

# Arkansas Comprehensive School Counseling Self-Assessment

## Component One

Criteria	Area for Program Growth	Developing	Area of Program Strength	Support Information/ Documents
<b>FOUNDATION/DEFINE</b>				
School Counselors				
The Comprehensive School Counseling Plan includes the name and contact information for all school counselors in the district.			✓	
Beliefs				
Beliefs have been identified. This includes reflecting on how your beliefs might impact your comprehensive school counseling program and the provision of school counseling services to all students.			✓	<i>Discussion questions provided on page 5. Beliefs should be reviewed and updated periodically and included in your Comprehensive School Counseling Plan.</i>
Vision Statement				
Vision statement is developed, aligned with school/district goals, is clearly articulated, and includes the counseling program's beliefs. It provides a clear picture of student success long term.			✓	<i>The vision statement should be reviewed annually and included in your Comprehensive School Counseling Plan.</i>
Mission Statement				
Mission statement is developed, is aligned with school/district goals, and is clearly articulated. It is student focused and addresses equity and opportunity for all students. The mission statement expresses what your program will provide for your students (academically, socially/emotionally, and for careers).			✓	<i>The mission statement should be reviewed annually and included in your Comprehensive School Counseling Plan.</i>
Program Goals				
<i>What issues do you think might be important in your school? Are they academic, related to behavior, or attendance? Reflect on potential goals you might want to develop.</i>				
Data sources are identified and the process for reviewing the data is developed.			✓	<i>Things you might consider: discipline/behavior, academics, attendance, demographic data, school and district initiatives, assessment data</i>
Growth, barriers to learning, or student needs have been addressed by your school counseling program.			✓	<i>What does the data tell you? (Evidence Gathering - How will you measure the impact of your goal on the students?)</i>
Data has been reviewed. Areas of strength have been identified.			✓	<i>What are we doing well?</i>
Growth, gaps, or student needs have been addressed by your school counseling program.			✓	<i>(Where are our gaps, or areas for growth, and who will be our target population?)</i>
Resources are available to address the areas for growth, gaps, or student needs.			✓	<i>If this is an area for growth, consider collaborating with others to access resources.</i>
<b>Program goals</b> have been developed and reflect the Vision and Mission Statements.			✓	<i>SMART Goal (What do you want students to know or be able to do? If this is a school counseling goal, what impact will it have on students?)</i>



<b>Action steps or tasks</b> have been developed that are aligned with the ASCA Mindsets and Behaviors, G.U.I.D.E. for Life, and/or school safety concerns.			✓	<i>These action steps are those implemented by the school counselor(s).</i>
<b>Student outcomes</b> have been clearly identified and articulated including the tools used to determine student outcomes. School counseling program data will be used to provide direction to the comprehensive counseling program.			✓	<p><i>The goals should be updated annually, continued with new strategies and action steps, or completed and new goals developed. The goals and processes are included in the Comprehensive School Counseling Plan.</i></p> <p><i>What happened? What type of data did you use to measure your goal? Did students make progress? Will you continue this goal next year?</i></p> <p><i>Will you continue this goal with changes? Will you develop a new or additional goal for next year? Reflecting on this goal, how did it impact your school counseling program this year?</i></p> <p><i>Process or participation data: Perception or Mindsets and Behaviors data: Outcome data:</i></p>

### Component Two

Criteria	Area for Program Growth	Developing	Area of Program Strength	Support Information/ Documents
<b>PROGRAM MANAGEMENT/MANAGE</b>				
School Counseling Program Assessment				
The Comprehensive school counseling program self -assessment has been completed and areas to address are identified.			✓	<i>This document does not have to be posted, but can be requested.</i>
Use-of-Time Assessment				
A Use-of-time assessment is implemented in the comprehensive school counseling program.			✓	<i>How do you keep track of the time you spend providing services to students?</i>
The school counselor provides direct and indirect services to students 90% of the time each month.			✓	<i>Student supports are identified in the Comprehensive School Counseling Plan. (Direct and Indirect)</i>
The school counselor completes administrative activities no more than 10% of the time each month during student contact days.			✓	<i>Administrative Activities are identified in the Comprehensive School Counseling Plan and roles are defined in the Comprehensive School Counseling Plan. (school/district program or assessment coordination, planning, scheduling, providing professional development, duties)</i>



Annual Administrative Conference				
An annual agreement has been created and signed by each school counselor and his/her supervising administrator. The agreement identifies the school counselor roles and responsibilities, and the school counseling program goals. The agreement also establishes the guidelines for the provision of direct counseling services and administrative activities. Professional development needed to implement the counseling program is identified in the agreement.			✓	<i>The annual agreement document is not required to be published in the Comprehensive School Counseling Plan. A model is available on pages 23-24.</i>
Advisory Council				
The counseling program includes provisions for an advisory council. The advisory council advises on school counseling program goals, reviews program results, makes recommendations, and advocates for the school counseling program.			✓	<i>The council document is not required to be published in the Comprehensive School Counseling Plan. It is a strong tool for advocating for your school counseling program. A model is available on page 25.</i>
Calendars (Annual and Weekly)				
Annual calendars are developed, implemented, and shared with stakeholders. Weekly calendars are developed and implemented for school counselor and stakeholders as needed.			✓	<i>Include your annual calendar in your Comprehensive School Counseling Plan. It will also be updated annually.</i>
Calendars are aligned with the program goals, vision, mission, and the planned use of time indicated in the administrative annual conference.			✓	<i>Monthly or weekly calendars are also very useful for sharing classroom lesson schedules, school-wide initiatives, etc.</i>
ASCA School Counselor Professional Competencies and Ethical Standards				
ASCA School Counselor Professional Standards and Competencies and Ethical Standards have been reviewed.			✓	<a href="https://www.schoolcounselor.org/school-counselors/standards">https://www.schoolcounselor.org/school-counselors/standards</a>
The counselor abides by the Code of Ethics for Arkansas Educators.			✓	<a href="http://dese.ade.arkansas.gov/divisions/educator%20effectiveness/plsb-professional-ethics-discipline/code-of-ethics-for-arkansas-educators">http://dese.ade.arkansas.gov/divisions/educator%20effectiveness/plsb-professional-ethics-discipline/code-of-ethics-for-arkansas-educators</a>
Component Three				
Criteria	Area for Program Growth	Developing	Area of Program Strength	Support Information/ Documents
DELIVERY/DELIVER				
Direct Counseling				
Individual and Group counseling is available to all students.			✓	<i>Services are described in Comprehensive School Counseling Program Plan. This is reviewed and updated annually.</i>
The counselor delivers school counseling core curriculum lessons to classroom groups – <b>No more than 40 minutes per session and no more than 3 sessions per day and 10 sessions per week.</b>			✓	<i>Classroom core curriculum lessons are based on goals that are developed. Core curriculum lessons are reviewed and updated annually and topics can be included in the Comprehensive School Counseling Plan. Statement regarding classroom lessons is also included in the Plan (bolded information).</i>
Orientation/transition programs are developed and are included in the comprehensive counseling program for students at each level of education or for transferring students.			✓	<i>What are you actually providing or addressing?</i>



Academic advisement procedures are included in the comprehensive counseling program. They are implemented to help students establish goals in elementary, middle, and high school.			✓	<i>Describe your process for orienting students in your Comprehensive School Counseling Plan.</i>
Interpretation of student academic and educational assessment results is provided.			✓	<i>Focus on student goal setting.</i>
The counselor provides support to students to help them understand the relationship between classroom performance and success in school.			✓	
The counselor is involved in the programs designed to help students develop their essential skills as defined in the G.U.I.D.E. for Life.			✓	<i>What SEL strategies are you using or providing for your students? How are you promoting cultural and social awareness, positive communication, relationship skills, collaboration with others, and responsible decision making? Include this information in your Comprehensive School Counseling Plan.</i>
Bullying prevention is developmentally appropriate in design and delivery within the school.		✓		<i>Are you supporting school educators to recognize bullying behaviors? Are you implementing protocols, strategies to support students, and strategies to help students identify and access a trusted adult? Include your processes in the Comprehensive School Counseling Plan.</i>
Suicide prevention is developmentally appropriate in design and delivery within the school.			✓	<i>Are you supporting programs for school educators on how to identify students at risk for suicide? Are you supporting programs for school educators on how to identify students at risk for suicide? Are you implementing strategies to address suicide awareness, identify a student at risk, and protocols for responding to a student in crisis? Include your processes in the Comprehensive School Counseling Plan.</i>
The Comprehensive School Counseling Plan defines strategies and action steps taken to assist students in an age-appropriate career planning process.			✓	<i>Elementary and secondary. What processes have you developed and how are they implemented with your students? This is included in the Comprehensive School Counseling Plan and is reviewed and updated annually.</i>
The Comprehensive School Counseling Plan includes guidance on accelerated learning opportunities, addressing academic deficits, accessibility to resources, providing student surveys and inventories, and using data to support students who show potential to engage in rigorous coursework.			✓	<i>What processes have you developed and how are they implemented with your students? Secondary – Align activities to the Student Success Plan in grades 8 and above.</i>
Parents are encouraged to build partnerships with their student's career planning process.			✓	<i>What processes have you developed and how are they implemented with your students?</i>



### Component Four

Criteria	Area for Program Growth	Developing	Area of Program Strength	Support Information/ Documents
<b>ACCOUNTABILITY/ASSESS</b>				
School Counseling Program Assessment				
The Comprehensive School Counseling Program Self - Assessment has been revisited and areas to address are identified.			✓	<i>This document does not have to be posted, but can be requested.</i>
Data Tracking				
School data results are analyzed, and implications for results over time have been considered.			✓	<i>Data is used to highlight or identify access, equity issues, and gaps in student support. Consider the same data you used to develop your annual goal(s).</i>
Use-of-time assessments are analyzed and used to guide decisions for the school counseling program.			✓	
Program Results (Process/Participation, Perception/Mindsets and Behaviors, and Outcome Data)				
Participation, Mindsets & Behaviors, and Outcome data results are analyzed, and data is used to develop the comprehensive school counseling program.			✓	<i>Include student outcomes in your Comprehensive School Counseling Plan.</i>
Program results are shared with stakeholders.			✓	<i>Summary data is included in the Comprehensive School Counseling Plan. How are your interventions working? Reflect on your processes and progress.</i>
Evaluation and Improvement				
The school counselor uses results from the program evaluation and other data sources to develop the comprehensive school counseling program and update the program annually as needed.			✓	<i>Goals and results are updated annually in the Comprehensive School Counseling Plan.</i>
The school counselor reflects on the comprehensive school counseling program, identifies areas of strength, and identifies areas for improvement.			✓	
Evaluation results data are presented to others (school, district, and/or other stakeholders).			✓	<i>Identify how your data is shared in your Comprehensive School Counseling Plan.</i>
The school counselor recommends changes/updates to the Comprehensive School Counseling program based on data and results.			✓	<i>Changes are identified, and are included in the Comprehensive School Counseling Plan.</i>



## Component Five

Criteria	Area for Program Growth	Developing	Area of Program Strength	Support Information/ Documents
<i>Administrative activities are activities that are not directly related to the comprehensive school counseling program and are absent of any direct or indirect student services or interaction.</i>				
Administrative Activities				
The counselor coordinates state and local assessments, 504 teams, ESOL committees, RTI or PBIS teams, family and community engagement activities, and any other chair/coordination of programs or meetings.			✓	<i>What activities do you regularly coordinate, and what teams or meetings do you regularly chair? Identify them in your Comprehensive School Counseling Plan.</i>
The counselor does data entry or scheduling for the school or district.			✓	<i>What data input do you regularly provide? For secondary counselors, do you develop and enter data in the master schedule? Are you the eSchool administrator?</i>
The counselor is assigned supervisory duties in common areas of the school (cafeteria, playground, hallways, bus lines).			✓	<i>Include this information in your Comprehensive School Counseling Plan.</i>

## Counselor Reflection

**It is a best practice for you to complete the Comprehensive School Counseling Self- Assessment. You do not need to include it in your posted plan, but it can be requested for review.**