

School Name/District

Welcome to the application process to recognize your school counseling program! This process will:

- Help you examine your school counseling program and identify its strengths and areas for continued improvement
- Give you the confidence that your program aligns with state and national models.
- Promote student learning and success through your program.
- Identify for stakeholders the importance of school counseling and the difference it makes.

The process is not a competition, and each applicant school can receive recognition based on the information submitted. The framework of the ASCA National Model (2012) includes four components (Foundation, Management, Delivery, and Accountability) and incorporates four themes throughout the model (leadership, advocacy, collaboration, and systemic change). The information requested from each applicant follows the National Model and incorporates Kansas specific initiatives. Additional guidance regarding content of the standard is provided in the introduction to each component section. The application information submitted will be reviewed by a committee of fellow professional school counseling colleagues and evaluated based on a standard rubric developed by the committee (identified below) following the structure of the National Model. It is expected that every program has both relative strengths and areas for continued focus when compared to the standards. All schools submitting applications will receive feedback and ideas to assist in continued development, advocacy, or maintenance of the program. There are three levels of program recognition and receiving any of the three levels of recognition should be considered a significant honor and accomplishment for a school counseling program. Award recipients will be determined based on the totals across the 16 standards categories. The three levels are identified in the rubric column by number and are:

1. **Emerging School Counseling Program**
2. **Model School Counseling Program**
3. **Distinguished Model School Counseling Program**

\*Award recipients at all levels will be recognized in November at the annual KSDE Fall Conference for School Counselors in Emporia.

**Directions:** Enter the school name in the center section of the heading. You will be able to type your responses to the writing prompts within this document. You may create your own format for documentation or utilize forms available with the National Model. Attach the documentation listed and send to KSCA Awards Chair, Marvalee Collins at [marvaleess@gmail.com](mailto:marvaleess@gmail.com) or mail to 15032 West 146<sup>th</sup> Terrace, Olathe, KS 66062.

1. FOUNDATION <i>Criteria: Demonstration that the counseling program is based on a foundation that is focused on student outcomes and teaches student competencies delivered with identified professional competencies</i>				
Ind.	Focus	Documentation to Submit	Required Writing Prompts	Recognition Rubric by Level
1.1	Mission Statement	📁 Counseling program mission statement and building and district mission statements	Address how the mission statement was developed and the importance of each component. A. Does the mission statement align with the school, district, and state mission statements? B. Do belief statements reflect what you believe about the ability of all students to succeed? ...the professional school counselor's role as an advocate for every student? ...how data are used to inform program decisions? C. Is the mission statement linked to belief statements and vision statement? D. Does the mission statement clearly define the plan for reaching the future vision?	<b>3</b> - The mission statement fulfills all four criteria to the highest extent. The narrative includes a highly detailed summary of the process for developing the mission statement and provides the focus and direction to reach the vision. A copy of all documentation is included.  <b>2</b> - The mission statement clearly addresses all four criteria. The narrative includes an explanation of how the mission statement was developed. A copy of the school's mission statement is included.  <b>1</b> - The mission statement addresses some or all of the four criteria.
	Belief Statements	📁 List of identified personal beliefs related to students, parents, and education.		
	Vision Statement	📁 The vision/plan for what will be accomplished in the coming 5-10 years		
1.2	Current Educational Initiatives	📁 None beyond narrative	A. Include a comprehensive statement describing in detail at least two current educational initiatives at your school and explain the role of the professional school counselor(s) in implementing, facilitating, and evaluating these initiatives.  Some Examples of Initiatives:	<b>3</b> - A highly developed narrative describing at least two current educational initiatives in your school and how the initiatives have been supported and promoted through the school counseling program.

			<ul style="list-style-type: none"> <li>Multi-Tiered Systems of Support (MTSS)</li> <li>Positive Behavior Intervention Supports (PBIS)</li> <li>Career Clusters Model/Personal Plans of Study</li> <li>College and Career Readiness</li> <li>KS Comprehensive School Counseling Model</li> <li>Social Emotional and Character Development Standards (SECD)</li> </ul>	<p>2 - A clear narrative describing at least one current educational initiative in your school and providing information about the role of the school counselor in addressing the initiative.</p> <p>1 - A narrative describing how the school counselor is involved with a school initiative</p>
1.3	<b>Professional Competencies</b>	<ul style="list-style-type: none"> <li>Copy of KSDE License(s)</li> <li>Job Description</li> <li>Signed Assurances Page</li> <li>List of professional memberships of school counselor(s), including length of membership, description of level of involvement, and any offices held.</li> <li>Examples of professional networking within your school, district, region, state, and /or nation</li> </ul>	Address how the professional competencies define and direct the practices of the school counselor.	<p>3 - Narrative is a highly developed description of how the professional competencies define and guide the practices of the school counselor. All documentation is included.</p> <p>2 - Narrative is a strong description of how the professional competencies define and guide the practices of the school counselor. KSDE License and some additional documentation are included.</p> <p>1 - Narrative describes how the professional competencies define and guide the practices of the school counselor. Documentation includes a Kansas KSDE school counselor license(s)'</p>

**2. PROGRAM MANAGEMENT** *Criteria: Documentation related to the development, implementation, and evaluation of the school counseling program based on clearly defined priorities reflecting student needs*

Ind.	Focus	Documentation to Submit	Required Writing Prompts	Recognition Rubric
2.1	<b>Structure and Processes</b>	<ul style="list-style-type: none"> <li>List of positions represented on the advisory council, and agenda and minutes from the most recent council meeting.</li> <li>Copy of the most recent survey of students conducted to assess student perceptions of their own needs and a summary of the results.</li> <li>Action plan developed by the professional school counselor and utilized in the program.</li> <li>Annual agreement between each professional school counselor and administrator.</li> <li>Annual program calendar by month.</li> </ul>	<p>A. Describe the structure of the school counseling advisory council, how the stakeholders were chosen, how they were educated about the program and its results, and how the council guides and advocates for the school counseling program.</p> <p>B. Describe the processes and procedures that create data to set goals, plan delivery, assess program components, and identify improvement and enhancement goals for the coming year.</p> <p>C. How does the counseling program develop and utilize action plans to promote student growth?</p>	<p>3 -Highly developed narrative and documentation provided to demonstrate how identified structures, processes, and procedures are included, align with the criteria, and function within the program design.</p> <p>2 -Strong narrative and documentation provided to demonstrate how identified structures, processes, and procedures are included, align with the criteria, and function within the program design.</p> <p>1 - Limited narrative and documentation provided to demonstrate how identified structures, processes, and procedures are included, align with the criteria, and function within the program design.</p>

**3.1 DELIVERY OF DIRECT SERVICES** *Criteria: Evidence of direct and indirect services provided to promote student achievement, equity, and access for all students.*

Ind.	Focus	Documentation to Submit	Required Writing Prompts	Recognition Rubric
3.1	<b>A. Standards-Based School Counseling Curriculum</b>	<ul style="list-style-type: none"> <li>Chart identifying the standards in the 3 domains used by the program, the indicators targeted for</li> </ul>	A. Describe how school counselors systematically help all students to develop and apply the knowledge, skills, and attitudes identified in the program curriculum.	3 -Highly developed narrative and documentation provided to demonstrate how the direct services of the program align with the criteria, are delivered to all students, and how students develop, apply,

	<p><b>B. Individual Student Planning</b></p> <p><b>C. Responsive Services</b></p>	<p>delivery at each grade, the delivery method used by the professional school counselor to systematically deliver to all targeted students.</p> <p>☞ Form(s), or format used to help guide students in setting goals, making and implementing short or long range future plans, and/or monitoring/managing their own learning.</p> <p>☞ Written building/district procedures/plan for 1) providing crisis intervention in cases such as suicidal ideations potential suicide, or responding to a death of students or school personnel; 2) bullying prevention and intervention.</p>	<p>B. Describe the process used by school counselors to deliver activities to students that assist them in monitoring and managing their own learning and development, setting future goals, and making and implementing plans to attain them (including but not limited to grade level appropriate ways to develop college and career readiness).</p> <p>C. Describe a situation where the program delivered responsive services and interventions to meet students' immediate needs and to help resolve academic, personal/social, and career issues and concerns.</p>	<p>and refine the knowledge, skills, and attitudes identified in the program goals.</p> <p>2 -Strong narrative and documentation provided to demonstrate how the direct services of the program align with the criteria, are delivered to all students, and how students develop, apply, and refine the knowledge, skills, and attitudes identified in the program goals.</p> <p>1 - Limited narrative and documentation provided to demonstrate how the direct services of the program align with the criteria, are delivered to all students, and how students develop, apply, and refine the knowledge, skills, and attitudes identified in the program goals.</p>
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**3.2 DELIVERY OF INDIRECT SERVICES**

A.

Ind.	Focus	Documentation to Submit	Required Writing Prompts	Recognition Rubric
3.2	A. Consultation	☞ List of each counselor's involvement in building or district teams or committees, professional learning communities, site councils, parent workshops, etc.	A. Describe an example of the school counselor consulting and advocating with parents, administrators, teachers and/or other school staff to support and meet the developmental needs of a specific student.	<p>3 - Highly developed narrative and documentation provided to demonstrate the extent to which the school counselors deliver indirect services and advocacy for students through consultation, collaboration, and referral.</p> <p>2 - Strong narrative and documentation provided to demonstrate the extent to which the school counselors deliver indirect services and advocacy for students through consultation, collaboration, and referral.</p> <p>1 - Limited narrative and documentation provided to demonstrate the extent to which school counselors deliver indirect services and advocacy for students through consultation, collaboration, and referral.</p>
	B. Collaboration	☞ Professional school counselor's referral resource list, and any form or format that may be used in making a referral	B. Describe a specific example of the school counselor advocating for and supporting student achievement and fulfilling the goals of the school counseling program through collaboration.	
	C. Referral		C. Discuss how the school counselors assess the need to refer and identify the category or reason for referrals made during the past school year.	

**4. ACCOUNTABILITY** *Criteria: Reporting and analysis of data collected and used to make program decisions. Evidence of accountability strategies to monitor student achievement and evaluate the impact of the school counseling program on student achievement.*

Ind.	Focus	Documentation to Submit	Required Writing Prompts	Recognition Rubric
4.1	School Data Profile Analysis	☞ Behavior, Attendance, and Assessment Results	A. Describe the school data the counseling program has collected on achievement, behavior, and attendance.	3 - The counseling program provides a highly detailed analysis of the achievement, behavior, and attendance school data, how the data are used to effectively inform and enhance the school

			B. How are the data analyzed and the results used to enhance the school counseling program?	<p>counseling program, and organizes and shares the results of the data.</p> <p><b>2</b> - The counseling program collects the school data listed above and provides a clear description to inform the school counseling program.</p> <p><b>1</b> - The counseling program provides a limited description of school data to inform the school counseling program.</p>
<b>4.2</b>	<b>Use-of-Time Analysis</b>	<ul style="list-style-type: none"> <li>📁 Chart, graph, or description detailing analysis of time for direct and indirect services</li> <li>📁 Documentation of data driven time management and priority decisions in program</li> </ul>	<p>Describe the school counselor time usage including the following:</p> <p>A. Is the school counselor allocating at least 80% of time to providing data-driven direct and indirect services to students?</p> <p>B. Is the school counselor's time leading to accomplishment of identified goals?</p> <p>C. Is the program using data to drive counseling program decisions?</p>	<p><b>3</b> - An analysis of the direct and indirect use-of-time is provided for each counselor in the program showing percentages reflecting data-driven activities in each of the three domains. The implications of the analysis are considered for program improvement.</p> <p><b>2</b> - An analysis of the direct and indirect use-of-time is provided for each counselor in the program showing percentages reflecting data-driven activities in each of the three domains.</p> <p><b>1</b> - Use of time assessment does not clearly break down indirect and direct services.</p>
<b>4.3</b>	<b>Analysis of Curriculum Results Report</b>	<ul style="list-style-type: none"> <li>📁 Checklist of Standards and Indicators <ul style="list-style-type: none"> <li>○ Counseling Standards</li> <li>○ College and Career Ready</li> <li>○ SECD</li> </ul> </li> <li>📁 Academic Lesson Plans &amp; Results Reports</li> <li>📁 Career Lesson Plans &amp; Results Reports</li> <li>📁 Social/Personal Lesson Plans &amp; Results Reports</li> <li>📁 Personal Plans of Study</li> </ul>	<p>In analyzing the results of curriculum delivery:</p> <p>A. Were appropriate learning goals identified?</p> <p>B. Did the choice of curriculum and/or activities support the goals?</p> <p>C. What can be learned from analyzing the process data?</p> <p>D. What can be learned from analyzing the perception data?</p> <p>E. What can be learned from analyzing the outcome data?</p> <p>F. After reviewing the results, what are the implications?</p>	<p><b>3</b> - Documentation is provided that indicates counseling program was implemented as planned; every student was served by program activities and interventions; program materials were developmentally appropriate; program process, perception, and outcome data were collected and analyzed; data were used for program improvement;</p> <p><b>2</b> - Documentation is provided that indicates counseling program was implemented. However data analysis is incomplete.</p> <p><b>1</b>. Limited documentation provided</p>
<b>4.4</b>	<b>Small-Group Results Analysis</b>	<ul style="list-style-type: none"> <li>📁 List of groups, focus, number of participants, name of counselor leading group and number of times met</li> <li>📁 Lesson plans for group(s), topic for each session, goals for each session, ASCA and KS counseling standards addressed in the group,</li> </ul>	<p>In analyzing the results of small-group delivery:</p> <p>A. How were the groups chosen?</p> <p>B. Were the right goals identified for the groups?</p> <p>C. Did the interventions support the goals?</p> <p>D. What can be learned from the process data?</p> <p>E. What can be learned from the perception data?</p>	<p><b>3</b> - Documentation is provided to the fullest extent, connects with standards, and fully aligns with the criteria.</p> <p><b>2</b> - Documentation is provided, but connections and reflections are limited.</p>

		SECD, 21st Century, College and Career Ready standards or other standards addressed in the group, and process, perception, and results data for the group.	F. What can be learned from the outcome data? G. After reviewing the results, what are the implications?	1 -Limited documentation provided.
4.5	<b>Closing-the-Gap Results Analysis</b>	<ul style="list-style-type: none"> <li>☞ Student Advocacy Chart</li> <li>☞ Statement describing how school counselors have advocated for systems change</li> <li>☞ Statement describing how school counselors have advocated</li> </ul>	In analyzing closing-the-gap results: A. What can be learned from the process data? B. What can be learned from the perception data? C. What can be learned from the outcome data? D. After reviewing the results, what are the implications?	<p>3. School data includes process, perception, and results data including longitudinal documentation supporting the explanation of how the gap was identified and why it was important to address.</p> <p>2. School data includes process, perception, and results data including the rationale of how the gap was identified and why it was important to address.</p> <p>1. Limited school perception and results data was included.</p>
4.6	<b>Sharing Results</b>	<ul style="list-style-type: none"> <li>☞ Participation, attendance, presentations and leadership on school committees</li> <li>☞ Faculty meetings, meetings of community boards, service clubs, and organizations</li> <li>☞ Documentation could include presentation handout, advisory committee agenda, newspaper article, school counselor website, school counseling program brochure and email listserv.</li> </ul>	Describe the sharing of results data: A. Who are the key groups to communicate the results of your program data analysis? B. How will you report most effectively to students, parents, staff, administration, school board members, community, and other key stakeholders? C. What format is being used to report your data? Are newsletters, electronic website, bulletin board, presentations being implemented?	<p>3. A plan is provided for how to use the data and share it in multiple formats and mediums with the education and larger diverse community. The plan reflects consideration of the most effective ways to transmit the results message to promote understanding and increase the value and respect for the work of the school counseling program.</p> <p>2. A plan is provided to share program data but is limited in its outreach and formats.</p> <p>1. A plan is provided, but is limited to a singular format.</p>
4.7	<b>School Counseling Competencies Assessment</b>	☞ Documentation regarding the knowledge, abilities, skills, and attitudes of the school counselor.	A. Are data from school counselor competencies assessments collected and analyzed to inform for self-improvement and professional development?	<p>3. Multiple data points including the ASCA School Counselor Competencies Assessment is provided that aligns the competencies of each school counselor with the ASCA School Counselor Competencies identified as the knowledge, attitudes, and skills required to be most effective in a comprehensive, developmental results-based school counseling program that addresses academic achievement, career planning, and personal/social development. Data are used to inform self-improvement and professional development.</p> <p>2. Single data point using the ASCA School Counselor Competency Assessment demonstrating competencies and using the results for limited self-improvement and professional development.</p> <p>1. Limited competency assessment and self-improvement data provided.</p>

4.8	<b>School Counselor Program Assessment</b>	<ul style="list-style-type: none"> <li>☞ Evidence of program</li> <li>☞ Strengths, areas for improvement, short-term goals,</li> <li>☞ Long-range goals, areas to consider for professional development</li> </ul>	<p>A. Do program goals promote achievement, attendance, behavior, and/or school safety?</p> <p>B. Are program goals based on school data?</p> <p>C. Do program goals address school-wide data, policies and practices to address closing the gap issues?</p> <p>D. Do program goals address academic, career, and/or personal/social development?</p>	<p>3. Program evaluation includes data driven results designed to improve future counseling programming, conducted annually, and designed to gather baseline and growth trends. Trends are analyzed in the 3 domains and program changes are made as indicated by the data.</p> <p>2. Program evaluation data are collected. However analysis is not complete.</p> <p>1. Limited data are collected and analyzed.</p>
4.9	<b>School Counseling Appraisal</b>	<ul style="list-style-type: none"> <li>☞ School counselor performance appraisal instrument</li> <li>☞ Documentation of annual evaluation</li> <li>☞ ASCA's School Counselor Competencies Self-Assessment</li> </ul>	<p>A. Are the school counselors' performance appraisals conducted with an instrument specifically designed for school counselors?</p> <p>B. Does the appraisal provide feedback for individual and program improvement? If so, how?</p>	<p>3. Documentation includes a school counselor performance appraisal document specifically designed for school counselor evaluation and includes components of ASCA School Counselor Competencies self-evaluation, administrative evaluation, and reflection on program goals based on the ASCA or KS Counselor Program Standards.</p> <p>2. Documentation includes a school counselor performance appraisal document specifically designed for school counselor evaluation.</p> <p>1. Documentation includes an appraisal. However, it is not one correlated to a school counseling program.</p>
4.10	<b>Program Goals Analysis</b>	<ul style="list-style-type: none"> <li>☞ Documentation linking the program goals with data for curriculum action plans, small group action plan, and closing the gap plan.</li> </ul>	<p>A. Were the program goals written as SMART goals?</p> <p>B. Was one a closing-the-gap goal?</p> <p>C. Were the program goals met?</p> <p>D. What are the implications for goals setting for the following year?</p> <p>E. What are the implications of the results of the program goals?</p> <p>F. Are program goal results analyzed and implications considered for future program planning?</p>	<p>3. Documentation includes review and consideration of SMART goals, post program data to determine effectiveness of programming and possible implications for future planning.</p> <p>2. Documentation includes SMART goals and data with program analysis, but without discussion of implications for the future.</p> <p>3. Limited program analysis provided.</p>

## ASSURANCES

The school principal agrees that:

1. All personnel assigned to complete the role and functions of a school counselor as described hold a KSDE license as a School Counselor.
2. Sound school counseling programs can be designed to have a positive impact on student achievement objectives as defined in the local School Improvement and Achievement Plan for Kansas.
3. Sound school counseling programs can be designed to have a positive impact on the following required components of the local School Improvement and Achievement Plan

for Kansas

- a. Parental participation in the school
- b. Safe and disciplined learning environment
- c. Encouragement for the Academic Honors Diploma and Core 40 (high school)
- d. Attendance
- e. Cultural competency

The school principal agrees to:

1. Support the School Counseling Program and advisory team as they work through the following steps designed to transform the existing school counseling program to a comprehensive, developmental, and accountable program:
  - a. Create a School Counseling Advisory Team
  - b. Create a vision and mission for student success
  - c. Collect, analyze, and establish data targets for the following types of data fields:
    - o Academic achievement data
    - o Student choice data (enrollment patterns, attendance, discipline referrals, etc.)
    - o School counseling curriculum indicator mastery data
  - d. Analyze barriers to implementing a sound school counseling program and develop strategies to address those barriers
  - e. Design a comprehensive, developmental, and accountable school counseling system that meets local needs
  - f. Support the implementation of existing educational reforms with the comprehensive school counseling program
2. Provide time for the School Counseling Advisory Team to make one presentation to the faculty for the purpose of introducing the comprehensive school counseling program.
3. Allow the School Counseling Leadership Team to conduct at least one survey with the faculty regarding, a) the design of the school counseling program, and b) ways in which the faculty could give real-world applications to their academic content related to academic, career, and citizenship development.
4. Allow the School Counseling Leadership Team to conduct one survey with the student body (or in a large school, a representative sample of students) regarding student counseling needs and the current student mastery of targeted guidance indicators.

The School Counseling Leadership Team agrees to:

1. Convene a broad-based School Counseling Advisory Council consisting of teachers, students, parents, business representatives, community members, and at least one building administrator. (Note: Schools may use an existing broad-based committee for this purpose.)
2. Facilitate several meetings with the School Counseling Advisory Team annually and as needed to understand the goals and functions of the program, review data that informs the program, advise, and support the program.
2. Complete tasks between team meetings.
3. Establish local school counseling goals and monitor data in the following areas:
  - Academic achievement data
  - Student choice data (enrollment patterns, attendance, discipline referrals)
  - School counseling curriculum indicator mastery data
5. Follow ethical standards as published by the American School Counselor Association.

\_\_\_\_\_  
School Name

\_\_\_\_\_  
School Counselor Signature

\_\_\_\_\_  
Date

**Submit by August 31, 2016**

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date