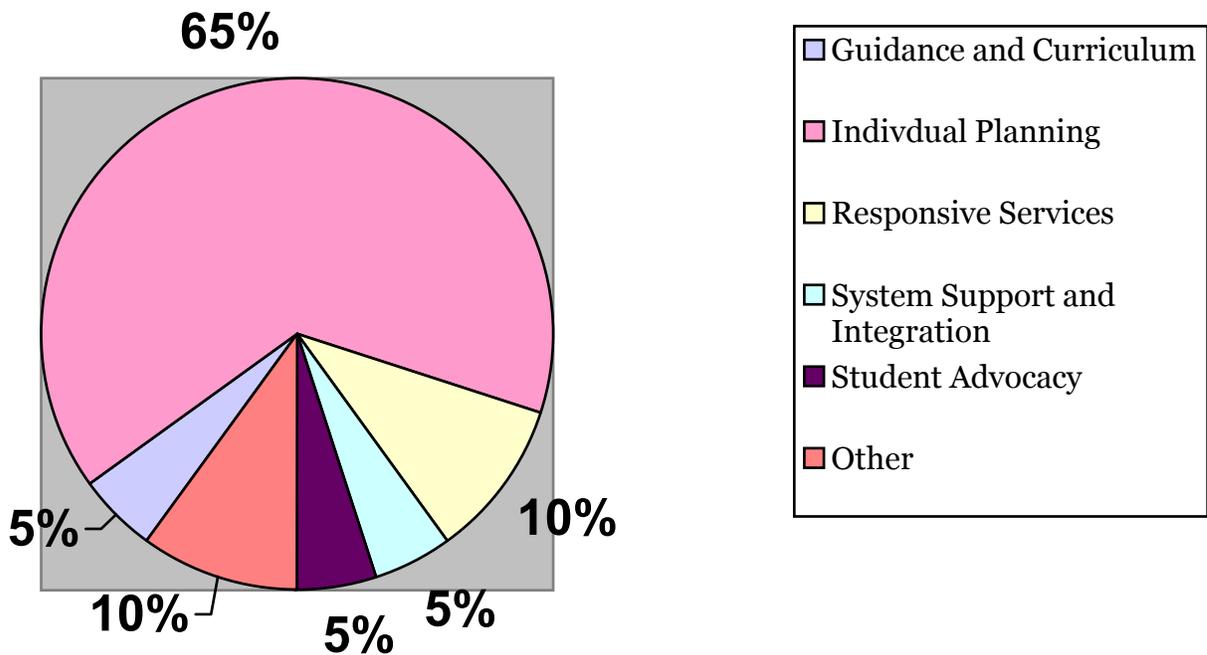
Semester 2

Content Area	Counselor Y	Counselor Z	Framework Recommended	Examples
Guidance and Curriculum	10%	5%	25-35%	
Individual Planning	25%	65%	15-25%	Scheduling, IEP, 504
Responsive Services	30%	10%	30-40%	Referral to various community agencies
System Support and Integration	5%	5%	10-15%	Review Harassment Curriculum
Student Advocacy	10%	5%		BEST Team, MC2, IEP, 504
Other	20%	10%		Testing Coordinator, Student Council, Study Skills, and Lunch Duty.

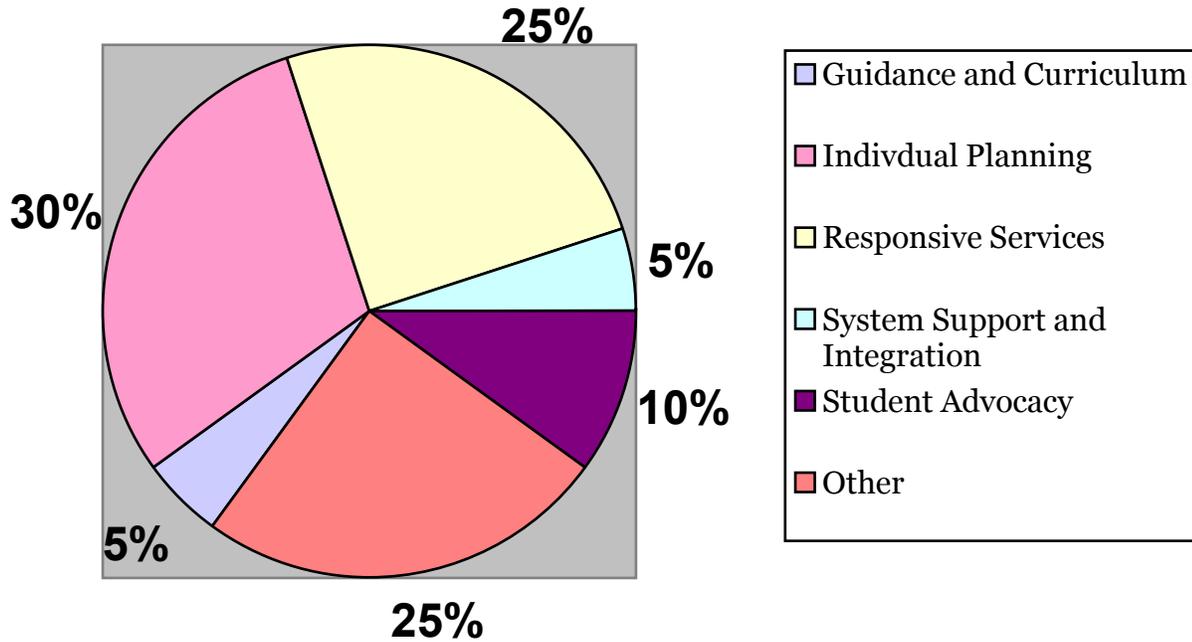
Counselor Y Time Distribution--Semester 1



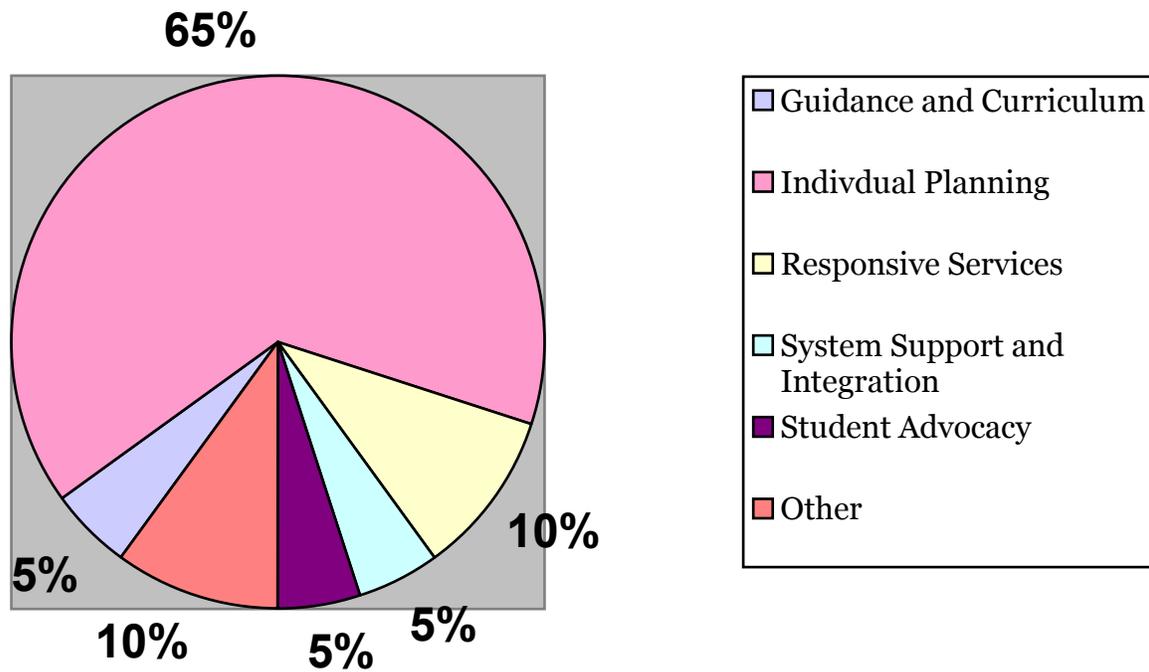
Counselor Z Time Distribution--Semester 1



Counselor Y Time Distribution--Semester 2



Counselor Z Time Distribution--Semester 2



Appendix C

**American School Counselor Association National Model
Program Audit
Active Sub-Standards
In Progress**

	Category		Counselor
5.2	All students receive, in a systemic content to acquire knowledge, attitudes to enhance their academic, career, personal/social development	Guidance & Curriculum	Y
6.1	There is a systemic approach to helping students make appropriate educational plans	Individual Student Planning	Z
6.2	There is a systemic approach to helping students understand themselves through interpretation of standardized and individual tests	Individual Student Planning	Y
6.4	Individual student planning includes: individual appraisal, individual advisement and appropriate student placement	Individual Student Planning	Y
6.5	Accurate, appropriate and effective printed material is distributed to support individual planning efforts of student and their parents	Individual Student Planning	Y, Z
7.2	Students are assisted in solving immediate problems that interfere with their academic, career and personal/social development (i.e. conflict resolution, peer mediation)	Responsive Services	Z
7.3	There is a systemic and consistent provision	Responsive Services	Y
7.4	Responsive services include: Individual and small-group counseling	Responsive Services	Y
	Referral system	Responsive Services	Y
7.5	A system is in place to ensure intervention for identified students	Responsive Services	Y
8.1	System support services have been created collaborative with counselors and administrators	System Support	Y, Z
8.2	Counselors provide professional development to staff regarding the school counseling program	System Support	Y, Z
8.3	Counselors participate in professional development activities	System Support	Z
8.4	Counselors serve on developmental curriculum committees, district-level subject councils, community committees or advisory councils.	System Support	Y
9.1	There is a clear division between assumed accountability for results and assigned duties	School Counselor/Admin. Agreements	Y
9.2	The expected results are clearly delineated	School Counselor/Admin. Agreements	Y
9.3	Counselors and administrators agree on assignments of counselors	School Counselor/Admin. Agreements	Z
9.4	Counselors have decided how to distribute caseload and access of students—alpha assignments, domain specialization, grade level, random, counselor of the day, etc.	School Counselor/Admin. Agreements	Z
11.4	Counselors are accountable for monitoring the progress of every student	Use of Data and Student Monitoring	Y
11.7	Monitoring activities are determined by district, school site and grade level and are assessed over time	Use of Data and Student	Y

		Monitoring	
12.2	The data are systemically analyzed to determine where students are and where they ought to be	Use of Data and Closing the Gap	Y
12.4	The identified needs become sources for the determination of closing-the-gap activities	Use of Data and Closing the Gap	Y
13.1	Guidance curriculum action plans are drafted by the counseling team during a planning meeting	Action Plans	Y
13.2	Closing the gap action plans are drafted by the counseling team at a planning meeting	Action Plans	Y
13.3	The action plans are consistent with the program’s goals and competencies	Action Plans	Y
13.4	Action plans address every aspect of the program and the academic, career and personal/social domains	Action Plans	Y
13.6	Results are stated in terms of what will be demonstrated by the student	Action Plans	Y
14.3	A list of appropriate system support services (i.e., counseling/non-counseling activities) has been created	Use of Time/Calendar	Y
14.5	Master calendar exists	Use of Time/Calendar	Y
14.6	The master calendar identifies grade level(s), dates and activities	Use of Time/Calendar	Y, Z
14.7	Master calendar is published and distributed to appropriate persons: students, staff, parents and community	Use of Time/Calendar	Y

Completed

	Category		Counselor
7.3	There is a systemic and consistent provision	Responsive Services	Z
7.4	Responsive services include: Crisis Counseling	Responsive Services	Y
	Peer facilitation	Responsive Services	Y
	Consultation/Collaboration	Responsive Services	
8.4	Counselors serve on developmental curriculum committees, district-level subject councils, community committees or advisory councils.	System Support	Y
11.1	District- and site-specific data on student achievement are collected and disaggregated	Use of Data and Student Monitoring	Y
11.2	District- and site-specific data on achievement related data are collected and disaggregated	Use of Data and Student Monitoring	Y
11.3	Standards and competency-related data are collected and disaggregated.	Use of Data and Student Monitoring	Y
11.6	Each student has a means to document his/her own progress, knows where documentation is kept and how to access documentation	Use of Data and Student Monitoring	Y
12.1	The data are disaggregated by variables such as gender, ethnicity and grade level	Use of Data and Closing the Gap	Y

Implemented

	Category		Counselor
7.4	Responsive services include: Crisis Counseling	Responsive Services	Z
7.4	Referral System	Responsive Services	Z

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