

North Dakota  
***PROGRAM REVIEW FOR SCHOOL COUNSELING PROGRAMS***

*District:*

*School:*

*Enrollment:*

*Grades in School:*

*Evaluator:*

*Date of Evaluation:*



# PROGRAM REVIEW FOR SCHOOL COUNSELING PROGRAMS

## Foundation

*The School Counseling Program's foundation serves as the solid ground upon which the rest of the comprehensive School Counseling Program is built. This includes program focus, student competencies, and professional competencies.*

Essential Element	Level 4	Level 3	Level 2	Level 1	Possible Examples
Program focus	<p><b>Belief system</b> Reflects all students' ability to achieve. <input type="checkbox"/></p> <p>Consistently supports all student developmental needs. <input type="checkbox"/></p> <p><b>Vision Statement</b> Clearly states the best possible student outcomes. <input type="checkbox"/></p> <p>Is inspiring and achievable. <input type="checkbox"/></p> <p><b>Mission Statement</b> Reinforces the school district's mission. <input type="checkbox"/></p> <p>Strongly advocates for all students. <input type="checkbox"/></p> <p><b>Program Goals</b> Consistently addresses all three domains (academic, career, personal/social). <input type="checkbox"/></p> <p>Counselor's goals for the counseling program are clear and highly appropriate to the setting and the students served. <input type="checkbox"/></p>	<p><b>Belief system</b> Reflects most students' ability to achieve. <input type="checkbox"/></p> <p>Supports most student developmental needs. <input type="checkbox"/></p> <p><b>Vision Statement</b> States the possible student outcomes. <input type="checkbox"/></p> <p>Is somewhat inspiring and achievable. <input type="checkbox"/></p> <p><b>Mission Statement</b> Aligns with the school district's mission. <input type="checkbox"/></p> <p>Advocates for students. <input type="checkbox"/></p> <p><b>Program Goals</b> Frequently addresses all three domains (academic, career, personal/social). <input type="checkbox"/></p> <p>Counselor's goals for the counseling program are suitable to the setting and to the students served. <input type="checkbox"/></p>	<p><b>Belief system</b> Reflects some students' ability to achieve. <input type="checkbox"/></p> <p>Occasionally supports student developmental needs. <input type="checkbox"/></p> <p><b>Vision Statement</b> Vaguely states possible student outcomes. <input type="checkbox"/></p> <p>Is either inspiring or achievable. <input type="checkbox"/></p> <p><b>Mission Statement</b> Fails to align with the school district's mission. <input type="checkbox"/></p> <p>Advocates for some students. <input type="checkbox"/></p> <p><b>Program Goals</b> Rarely addresses all three domains (academic, career, personal/social). <input type="checkbox"/></p> <p>Counselor's goals for the counseling program are vague and are partially suitable to the setting and the students served. <input type="checkbox"/></p>	<p><b>Belief system</b> Reflects few students' ability to achieve. <input type="checkbox"/></p> <p>Rarely supports student developmental needs. <input type="checkbox"/></p> <p><b>Vision Statement</b> Fails to state student outcomes. <input type="checkbox"/></p> <p>Is neither inspiring nor achievable. <input type="checkbox"/></p> <p><b>Mission Statement</b> Not stated or inconsistent with the school district's mission. <input type="checkbox"/></p> <p>Fails to advocate for students. <input type="checkbox"/></p> <p><b>Program Goals</b> Fails to address all three domains (academic, career, personal/social). <input type="checkbox"/></p> <p>Counselor has no clear goals for the counseling program, or they are inappropriate to either the setting or the students served. <input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>• focused on student outcomes</li>   <li>• posted vision statement in multiple locations</li>   <li>• posted mission statement in multiple locations</li>   <li>• SMART Goal template</li> <li>• Annual agreement</li> <li>• School Data Profile template</li> <li>• Closing the Gap Action Plan</li> <li>• Calendar</li> </ul>
Student Competencies	<p>All standards, competencies, and indicators are identified and consistently align with program beliefs, vision, mission and goals. <input type="checkbox"/></p>	<p>Some standards, competencies, and indicators are identified and align with program beliefs, vision, mission and goals. <input type="checkbox"/></p>	<p>Standards, competencies, and indicators are rarely identified or aligned with program beliefs, vision, mission and goals. <input type="checkbox"/></p>	<p>Standards, competencies, and indicators are not identified or fail to align with program beliefs, vision, mission and goals. <input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>• ASCA National Standards</li> <li>• ND State Standards</li> <li>• Framework for 21<sup>st</sup> Century Learning</li> <li>• Six Pillars of Character</li> <li>• National Career Development Guidelines</li> </ul>

Essential Element	Level 4	Level 3	Level 2	Level 1	Possible Examples
Professional Competencies	<p><b>Reflecting on Practice</b> School Counselor annually self-evaluates using the ASCA School Counselor Competencies.</p> <p><input type="checkbox"/></p> <p>Counselor's reflection is highly accurate and objective, citing specific positive and negative characteristics and making specific suggestions for alternative strategies.</p> <p><input type="checkbox"/></p> <p><b>Showing Professionalism</b> Consistently embraces the ASCA Ethical Standards in planning and implementing the School Counseling Program.</p> <p><input type="checkbox"/></p> <p><b>Participating in a Professional Community</b> Counselor makes a substantial contribution to school/district events and assumes leadership with colleagues.</p> <p><input type="checkbox"/></p> <p><b>Engaging in Professional Development</b> The district consistently offers financial support for professional development opportunities that enhance the school counseling program and school counselor's knowledge, skills and abilities.</p> <p><input type="checkbox"/></p>	<p><b>Reflecting on Practice</b> School Counselor occasionally self-evaluates using the ASCA School Counselor Competencies.</p> <p><input type="checkbox"/></p> <p>Counselor's reflection is accurate and objective, citing general suggestions as to how the counseling program might be improved.</p> <p><input type="checkbox"/></p> <p><b>Showing Professionalism</b> Regularly adheres to the ASCA Ethical Standards.</p> <p><input type="checkbox"/></p> <p><b>Participating in a Professional Community</b> Counselor participates actively in school/district events and maintains positive and productive relationships with colleagues.</p> <p><input type="checkbox"/></p> <p><b>Engaging in Professional Development</b> The district consistently offers and supports professional development opportunities that enhance the school counseling program and school counselor knowledge, skills and abilities.</p> <p><input type="checkbox"/></p>	<p><b>Reflecting on Practice</b> School Counselor seldom self-evaluates using the ASCA School Counselor Competencies.</p> <p><input type="checkbox"/></p> <p>Counselor's reflection on practice is moderately accurate and objective without citing specific examples and/or providing suggestions as to how it might be improved.</p> <p><input type="checkbox"/></p> <p><b>Showing Professionalism</b> Has knowledge of and attempts to adhere to the ASCA Ethical Standards.</p> <p><input type="checkbox"/></p> <p><b>Participating in a Professional Community</b> Counselor's relationships with colleagues are cordial, and counselor participates in school/district events when specifically requested.</p> <p><input type="checkbox"/></p> <p><b>Engaging in Professional Development</b> The district occasionally offers and supports professional development opportunities that enhance the school counseling program and school counselor knowledge, skills and abilities.</p> <p><input type="checkbox"/></p>	<p><b>Reflecting on Practice</b> School Counselor fails to self-evaluate using the ASCA School Counselor Competencies.</p> <p><input type="checkbox"/></p> <p>Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.</p> <p><input type="checkbox"/></p> <p><b>Showing Professionalism</b> Fails to have knowledge or adhere to the ASCA Ethical Standards.</p> <p><input type="checkbox"/></p> <p><b>Participating in a Professional Community</b> Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school/district events.</p> <p><input type="checkbox"/></p> <p><b>Engaging in Professional Development</b> The district rarely offers and supports professional development opportunities that enhance the school counseling program and school counselor knowledge, skills and abilities.</p> <p><input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>• School Counselor Competencies Assessment</li> <li>• results reports</li> <li>• program goal analysis</li> <li>• workshops on ethics</li> <li>• journal articles on ethics</li> <li>• ASCA website</li> <li>• school district committees</li> <li>• inter-agency committees</li> <li>• professional development presentations</li> <li>• professional organizations</li> <li>• Mid-Winter Conference with travel budget</li> <li>• regional and national school counselor professional development opportunities</li> </ul>

Foundation Strengths:

Elements Requiring Action:

## Program Management

*To effectively deliver the School Counseling curriculum and address the developmental needs of every student, the School Counseling Program must be efficiently managed.*

Essential Element	Level 4	Level 3	Level 2	Level 1	Possible Examples
<b>Professional Qualifications</b>	Provided by a Masters Degreed ND Credentialed School Counselor who continues to actively pursue professional development opportunities. <input type="checkbox"/>	Provided by a ND Masters Degreed ND Credentialed School Counselor. <input type="checkbox"/>	Provided by a ND licensed teacher or a school counselor under a school counseling plan of study, or a CD 16 counselor working towards a Masters Degree. <input type="checkbox"/>	No counseling services are provided. <input type="checkbox"/>	<ul style="list-style-type: none"> <li>National Certification</li> <li>Teach graduate classes at a university</li> <li>Pursue Doctorate</li> </ul>
<b>School Counseling Program Assessment</b>	School counselor annually completes a school counseling program assessment that is organized around clear goals and supported by data. <input type="checkbox"/>	School counselor occasionally completes a school counseling program assessment that is organized around clear goals and supported by data. <input type="checkbox"/>	School counselor seldom completes a school counseling program assessment and/or has a rudimentary program evaluation plan. <input type="checkbox"/>	School counselor fails to complete a school counseling program assessment, has no plan to evaluate the program, and resists evaluation suggestions. <input type="checkbox"/>	<ul style="list-style-type: none"> <li>process data</li> <li>perception data</li> <li>outcome data</li> </ul>
<b>Annual Agreement</b>	Annually reviews a written plan with administrator and consults with colleagues regarding program goals, use of time, professional collaboration and responsibilities. <input type="checkbox"/>	Annually reviews a written plan with administrator that includes program goals, use of time, professional collaboration and responsibilities. <input type="checkbox"/>	Incomplete annual agreement or not created collaboratively with the administrator. <input type="checkbox"/>	Fail to create a written annual agreement with administrator. <input type="checkbox"/>	<ul style="list-style-type: none"> <li>calendars</li> <li>use of time templates</li> <li>ASCA annual agreement template</li> <li>program goals</li> </ul>
<b>Advisory Council</b>	Advisory Council meets bi-annually and consists of students, parents, teachers, administrators, and community stakeholders to review and make suggestions to enhance the school counseling program. <input type="checkbox"/>	Advisory council meets annually and consists of a variety of stakeholders to review the school counseling program. <input type="checkbox"/>	Advisory Council does not meet regularly or have a varied representation of stakeholders. <input type="checkbox"/>	Does not have an Advisory Council. <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Advisory Council minutes</li> <li>Advisory Council member roster</li> <li>Advisory Council agenda</li> </ul>

Program Management Strengths:

Elements Requiring Action:

# Delivery

*Delivery component focuses on the method of implementing the School Counseling Program to students both directly and indirectly.*

Essential Element	Level 4	Level 3	Level 2	Level 1	Possible Examples
Direct Student Services	At least monthly, delivers planned curriculum to classrooms or large groups of students at every grade level.	Consistently delivers planned curriculum to classrooms or large groups of students at every grade level.	Lacking a plan or inconsistently delivers a curriculum to classrooms or large groups of students at every grade level.	Fails to deliver a planned curriculum to classrooms or large groups of students at every grade level.	<ul style="list-style-type: none"> <li>annual curriculum plan that includes academic, career, and personal/social domains</li> <li>career and college readiness plans</li> <li>pre-post assessments</li> <li>teacher/parent referrals</li> <li>student self-referrals</li> <li>Youth Risk Behavior Survey</li> <li>office referrals</li> <li>behavior reports</li> <li>grade reports</li> <li>member of crisis team</li> <li>research best practices for crisis situations</li> <li>written crisis plan</li> </ul>
	Systematically identifies and provides intervention to individual and/or groups of identified students, and measures the effectiveness of interventions	Systematically identifies and provides intervention to individual and/or groups of identified students	Provides some individual and/or group counseling to identified students.	Provides little individual and/or group counseling to identified students.	
	Takes leadership in providing crisis prevention, intervention and post-prevention support for all students.	Provides support and assistance to students as they navigate critical and emergency situations.	Provides some support and assistance to students in crisis situations.	Provides little or no support or assistance to students in crisis situations.	
In-direct Student Services	Actively fosters relationships with other programs within the school or district to meet student needs.	Interacts with others to provide support for student achievement by way of referrals, consultation, and collaboration.	Occasionally interacts with others to provide support for student achievement by way of referrals, consultation, and collaboration.	Fails to interact with others to provide support for student achievement by way of referrals, consultation, and collaboration.	<ul style="list-style-type: none"> <li>IEP meetings</li> <li>PLC meetings</li> <li>staff meetings</li> <li>advisory boards</li> <li>ELL contact</li> <li>homeless liason</li> <li>inter-agency meetings</li> <li>consultation with community professionals</li> <li>parent meetings</li> <li>web pages</li> <li>parent nights</li> <li>counseling brochures</li> </ul>
	Initiates and actively fosters relationships beyond the school to meet student needs.	Interacts with others beyond the school to provide support for student needs.	Occasionally interacts with others beyond the school to provide support for student needs.	Fails to interact with others beyond the school to provide support for student needs.	
	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.	Counselor provides thorough and accurate information to families about the counseling program.	Counselor provides limited, though accurate information, to families about the counseling program.	Counselor provides no information to families about the counseling program.	

Delivery Strengths:

Elements Requiring Action:

# Accountability

*To achieve the best results for students, school counselors regularly evaluate their program to determine its effectiveness.*

Essential Element	Level 4	Level 3	Level 2	Level 1	Possible Examples
Program Results	Curriculum results, small group results, and closing the gap results are regularly analyzed and implications are regularly considered for future program decisions.  <input type="checkbox"/>	Curriculum results, small group results, and closing the gap results are occasionally analyzed and implications are considered for future program decisions.  <input type="checkbox"/>	Curriculum results, small group results, and closing the gap results are rarely analyzed and implications considered for future program decisions.  <input type="checkbox"/>	Curriculum results, small group results, and closing the gap results are not collected or analyzed.  <input type="checkbox"/>	<ul style="list-style-type: none"> <li>pre-post tests</li> <li>program evaluation surveys</li> <li>needs assessments</li> <li>feedback surveys</li> <li>promotion rates</li> <li>attendance rates</li> <li>number of discipline referrals</li> <li>GPA</li> <li>graduation rates</li> </ul>
Evaluation & Improvement	School Counselor Competencies Assessment is carefully analyzed and is used to determine self-improvement and professional development.  <input type="checkbox"/>	School Counselor Competencies Assessment determines some self-improvement and professional development.  <input type="checkbox"/>	School Counselor Competencies Assessment has been completed, but is not used to determine self-improvement and professional development.  <input type="checkbox"/>	School Counselor Competencies Assessment is not completed.  <input type="checkbox"/>	<ul style="list-style-type: none"> <li>School Counselor Competencies Assessment template</li> <li>parent/teacher/student surveys</li> <li>evaluation of the school counselor by administrator</li> </ul>

Accountability Strengths:

Elements Requiring Action:

## Learning Environment

*Students have access to resources that support their academic, person/social, and career needs including adequate certified staff, resource materials, and a welcoming counseling department.*

Essential Element	Level 4	Level 3	Level 2	Level 1	Possible Examples
<b>Staffing</b>	Counselor ratio adheres to the ASCA standards. (One counselor for every 250 students, K-12). <input type="checkbox"/>	Counselor ratio adheres to the ND standards. (One counselor for every 300 students, 7-12) (One counselor for every 450 students, K-6). <input type="checkbox"/>	The counselor ratio is not followed, and is above the North Dakota recommendations. <input type="checkbox"/>	The ASCA and ND standards are not considered in determining counselor ratios. <input type="checkbox"/>	<ul style="list-style-type: none"> <li>NDCC 15.1-06-19</li> <li>ASCA recommendations</li> </ul>
<b>School Environment</b>	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship and the counselor teaches students how to engage in positive interactions. <input type="checkbox"/>	Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions. <input type="checkbox"/>	Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful. <input type="checkbox"/>	Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students. <input type="checkbox"/>	<ul style="list-style-type: none"> <li>safety committee</li> <li>school behavior committee</li> <li>multi-cultural awareness</li> <li>positive student behavior celebrations/communication</li> </ul>
<b>Resources and Materials</b>	The district annually reviews and financially supports providing a wide variety of innovative equipment and supplies. <input type="checkbox"/>	The district provides all necessary equipment and supplies. <input type="checkbox"/>	The district provides most of the necessary equipment and supplies. <input type="checkbox"/>	Counselors have limited resources and supplies. <input type="checkbox"/>	<ul style="list-style-type: none"> <li>budget for resource materials</li> <li>technology</li> </ul>
<b>Facility</b> <i>Counseling Center and counseling classrooms are conducive to learning and flexible to meet student's needs.</i>	Counselor facilities include private, sound proof office with room to facilitate small groups, in close proximity to classrooms, with adequate lighting, flexible to meet students' needs, and locked file cabinets for confidentiality. <input type="checkbox"/>	Counselors have many, but not all of the needed facilities to provide student services. <input type="checkbox"/>	Counselor has limited office space, but lacks many of the needed facilities to provide student services. <input type="checkbox"/>	Counselor has shared space without adequate lighting, privacy, locked file storage, or access to students. <input type="checkbox"/>	<ul style="list-style-type: none"> <li>lighting, space, privacy, group space, parental information areas, computer and technical support, storage, and handicapped accessible</li> </ul>

Learning Environment Strengths:

Elements Requiring Action:



<b>Summary</b> (Calculations in this section must be done manually.)	<b>Topics</b>	<b>Points</b>	<b>Number of Categories</b>	<b>Average</b>
Foundation		<i>of 56</i>	Divided by 14	
Program Management		<i>of 16</i>	Divided by 4	
Delivery		<i>of 24</i>	Divided by 6	
Accountability		<i>of 8</i>	Divided by 2	
Learning Environment		<i>of 16</i>	Divided by 4	

The goal for the Counseling Program would be moving towards a 4 in each of the five categories (Foundation, Program Management, Delivery, Accountability, and Learning Environment).

Summary: