Tips for Taking My School Counseling Program Practice to the Next Level

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| Use of Time | Q# | Assessment Questions | My Score | Suggestions/Reflections | Notes to Self |
| 3 | The needs of my students determine how I plan my day. |  | * Analyze Use of Time assessment * Are you meeting the 80% target? Make a plan for aligning with 80/20. * Do you use data to determine how you allocate your time? * What changes do you need to make? * Use Annual Agreement to discuss use of time with your administrator * What duties are interfering with meeting your goals? * Is your use of time allocations consistent with program goals? * Is your time consistent with weekly calendar? * How do you decide about deviating from your daily schedule? * Do teachers/parents see me as always available? * How do I respond to student, teacher, or parent emails and calls? * Do you share your weekly calendar with stakeholders? |  |
| 5 | I maintain a weekly schedule and a yearly calendar that I share with faculty and staff |  |
| 7 | I provide direct and indirect services to my students 80% of the time. |  |
| 12 | I have conducted an ASCA Use of Time assessment in the last two years. |  |
| 21 | 21. I have a signed Annual Agreement that outlines my duties and responsibilities. |  |
| My Use of Time Score: \_\_\_\_/25 =\_\_\_\_\_\_\_% | | | | | |
| Use of Data | 1 | I collect and examine school data to identify program goals and monitor student achievement. |  | * How do you make decisions about what programs and interventions you deliver? Are your decisions based on student data? * Do you review your SIP and local data to identify goals? * Use/create a student data profile to examine data over a time. * What are the student performance strengths? Where are the gaps? * Consider how the SIP and local data are reflected in the intervention activities you provide * Identify 1-3 program SMART goals. Do your goals target achievement and/or opportunity gaps? Are they aligned with outcome data? * Create high quality perception data assessment surveys driven by ASCA Student Standards (Mindset & Behavior) to measure change in student attitudes, knowledge and/or skills * Analyze the data from the perception data assessment surveys and share results with stakeholders * Make a chart about the data you collect using Word Chart Wizard * Create a quality infographic that highlights the impact of interventions. * Use the Making Data Work data report form to summarize the results of a school counseling program goal . |  |
| 4 | I consider the school improvement plan when identifying my program goals. |  |
| 6 | I collect data about my program goals. |  |
| 8 | I create high quality perception data assessments driven by ASCA Mindsets & Behaviors to measure change in student attitudes, knowledge and/or skills. |  |
| 9 | I know the difference among process, perception and outcome data. |  |
| 11 | I share the results data I collect with stakeholders. |  |
| 14 | I have identified 2-3 SMART program goals this school year. |  |
| My Use of Data Score: \_\_\_\_/35 = \_\_\_\_\_\_% | | | | |
| Delivery of Services | 2 | I have identified ASCA Mindsets & Behaviors, for the core curriculum, small group and closing the gap activities I provide. |  | * How do you decide what curriculum and programs you provide? * Do you use data to determine what curriculum is delivered? * What evidence-based curriculum, activities or interventions are used? * What career and college access activities do you provide? * Do you provide small group counseling based on the needs of students as demonstrated by analysis of data? * Use ASCA Student Standards (M&B) to develop curriculum? * Review Use of Time assessment. * How do you determine which students need what services? Dependent or referrals? Based on outcome data analysis? * Review Use of Time assessment: How can it help with service delivery? * How do you decide the amount of time allotted for each service? * Are you meeting your 80% direct and indirect services goal? * How do you use the annual agreement to prioritize delivery of core curriculum, small group and closing the gap lessons and interventions? * Do you maintain a weekly calendar and share it with staff? * What are the barriers to providing direct and indirect services? * Do you collect data about interventions and programs to determine whether they impact student achievement, behavior or attendance? |  |
| 13 | I conduct short term individual counseling and crisis counseling as needed. |  |
|  |
| 15 | I plan to conduct small group counseling this school year. |  |
| 16 | I provide developmentally appropriate career and college access core curriculum activities each school year. |  |
| 22 | I have a core curriculum, small group and closing-the-gap plan that outlines the lessons I will provide this year |  |
| My Delivery Services Score: \_\_\_\_/25 = \_\_\_\_\_\_\_\_\_% | | | | | |
| School Counselor Identity | 10. | I am able to meet the challenges I face at my school. |  | * Set 1-3 personal growth goals this school year * What new practices, programs or changes to your SC program do you want to implement this year? * Who can help you make the changes you want to make? Colleagues? Administrators? Counseling supervisor? What barriers will need to be addressed to generate these changes * Are you a member of ASCA and your state school counseling organization? What leadership opportunities are available through your state SCA? * Join ASCA and use the ASCA resources ([www.schoolcounselor.org](http://www.schoolcounselor.org)) * What professional development can you offer to your faculty? Or other counselors at district, state or national conference? * Start an Advisory Council * What are the barriers that are impeding your effort to be a leader? * What building or district level leadership opportunities are available? * Have you considered applying for RAMP? * What self-care strategies do you use to avoid burn-out? |  |
| 17 | I am a leader at my school. |  |
| 18 | I feel energized by my work as a school counselor. |  |
| 19 | I have evidence that my school counseling program is creating change for my students. |  |
| 20 | I collaborate with my school administrator to align my school counseling program with the ASCA National Model |  |
| 23 | I work closely with teachers and believe that I have their trust. |  |
| 24 | I/we hold School Counseling Advisory Council meetings twice a year. |  |
| 25 | I have a RAMP program or, I am considering applying for RAMP. |  |
| School Counselor Identity Score: \_\_\_\_/40 = \_\_\_\_\_\_\_% | | | | | |
| School Counselor Program Practices Total Score: \_\_\_\_/125 | | | | | |