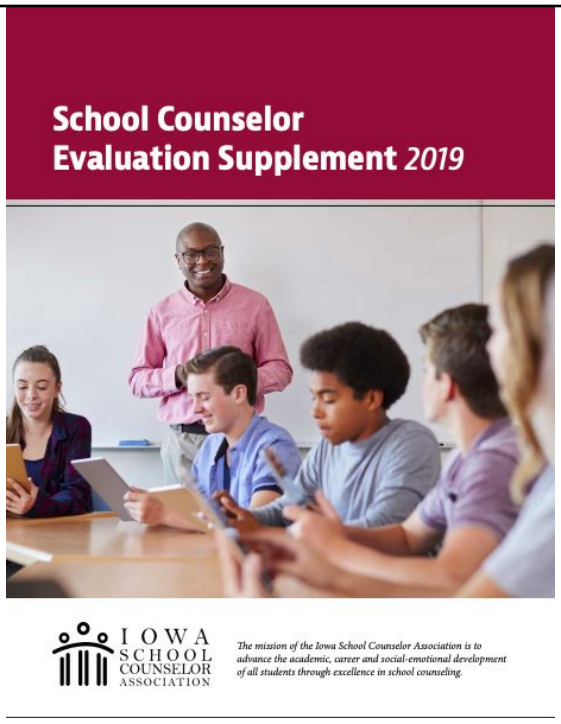
Increase Your Odds of a Meaningful Evaluation

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



The Swiss Army Knife of tools for school counselors

connect

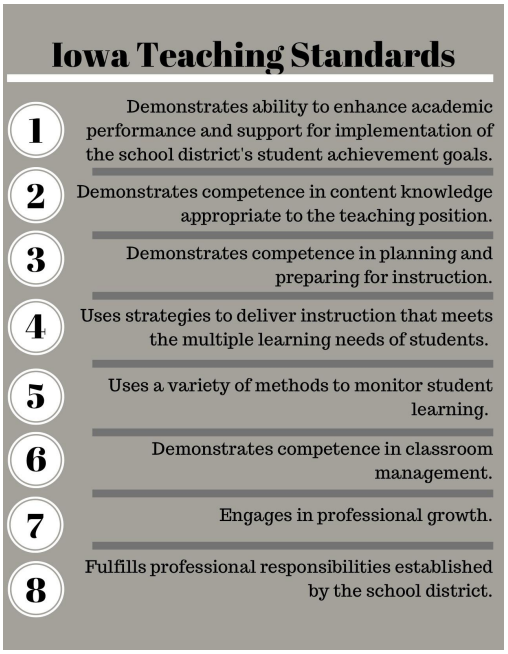
inform

advocate

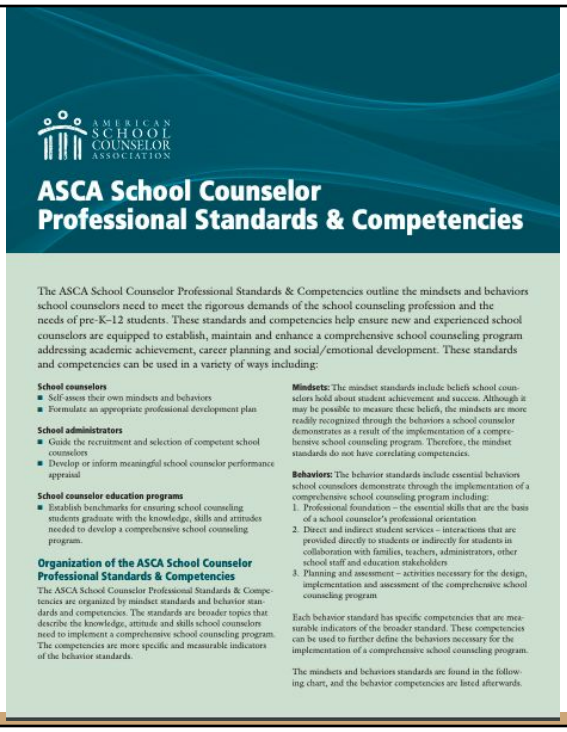
highlight

identify

Iowa Teaching Standards



School Counselor Professional Standards and Competencies



AMERICAN SCHOOL COUNSELOR ASSOCIATION

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 equipped 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
- Self-assess their own mindsets and behaviors
- Formulate an appropriate professional development plan

School administrators
- Guide the recruitment and selection of competent school counselors
- Develop or inform meaningful school counselor performance appraisal

School counselor education programs
- Establish benchmarks for ensuring school counseling students graduate with the knowledge, skills and attitudes needed to develop a comprehensive school counseling program.

Organization of the ASCA School Counselor Professional Standards & Competencies

The ASCA School Counselor Professional Standards & Competencies are organized by mindset standards and behavior standards and competencies. The standards are broader topics that describe the knowledge, attitude and skills school counselors need to implement a comprehensive school counseling program. The competencies are more specific and measurable indicators of the behavior standards.

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 essential behaviors 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.

The mindsets and behaviors standards are found in the following chart, and the behavior competencies are listed afterwards.

School Counselor Professional Standards and Competencies

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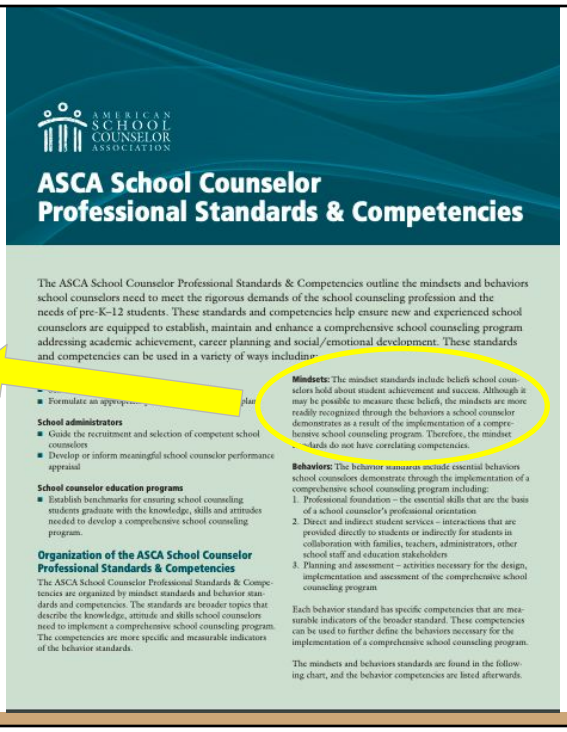

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The mindsets and behaviors standards are found in the following chart, and the behavior competencies are listed afterwards.

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.

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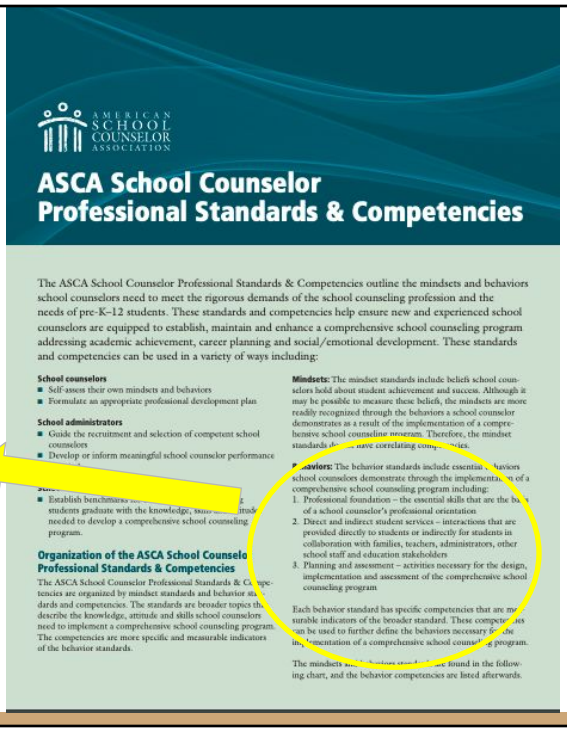

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The mindsets … are found in the following chart, and the behavior competencies are listed afterwards.

BEHAVIORS School counselors demonstrate the following standards in the design, implementation and assessment of a comprehensive school counseling program.		
Professional Foundation	**Direct and Indirect Student Services**	**Planning and Assessment**
B-PF 1. Apply developmental, learning, counseling and education theories	**B-SS 1.** Design and implement instruction aligned to ASCA Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings	**B-PA 1.** Create school counseling program beliefs, vision and mission statements aligned with the school and district
B-PF 2. Demonstrate understanding of educational systems, legal issues, policies, research and trends in education	**B-SS 2.** Provide appraisal and advisement in large-group, classroom, small-group and individual settings	**B-PA 2.** Identify gaps in achievement, attendance, discipline, opportunity and resources
B-PF 3. Apply legal and ethical principles of the school counseling profession	**B-SS 3.** Provide short-term counseling in small-group and individual settings	**B-PA 3.** Develop annual student outcome goals based on student data
B-PF 4. Apply school counseling professional standards and competencies	**B-SS 4.** Make referrals to appropriate school and community resources	**B-PA 4.** Develop and implement action plans aligned with annual student outcome goals and student data
B-PF 5. Use ASCA Mindsets & Behaviors for Student Success to inform the implementation of a comprehensive school counseling program	**B-SS 5.** Consult to support student achievement and success	**B-PA 5.** Assess and report program results to the school community
B-PF 6. Demonstrate understanding of the impact of cultural, social and environmental influences on student success and opportunities	**B-SS 6.** Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success	**B-PA 6.** Use time appropriately according to national recommendations and student/school data
B-PF 7. Demonstrate leadership through the development and implementation of a comprehensive school counseling program		**B-PA 7.** Establish agreement with the principal and other administrators about the school counseling program
B-PF 8. Demonstrate advocacy in a comprehensive school counseling program		**B-PA 8.** Establish and convene an advisory council for the comprehensive school counseling program
B-PF 9. Create systemic change through the implementation of a comprehensive school counseling program		**B-PA 9.** Use appropriate school counselor performance appraisal process

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

Iowa Teaching Standards

ASCA School Counselor Professional Competencies and Standards

ISCA SCHOOL COUNSELOR EVALUATION SUPPLEMENT

Each standard has a similar page:

Teaching Standards/ Criteria

Ideas for artifacts

School Counselor Professional Standards

Standard 5: Assessment

▶ Uses a variety of methods to monitor student learning.

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

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Standard and Competencies	Exceeds	Meets	Developing	Does Not Meet
B-PE 2: Identify gaps in achievement, attendance, discipline, opportunity and resources.				
a. Collect and analyze data to identify areas of success or gaps between and among different groups of students in achievement, attendance, discipline and opportunities.				
b. Review, disaggregate and interpret student achievement, attendance and discipline data to identify and implement interventions as needed.				
c. Create goals based on student, school and/or district data to close the achievement, opportunity and/or information gaps.				

Standard and Competencies	Exceeds	Meets	Developing	Does Not Meet
B-PE 3: Develop school counseling program goals based on student data.				
a. Use achievement, attendance and/or discipline data to create school counseling program goals aligned with school improvement plans.				
b. Write goals in a measurable format such as the SMART goal format, and include baseline and target data within the goal statement.				
c. Use student data and results from survey tools to monitor and refine school counseling program goals.				
d. Communicate program goals to administrators, teachers, other school staff and stakeholders.				

ENDORSEMENTS

"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

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

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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