

# WV School Counseling Program Audit

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The program audit is used to assess the school counseling program in comparison with West Virginia's Model for School Counseling Programs. Audits serve to set the standard for the school counseling program. Audits should be performed when a school counseling program is being designed and then bi-annually to appraise the progress of the program development.

## USING THE PROGRAM AUDIT

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The school counseling program audit is used to assess the school counseling program. This document helps school counselors identify strengths and weaknesses of the school counseling program and provides an opportunity for school counselors to discuss areas for continued program improvement.

The audit is first completed by the school counselor(s) assesses the initial completeness of the comprehensive school counseling program. The audit is then continually reviewed and formally updated bi-annually to evaluate the progress of the program development. At the beginning of each school year the counselor completes the Program Audit and sets program improvement goals. At the end of each school year the school counselor assesses the attainment of program development goals.

When completing the audit, the data is analyzed to determine: major strengths and program areas in need of strengthening. Once strengths are identified these areas should be examined to see how similar results may be replicated in other areas. The program areas in need of strengthening need to be prioritized and up to three need to be addressed using the SMART Goals Format (See example).

It is recommended that the results of the audit are shared at the beginning of each school year with administrators and the advisory council to inform them about program improvement needs and to seek help with setting the direction of program improvement through the development of annual goals. It is recommended that the counselors meet with administration and the advisory council again at the end of the year to share progress toward goal attainment.

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## WEST VIRGINIA SCHOOL COUNSELING PROGRAM AUDIT TOOL

**Instructions:** Complete each section of the audit, reflecting on what is currently in place in your school, keeping in mind that the purpose of the audit is to help you assess strengths and weaknesses and set annual goals in order to drive continuous program improvement.

### PROGRAM COMPONENTS

#### **1. Foundation.**

*The school counseling program's foundation serves as the solid ground upon which the rest of the comprehensive program is built. The purpose of this component is to establish the focus of the comprehensive school counseling and includes the guiding mission, vision and philosophy, the foundational standards describing what students should know and be able to do as a result of the school counseling program and what counselors should know and do in order to facilitate a complete, comprehensive school counseling program.*

Foundation Components	Not in Place	In Progress	Completed	Implemented
<b>1.1 Beliefs /Philosophy</b>				
<b>1.1.a</b> Represent an agreed upon belief system about the ability of ALL students to obtain academic, career and personal/social success.				
<b>1.1.b</b> Address student developmental needs and focuses on a Three Tier Model (Universal, Targeted and Intensive) for the School Counseling Program.				
<b>1.1.c</b> State the beliefs about the purpose of the school counseling programs and the relationship to student success.				
<b>1.1.d</b> State a data-driven accountability system is in place to monitor and evaluate the Comprehensive School Counseling Program.				
<b>1.2 Vision Statement</b>				
<b>1.2.a</b> Contains goals and priorities of the school counseling program and are aligned with national, state, district and school visions.				
<b>1.2.b</b> Reflects the need to focus on current student needs and is believable and achievable.				
<b>1.3 Mission Statement</b>				
<b>1.3.a</b> Includes a focus and direction guided by ASCA and state, local and school mission statements.				
<b>1.3.b</b> Is a collaborative effort, written and approved by the various stakeholders and posted prominently in the counseling office.				
<b>1.4 Program Goals</b>				
<b>1.4.a</b> Are written annually, address student standards and are aimed at moving toward a complete, comprehensive program that is sequential, comprehensive in scope and data driven.				
<b>1.4.b</b> Are included in the school counseling work plan with clear action steps, responsibilities, and timelines for meeting goals.				
<b>1.4.c.</b> Are presented by counselors and accepted by administration, and advisory council.				

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FOUNDATION (continued)	Not in Place	In Progress	Completed	Implemented
<b>1.5 West Virginia Student Success Standards (WVSSS)</b>				
<b>1.5.a</b> The school counseling advisory council and or leadership teams reviews student, school & community data and identifies priority objectives for each grade level.				
<b>1.5.b</b> There is clear documentation reflecting how all WVSSS objectives within the school's programmatic level(s) are being addressed through an integrated, collaborative approach.				
<b>1.5.c</b> Competencies are shared with staff and are consistently incorporated within courses in alignment with course standards.				
<b>1.6 School Counselor Professional Standards and Ethical Standards</b>				
<b>1.6.a</b> West Virginia Professional School Counselor Performance Standards and the ASCA Ethical Standards are foundational guide posts for counselors.				
<b>Subtotal for Foundation:</b>				
<b>2. Program Management</b>				
<i>The management system of the model provides organizational processes and tools designed to manage a school counseling program.</i>				
<b>Program Management</b>	Not in Place	In Progress	Completed	Implemented
<b>2.1 West Virginia School Counselor Evaluation</b>				
<b>2.1.a</b> Time management practices ensure focus on growth in each of the 13 evaluation standard elements aimed at continuous improvement in professional practices and program completeness.				
<b>2.2 Annual Principal-Counselor Agreement</b>				
<b>2.2.a</b> Is created and signed by the school counselor(s) and supervising administrator, outlining annual goals and staff responsibilities for the school counseling program.				
<b>2.2.b</b> Includes a rationale for use of time based on student needs and program goals.				
<b>2.2.c</b> Outlines annual focus area(s) for school counselor professional development.				
<b>2.3 School Counseling Advisory Council</b>				
<b>2.3.a</b> Is in place and made up of diverse school and community stakeholders who advise counselors and school leadership.				
<b>2.3.b</b> Provides input on school counseling program goals, reviews program results, makes recommendations and advocates for program support and resources.				
<b>2.3.c</b> Well planned meetings are held at least twice annually to provide support for the school counseling program and are documented by agendas and minutes.				
<b>2.4 Use of Data</b>				
<b>2.4.a</b> School Counseling Program data (process, perception, outcome) are collected, analyzed and reviewed; results are shared with stakeholders and used to inform program decisions.				
<b>2.4.b</b> Objectives are stated in terms of what the student will				

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demonstrate, and what data will be collected.				
<b>2.4.c</b> School and student data is used to develop annual curriculum maps.				
<b>Program Management</b> (continued)	<b>Not in Place</b>	<b>In Progress</b>	<b>Completed</b>	<b>Implemented</b>
<b>2.5 Annual Work Plan</b>				
<b>2.5.a</b> Is developed annually and includes professional practice and program improvement goals, as well as, the annual evaluation goals.				
<b>2.5.b</b> includes action steps, who is responsible for each activity, evidence of collaboration, and targeted dates for the completion of each action step and goal.				
<b>2.6 Action Plans</b>				
<b>2.6.a</b> Closing the gap action plans are created annually to improve student success to address student competencies.				
<b>Program Components</b>				
<b>2.7 Curriculum Lesson Plan</b>				
<b>2.7.a</b> Standards-based, developmentally appropriate lesson plans show alignment with the school counseling curriculum map aimed at addressing data-informed student needs.				
<b>2.8 Use-of-Time Assessment</b>				
<b>2.8.a</b> Tools are used to demonstrate distribution of time in accordance with WVBOE Policy 2315 and state code and used to improve delivery of a balanced school counseling program.				
<b>2.9 Calendars (Annual &amp; Weekly)</b>				
<b>2.9.a</b> The school counselor develops and publishes calendars of school counseling activities to inform all stakeholders of what, when and where school counseling activities will be held.				
<b>2.9.b</b> Calendars reflect activities of a comprehensive school counseling program related to academic, career and personal/social domains and to each of the four delivery systems.				
<b>Subtotal for Program Management:</b>				
<b>3. Delivery System</b>				
<b>The Delivery System focuses on the method of implementing the school counseling program to students.</b>				
<b>Delivery System Components</b>	<b>Not in Place</b>	<b>In Progress</b>	<b>Completed</b>	<b>Implemented</b>
<b>3.1 Integrated Delivery of the WV Student Success Standards</b>				
<b>3.1.a</b> Includes a collaborative, coordinated, integrated approach that enables all students to benefit from the WVSSS being systematically addressed.				
<b>3.1.b</b> Includes curriculum delivery in small group, classroom and large-group settings.				
<b>3.2 Personalized Student Planning</b>				
<b>3.2.a</b> The school counselor engages families and other school staff in a comprehensive process to assist all students with academic, career and personal/social planning.				

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3.2.b Multiple forms of data are used to assist students with self appraisal and academic and career planning.				
3.2.c Students develop and annually update an academic and career plan aimed at career and/or college readiness.				
<b>3.3 Responsive Services</b>	<b>Not in Place</b>	<b>In Progress</b>	<b>Completed</b>	<b>Implemented</b>
3.3.a A systemic approach that includes an early warning and referral system is used to identify students with academic personal/social concerns that impede learning.				
3.3.b Individual and group counseling are consistently provided for students with identified needs.				
3.3.c A school-wide crisis plan is in place to address a variety of individual and school crisis that could occur.				
<b>3.4 Student Supports</b>				
3.4.a Provide a system of support for high-risk, at-risk, and the general student population.				
3.4.b Engages stakeholders in the school counseling program and provides a system of support to enhance the success of every student in relation to academic, career, and personal/social development (training, community outreach, consultation, school-wide positive behavior supports, academic support programs, peer helping, etc.)				
<b>Subtotal for Delivery System:</b>				
<b>4. Accountability</b>				
Student data is used to the question, "How are students different as a result of the school counseling program?" and program data is used to guide program improvement.				
<b>Program Components</b>	<b>Not in Place</b>	<b>In Progress</b>	<b>Completed</b>	<b>Implemented</b>
<b>4.1 Data Analysis and Results</b>				
4.1.a School counselors gather, analyze and use multiple types of data (results, process and perception) to plan and design curriculum, programs and interventions.				
4.1.b School counselors analyze the effectiveness of various delivery systems and interventions to drive program improvement and enhance student results.				
4.2.c. Results data are shared with stakeholders.				
<b>4.2 Evaluation and Program Improvement</b>				
4.2.a The school counselor's evaluation is used to inform practices and guide program improvement.				
4.1.b The Program Audit is completed and updated annually to assess program completeness.				
4.2.c The Program Audit is shared with the advisory council and used for goal setting.				
<b>Subtotal for Accountability:</b>				
<b>Total for School Counseling Program Audit:</b>				

# WV School Counseling Program Audit

## ANALYZING AUDIT AND SETTING ANNUAL GOALS 1

### Directions:

1. Review the Program Audit.
2. List the areas that are major strengths.
3. List the program areas in need of strengthening. From the list of areas in need of strengthening, identify activities or components that could be replicated in other areas. For the areas in need of improvement, prioritize up to three areas.
4. Using the SMART Goals Process (see attached example) address the areas that were prioritized as in need of improvement. Complete a SMART Goal Sheet for each area.
5. Use SMART Goal Worksheet (next page) for each ANNUAL PROGRAM IMPROVEMENT GOAL.

<b>Major Strengths</b>	
<b>Program Areas in need of strengthening</b>	
Goal 1:	
Goal 2:	
Goal 3:	

Continue to set Program Smart Goals Worksheet for assistance in developing goals.

# WV School Counseling Program Audit

## PROGRAM IMPROVEMENT TEMPLATE

### SMART Goals Worksheet

<b>School</b>	
<b>Year</b>	
<b>School Counselor(s)</b>	

Based on the work of G. T. Doran (1981) **SMART Goals**

<b>Specific Area:</b> What is the specific area based on the audit that needs improved?	
<b>Measurable:</b> How will we measure the effectiveness of the improvement?	
<b>Attainable:</b> Is this a realistic change for the program?	
<b>Relevant:</b> Does this improvement make a difference for student achievement and success?	
<b>Time Frame:</b> When will our improvement be accomplished? (suggested: one month, six months, a year, etc.)	

Based on the information above, write a single goal statement sentence (Example: By the end of the school year, a mission statement will be developed that reflects the school mission statement and indicates results desired for all students).

<b>GOAL:</b>
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**Add program goals to the annual school counseling work plan.**