Increase Your Odds of a Meaningful Evaluation

Aimee Hospodarsky, Elementary School Counselor
ISCA Immediate Past President
2019 ISCA Conference

The Swiss Army Knife of tools for school counselors
## Iowa Teaching Standards

1. Demonstrates ability to enhance academic performance and support for implementation of the school district’s student achievement goals.
2. Demonstrates competence in content knowledge appropriate to the teaching position.
3. Demonstrates competence in planning and preparing for instruction.
4. Uses strategies to deliver instruction that meets the multiple learning needs of students.
5. Uses a variety of methods to monitor student learning.
6. Demonstrates competence in classroom management.
7. Engages in professional growth.
8. Fulfills professional responsibilities established by the school district.

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## ASCA School Counselor Professional Standards & Competencies

The ASCA School Counselor Professional Standards & Competencies outline the knowledge and skills school counselors need to meet the unique demands of school counseling programs and the needs of pre-K-12 students. These standards and competencies guide counselor preparation programs and practice in school counseling. They are designed to help counselor educators and practicing counselors develop and maintain professional competence and to monitor professional development. Counselor educators and school counselors can use these standards to guide their practice and to improve their programs. Counselors can use these standards to evaluate their own performance and to guide their professional development.

### Standards

1. **Standards for Individual Competence:**
   - The student is an individual who is competent in all areas of counseling.
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2. **Standards for School Counseling Program:**
   - The school counseling program is designed to meet the needs of all students.
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   - The school counseling program is designed to meet the needs of all students.

3. **Standards for Professional Responsibility:**
   - The school counselor is responsible for the professional conduct of all school counselors.
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## School Counselor Professional Standards and Competencies

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**School Counselor Professional Standards and Competencies**

*Mindsets*: The mindset standards include beliefs school counselors hold about student achievement and success. Although it may be possible to measure these beliefs, the mindsets are more readily recognized through the behaviors a school counselor demonstrates as a result of the implementation of a comprehensive school counseling program. Therefore, the mindset standards do not have correlating competencies.

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**ASCA School Counselor Professional Standards & Competencies**

The ASCA School Counselor Professional Standards & Competencies outline the mindsets and behaviors school counselors need to meet the rigorous demands of the school counseling profession and the needs of pre-K-12 students. These standards and competencies help ensure new and experienced school counselors are prepared to establish, execute and enhance a comprehensive school counseling program addressing academic achievement, career planning and social/emotional development. These standards and competencies can be used in a variety of ways:

* Mindsets: The mindset standards include beliefs school counselors hold about student achievement and success. Although it may be possible to measure these beliefs, the mindsets are more readily recognized through the behaviors a school counselor demonstrates as a result of the implementation of a comprehensive school counseling program. Therefore, the mindset standards do not have correlating competencies.

* Behaviors: The behavior standards include specific and observable behaviors school counselors demonstrate through the implementation of a comprehensive school counseling program.

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**MINDSETS**

**School counselors believe:**

M 1. Every student can learn, and every student can succeed.
M 2. Every student should have access to and opportunity for a high-quality education.
M 3. Every student should graduate from high school prepared for postsecondary opportunities.
M 4. Every student should have access to a comprehensive school counseling program.
M 5. Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, other school staff and education stakeholders.
M 6. School counselors are leaders in the school, district, state and nation.
M 7. Comprehensive school counseling programs promote and enhance student academic, career and social/emotional outcomes.
School Counselor Professional Standards and Competencies

**Behaviors:** The behavior standards include essential behaviors that school counselors demonstrate through the implementation of a comprehensive school counseling program including:

1. **Professional foundation** – the essential skills that are the basis of a school counselor's professional orientation
2. **Direct and indirect student services** – interactions that are provided directly to students or indirectly for students in collaboration with families, teachers, administrators, other school staff and education stakeholders
3. **Planning and assessment** – activities necessary for the design, implementation and assessment of the comprehensive school counseling program

Each behavior standard has specific competencies that are measurable indicators of the broader standard. These competencies can be used to further define the behaviors necessary for the implementation of a comprehensive school counseling program.

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**ASCA School Counselor Professional Standards & Competencies**

The ASCA School Counselor Professional Standards & Competencies outline the minimum behaviors and competencies school counselors need to meet the rigorous demands of the 21st-century school counselor and the needs of pre-K–12 students. These standards and competencies help ensure new and experienced school counselors are prepared to establish, maintain and enhance a comprehensive school counseling program addressing academic achievement, career planning and social/emotional development. These standards and competencies can be used in a variety of ways, including:

- **School counselors**
  - Perform their own professional development
  - Establish a professional portfolio that demonstrates growth

- **School administrators**
  - Promote the professional development of all school counselors
  - Establish and maintain a comprehensive school counseling program

- **School improvement**
  - Use data to inform improvements in the school counseling program

**Organizations of the ASCA School Counselor Professional Standards & Competencies**

The ASCA School Counselor Professional Standards & Competencies are designed to provide a framework to help school counselors:

- Evaluate their own professional development
- Establish professional goals
- Develop a comprehensive school counseling program
- Celebrate the achievements of students
- Demonstrate the value of school counseling

**School counselors**

- Identify the essential skills for the 21st-century school counselor
- Identify and meet the needs of all students
- Demonstrate leadership through the development and implementation of a comprehensive school counseling program

- Establish the professional development of other school counselors
- Assess the impact of school counseling services

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**BEHAVIORS**

School counselors demonstrate the following standards in the design, implementation and assessment of a comprehensive school counseling program.

<table>
<thead>
<tr>
<th>Professional Foundation</th>
<th>Direct and Indirect Student Services</th>
<th>Planning and Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply developmental, learning, counseling and education theories</td>
<td>Design and implement instruction aligned to ASCA Mindsets &amp; Behaviors for Student Success in large- and small-group settings, school and district</td>
<td>Create school counseling program beliefs, vision and mission statements aligned with the school and district</td>
</tr>
<tr>
<td>Demonstrate understanding of educational systems, legal issues, policies, research and trends in education</td>
<td>Provide guidance and assistance in large- and small-group settings</td>
<td>Identify gaps in achievement, attendance, discipline, opportunity and resources</td>
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<tr>
<td>Apply legal and ethical principles of the school counseling profession</td>
<td>Provide short-term counseling in large- and small-group settings</td>
<td>Develop annual student outcomes goals based on student data</td>
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<tr>
<td>Apply school counseling professional standards and competencies</td>
<td>Make referrals to appropriate school and community resources</td>
<td>Develop and implement action plans aligned with annual student outcomes goals and student data</td>
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<tr>
<td>Use ASCA Mindsets &amp; Behaviors for Student Success to inform the implementation of a comprehensive school counseling program</td>
<td>Consult to support student achievement and success</td>
<td>Assess and report program results to the school community</td>
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<tr>
<td>Demonstrate understanding of the impact of cultural, social and environmental influences on student success and opportunities</td>
<td>Collaborate with families, teachers, administration, other school staff and education stakeholders for student achievement and success</td>
<td>Use time appropriately according to national recommendations and student data</td>
</tr>
<tr>
<td>Demonstrate leadership through the development and implementation of a comprehensive school counseling program</td>
<td>Establish agreement with the principal and other administrators about the school counseling program</td>
<td>Establish and convene an advisory council for the comprehensive school counseling program</td>
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<tr>
<td>Demonstrate advocacy in a comprehensive school counseling program</td>
<td>Use appropriate school counselor appraisal process</td>
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</table>
B-PF 9. Create systemic change through the implementation of a comprehensive school counseling program

a. Act as a systems change agent to create an environment promoting and supporting student success
b. Use data to identify how school, district and state educational policies, procedures and practices support and/or impede student success

c. Use data to demonstrate a need for systemic change in areas such as course enrollment patterns; equity and access; and achievement, opportunity and/or information gaps

d. Develop and implement a plan to address personal and/or institutional resistance to change that better supports student success
Standard 5: Assessment

- Uses a variety of methods to monitor student learning.

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<tr>
<th>Iowa Teaching Criteria</th>
<th>ASCA School Counselor Professional Standards</th>
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<tr>
<td><strong>a.</strong> Aligns classroom assessment with instruction.</td>
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<td><strong>b.</strong> Communicates assessment criteria and standards to all students and parents.</td>
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<tr>
<td><strong>c.</strong> Understands and uses the results of multiple assessments to guide planning and instruction.</td>
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<tr>
<td><strong>d.</strong> Guides students in goal setting and assessing their own learning.</td>
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<tr>
<td><strong>e.</strong> Provides substantive, timely and constructive feedback to students and parents.</td>
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<tr>
<td><strong>f.</strong> Works with other staff and building and district leadership in analysis of student progress.</td>
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</table>

**Possible Artifacts:**
- RAMP and/or District of Distinction Application
- Program goals
- Intervention plans
- PICC/collaboration notes
- Evidence of involvement with district/building leadership teams
- School data profile and analysis
- Advisory council minutes
- Staff and community presentations
- Disaggregated data reports highlighting gaps between and among different groups of students in achievement, attendance, discipline and opportunities
- Goals addressing achievement, opportunity and/or information gaps
- School data summary worksheet
- Annual student outcome goal plan worksheet
- Closing the gap action plan/results report
- Annual student outcome goals written in a SMART goal format including baseline and target data
- Annual results reports

**B-PE 2** Identify gaps in achievement, attendance, discipline, opportunity and resources.

**B-PE 3** Develop school counseling program goals based on student data.
**Possible Artifacts:**
- RAMP and/or District of Distinction Application
- Program goals
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<tr>
<th>Standard and Competencies</th>
<th>Exceeds</th>
<th>Meets</th>
<th>Developing</th>
<th>Does Not Meet</th>
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<tbody>
<tr>
<td><strong>B-PE 2:</strong> Identify gaps in achievement, attendance, discipline, opportunity and resources.</td>
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<tr>
<td><strong>a.</strong> Collect and analyze data to identify areas of success or gaps between and among different groups of students in achievement, attendance, discipline and opportunities.</td>
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<tr>
<td><strong>b.</strong> Review, disaggregate and interpret student achievement, attendance and discipline data to identify and implement interventions as needed.</td>
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<tr>
<td><strong>c.</strong> Create goals based on student, school and/or district data to close the achievement, opportunity and/or information gaps.</td>
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<tr>
<td>Standard and Competencies</td>
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<tr>
<td>B-PE 3: Develop school counseling program goals based on student data.</td>
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<tr>
<td><strong>a.</strong> Use achievement, attendance and/or discipline data to create school counseling</td>
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<td>program goals aligned with school improvement plans.</td>
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<tr>
<td><strong>b.</strong> Write goals in a measurable format such as the SMART goal format, and include</td>
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<td>baseline and target data within the goal statement.</td>
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<tr>
<td><strong>c.</strong> Use student data and results from survey tools to monitor and refine school</td>
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<tr>
<td>counseling program goals.</td>
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<tr>
<td><strong>d.</strong> Communicate program goals to administrators, teachers, other school staff and</td>
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<td>stakeholders.</td>
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“This evaluation supplement will be helpful for both counselors and administrators as they collaborate to support the professional growth of school counselors in leveraging the unique skills counselors bring to serve students.”

--Dr. Ryan Wise, Director, Iowa Department of Education

School Counselor Resources for Administrators

Explanation of the resources from Iowa School Counselor Association officer Aimee Hospodarsky and SAI Executive Director Roark Horn

--From SAI website

The Evaluation Supplement provided below is not meant to supplant the Iowa Teaching Standards, as Iowa Code requires the school counselor to be evaluated on those eight standards. However, it is meant to support the administrator and the counselor through the evaluation process and designed to be a reflective tool to support individual professional growth.

- School Counselor Evaluation Supplement 2019 Executive Summary
- School Counselor Evaluation Supplement 2019

Resources to use during a school counselor - administrator conference at the start of the school year:

- Third Edition Annual Agreement
- Fourth Edition Annual Administrative Conference - just released
## Barriers/Solutions

<table>
<thead>
<tr>
<th>Issue</th>
<th>Solution</th>
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<tbody>
<tr>
<td>My administrator doesn’t believe that we’re allowed to use this.</td>
<td>Show the quote from Director Wise and/or direct him/her to watch the video on the SAI website.</td>
</tr>
<tr>
<td>My administrator doesn’t see the point in using this.</td>
<td>Advocate: professional growth (standard 7), aligns with ASCA model, etc.</td>
</tr>
<tr>
<td>This is time-consuming.</td>
<td>Mindset: the time put in correlates with the growth experience. Is an evaluation supposed to be a quick process?</td>
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<tr>
<td>There’s so much here; it’s overwhelming.</td>
<td>Break it into smaller pieces. As with anything else, you get better with practice. You have to start somewhere!</td>
</tr>
</tbody>
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Using the SCES requires you to be all in with the ASCA Model – now is the time!
Questions?

Resources:
- School Counselor Evaluation Supplement
- School Counselor Evaluation Supplement Executive Summary
- ASCA School Counselor Professional Standards and Competencies
- SAI Resource Page

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