

# Utah College and Career Readiness School Counseling Program

## Interim Report (Three Year Review)

*Connecting Program Improvement and Student Learning*

- Team members include a LEA CTE Director and/or a LEA School Counseling Specialist and one district school counselor from the same grade levels as the program being reviewed. If no other school exist within the district of the same grade levels, one counselor from another school district would be required.
- These reviews should focus on identifying program strengths and weaknesses, using data to effect program change, and results of improved behavior, attendance, or academic achievement for students.
- The time frame is recommended to follow the formal performance review process and should take no more than 2 hours.
- District personnel can require a formal, traditional performance review using the on-site process and out of district teams if they have concerns about the performance of a specific program or if significant changes have been made in the counseling team personnel.
- Charter schools should arrange with neighboring charters and/or district leadership for their location.

Interim review reports are submitted electronically using the College and Career Readiness School Counseling Program performance review signature page (in PDF format) and are due to the USBE by May 1. Schools participating in the interim review process must complete the online College and Career Readiness School Counseling Program annual self-evaluation.

	Checklist	Description	Evaluation	
			Yes	No
1	Annual Self-Evaluation	The school counseling program participates in the annual self-evaluation, standards are being met and the department has created program goals for improvement.		
2	Professional Development	All counseling team members and administrators participates in USBE sponsored Updates and Essentials to support the integration of the College and Career Readiness School Counseling Program with the School Improvement Plan.		
3	Program at a Glance	The school counseling team has completed the program at a glance document. This document outlines their strengths and improvements, recommendations from last review, new program goals, measurable goals, and how the goals align with the School Improvement Plan.		
4	Data Projects	Data projects are connected with school needs and goals and are aligned with the School Improvement Plan. The school counseling program’s outcome data is systemic in practice and focuses in the areas of access, attainment, and achievement.		
5	Counselor Membership	At least one member of the counseling team is a member of the American School Counseling Association (ASCA) to support the site based College and Career Readiness School Counseling Program. In small districts or schools, at least one member per district is a member of ASCA and can share the materials with other school counselors during district sharing and training.		
6	Program Review	All participating members of the interim review must sign the performance review signature page (pg. 31). This document is to be turned in electronically along with this report.		
Additional Comments:				

This form is to be filled out by the district CTE Director or the LEA School Counseling Specialist. By completing the below information, the CTE Director certifies the College and Career Readiness School Counseling Program interim review procedure has occurred under his/her direction. This and the required signature page are the only forms that must be submitted to the USBE School Counseling Specialist. Please keep a copy for your records. All programs completing the interim review must also submit the annual online self-evaluation by May 1.

Date:	
School:	District:
School Phone:	School Address:
CTE Director:	Email address:
School Administrator:	Email address:
Counseling Department Chair:	Email address:
Counselors:	Email address: