UTAH COLLEGE AND CAREER READINESS SCHOOL COUNSELING PROGRAM

On-Site Review Performance Self-Evaluation for Existing Programs

School:

District:

Submitted by:

Date:

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Utah's College and Career Readiness School Counseling Program:

Meeting the Needs of Today's Students, Preparing Students to be College and Career Ready

The Foundation of Utah's School Counseling Program

The foundation of the work in Utah for the School Counseling Program is rich in history. Under the leadership of Lynn Jensen, the work of Dr. Norm Gysbers, the founder of school counseling programs, was brought to Utah in 1986. Dr. Norm Gysbers, outlined a timeline for Counseling Programs that contained, a plan to **enhance and redesign** the program by (1) restructuring the program, (2) making new design decisions based on evaluation data and new information, and (3) implementing the new design. As the needs of students change, school counseling programs must shift to meet these needs.

The Needs of Today's Students

Over the past 30 years there have been vast changes in technology, college expectations, school accountability, the needs of the workforce, personal challenges for students, and expectations of parents, which all have an impact on the services provided to students through the School Counseling Program. With the student as the focus of the Utah College and Career Readiness School Counseling Program, information and updates to standards need to be provided to school counselors to meet the needs of students.

Over recent years, policymakers, post-secondary institutions, business, industry, and parents have been calling for schools to ensure that each student is college and career ready. National reports such as *Help Wanted*, from Georgetown University and *Pathways to Prosperity* from Harvard have caught the attention of policymakers and the higher education community, and have placed increased pressure and expectations on schools to focus on efforts to make students college and career ready.

Redefining Utah's College and Career Readiness School Counseling Program

Other researchers and leaders in the school counseling field have emphasized redefining and modernizing school counseling programs and the responsibilities of the school counselor:

> "Since the inception of the profession of school counseling, the role has been redefined and modernized, oftentimes to meet the needs of a changing society or in response to societal events (Beesley, 2004; Burnham & Jackson, 2000; Gysbers & Henderson, 2001).

> "The emphasis of reform efforts was to provide school counselors with the knowledge and **data** that they need in order to close the achievement gap between underserved populations of students (Dollarhide & Saginak, 2008). The goal of the initiative was ultimately to ensure that "the school counselor serves as a leader as well as an effective team member working with teachers, administrators, and other school personnel to make sure that each student succeeds" (The Education Trust, 2001 as cited in Dollarhide & Saginak, 2008, p. 199). Above all else, the National Education Trust was concerned with promoting high academic achievement for all students and enhancing career development opportunities for all students at all levels (Baker, 2000).

"The Transforming School Counseling Initiative (TSCI) has additionally outlined five skills at which the progressive school counselor must be effective. They include teaming and **collaboration, leadership, assessment and the use of data to effect change, advocacy, and counseling and coordination** (The Education Trust, 2007; Musheno & Talbert, 2002). The TSCI believes that proficiency in these five areas will equip the school counselors of today to become leaders of educational reform within their respective programs as well as advocates for students and their academic achievement (Musheno & Talbert, 2002)." (West Virginia Department of Education, n.d.).

The 2016 Utah Model provides a structure for systemic school counseling practices that advocate for equitable educational access, rigorous academic preparation, and the achievement and attainment necessary for college and career readiness for each student. The foundation and history of school counseling in Utah is career literacy. Career literacy is a non-linear approach to career development and allows students to understand the process of career advancement in any career field. It is essential to understand the basics of career literacy, and help students to make educated decisions about career direction and learning throughout life.

Taking a comprehensive, systemic approach offers school counselors, teachers, administrators, other school personnel, and policy makers a range of strategies and practical tips on how to work more effectively in their schools and communities. Effective collection, analysis, and use of data ensures counselors are accountable for personal and program implementation. The data driven process helps all stakeholders select and implement appropriate supports and interventions that close equity gaps, demonstrate program effectiveness and raise achievement levels for each student.

School counselors need to be resilient and responsible for self-growth and development. In the management of the College and Career Readiness School Counseling Program, school counselors must align the program with the School Improvement Plan, write measureable program goals for performance assessments, and assure the implementation of evidence-based practices for student success.

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Review Protocol for Existing College and Career Readiness School Counseling Programs

Multiple evaluations of the program occur on a regular basis. This manual is a tool to use for those evaluations in a formal and informal setting.

1. Annual Self-Evaluation: Complete this document with your team and input the results into the online self-evaluation tool provided at the beginning of April each year. The Annual Self-Evaluation is required each year, except for the year of the Formal On-site Review (Year 6).
2. Interim On-Site Review: Complete this document with your team and provide results and evidence to review committee during Interim On-Site Review (Year 3). Also, complete the Annual Self-Evaluation.
3. Formal On-site Review: Complete this document with your team and provide results and evidence to the Formal On-site Review team during the Formal On-Site Review (Year 6).

On-Site Review Process

The on-site review is a process developed within the framework of the Utah College and Career Readiness School Counseling Program structure to ensure that the school counseling team has implemented the program elements described in the review standards. Historically, we have referred to this on-site review process as an "evaluation" which provides program "accountability." The following are some definitions and common language to use in the on-site review process:

Accountability: We can discuss accountability in terms of meeting program standards or using funds appropriately. However, in the late 20th century and early 21st centuries, accountability as used by the general public means student achievement.

Evaluation: Effective school improvement, as well as the AdvancED School Accreditation process, require an increase in the use of data related to all educational programs, including the School Counseling Program. This is disaggregated data in the areas of access, attainment and achievement.

On-site Review Process: The on-site review process provides an evaluation of the School Counseling Program. It is used to ensure that the program is appropriately meeting the School Counseling Program standards. It is completed be a team, including USBE staff members.

This document can help members of a school counseling team begin making connections between the School Counseling Program elements or standards and desired results for students as required by the AdvancED School Accreditation process. **A Level 3 rating on a standard means that the program is at a FULLY functioning level of development and implementation.**

The on-site review for the School Counseling Program serves to:
- Celebrate the College and Career Readiness School Counseling Program.
- Recognize program strengths and accomplishments.
- Identify goals and areas for improvement.
- Minimize equity gaps in the areas of access, attainment and achievement.

Essential Elements for the On-Site Review Process

To be prepared for a successful performance evaluation, a school program must have prepared four items:
1. A completed Performance Self-Evaluation (this document) of the School Counseling Program.
2. Documentation in form of an electronic evidence box that supports the ratings found in the self-evaluation.
3. A completed Program at a Glance document (pg. 13).
4. A data project – see information below.

Data Project

With an accountable data-driven school counseling program, school counselors are partners in school improvement and essential to fulfilling the mission of every school. Methods traditionally used for evaluating school counseling programs no longer hold the same value in the eyes of administrators and faculty who are surrounded in accountability. The process of using data helps school counselors in their efforts to gather more support for their programs and to widen their circle of influence in helping each student to become a successful learner. Accepting this challenge propels school counselors to assume the responsibility of removing barriers to learning and achievement and raise the level of expectations for those students. School counselors need to move beyond counting participants to actual assessment of interventions and the impact they make in the areas of access, attainment and achievement. For example, 100% of high school juniors may take the ACT. However, are there barriers that impact the success and outcome of the ACT for each student? Counselors need to consider the disaggregation of data to identify specific students' needs and how they can break down the barriers impeding their success. **Accountability is the key to school counseling success, survival in the 21ˢᵗ century, and links outcomes to accountability requirements.**

Each year, all schools receiving Utah College and Career Readiness School Counseling Program funds are required to submit a data project to USBE. The electronic data project reporting template can be found on the USBE website under the Program Implementation Management Tab. Data projects need to be connected to school needs and goals for student achievement from the School Improvement Plan. Data projects are concrete measures of accountability. More importantly, systemic, data-driven school counseling programs ensure the needs of each student is equitably met and inspire academic success. Disaggregation of access, attainment, and achievement data reveals inequities that will help school counselors focus efforts in the greatest area of need. Disaggregation of data can be done by any of the following groups: gender, race/ethnicity, language spoken in the home, parent/guardian level of education, grade point average, grade level, socioeconomic status, special education identification, and/or 504 identifications.

General Format for the Interim On-Site Review Process (Year 3)
1. At least one month prior to the interim review, the school counseling team completes a copy of the **Performance Self-Evaluation** and submits the completed document to the LEA counseling leader. Completing a self-evaluation allows for honest reflection of the School Counseling Program and provides genuine opportunities for program improvement. The school counseling team should mark the black box for each indicator as it applies to the school counseling program and provide an overall rating for each standard. Charter schools will work with a resident district to complete their Interim On-site Review and follow the same process with the district leadership.
2. At least one month prior to the on-site review, the school counseling team submits the completed **Electronic Evidence Box** on a USB drive that can be delivered to the LEA counseling leader. Charter schools will submit their electronic evidence box directly to the resident school district who will be completing the interim review. The electronic evidence box should exist for the purpose of showing the program is fully functional and is being

implemented according to each standard. The evidence box is organized in Adobe Acrobat Pro using PDF portfolios. Therefore, a Level of Performance rating will also be included in the standards.

3. Prior to the review meeting, district leadership will establish the review team. Team members include an LEA CTE Director and/or an LEA School Counseling Director, school principal, school counseling team, and one district school counselor from the same grade levels as the program being reviewed. If no other school exist within the LEA of the same grade levels, one counselor from another school district/charter would be required.
   a. In the case of charter schools the College and Career Readiness School Counseling Program is evaluated by a team from the resident district.
4. The following time frame is recommended for the actual Interim On-site Review (this process should take no more than two hours):
   a. One to two hours for the school counseling and review team to discuss the school counseling program and Performance Self-Evaluation. A discussion based on items found in the electronic evidence box will show that each activity implemented as part of the school counseling program is developed from careful analysis of student needs, achievement and related data in support of the school improvement plan. After the discussion, the school counseling program specialist and team will highlight program strengths and provide feedback for areas of improvement.
      i. During the review meeting, the school counseling team presents evidence to support the levels of performance on the self-evaluation for each standard. The review team can then check the indicator red boxes as the team makes the presentation. This should result in a side-by-side comparison of the self-evaluation and the review team evaluation.
5. Data projects should be reviewed and discussed thoroughly.
6. After the review meeting, leadership overseeing the review will acquire signatures from team members and district leadership on the Interim Reporting Document. In Charter school program reviews, the School Counseling Program team will acquire appropriate charter leadership signatures. The interim reporting document must be submitted to a USBE School Counseling Program Specialist by May 1.
7. The school team may choose to participate in the RAMP process. Please refer to the ASCA website.

General Format for the On-Site Review Process (Year 6)
1. <u>At least one month prior to the on-site review</u>, the school counseling team completes a copy of the **Performance Self-Evaluation** and submits the completed document to the LEA counseling leader, who will provide it to a USBE School Counseling Program Specialist. Charter schools will submit their completed document directly to a USBE School Counseling Program Specialist. Completing a self-evaluation allows for honest reflection of the School Counseling Program and provides genuine opportunities for program improvement. The school counseling team should mark the black box for each indicator as it applies to the school counseling program and provide an overall rating for each standard.
2. <u>At least one month prior to the on-site review</u>, the school counseling team submits the completed **Electronic Evidence Box** on a USB drive that can be mailed or delivered to the LEA counseling leader, who will provide it to a USBE School Counseling Program Specialist. Charter schools will submit their electronic evidence box directly to a USBE School Counseling Program Specialist. The electronic evidence box should exist for the purpose of showing the program is fully functional and is being implemented according to each standard. The evidence box is organized in Adobe Acrobat Pro using PDF portfolios. Therefore, a Level of Performance rating will also be included in the standards.
3. According to the CTE Program Approval Process, the review team members include an LEA CTE Director and/or an LEA School Counseling Director, school principal, school counseling team, and USBE School Counseling Program Specialist.
   a. Team members should recognize that the on-site review is a formal process requiring professional etiquette; cell phones should be off and schedules arranged to give full attention to the school counseling team.

4. The following time frame is recommended for the actual on-site review (this process should take no more than two hours):
    a. One to two hours for the school counseling and on-site review teams to discuss the school counseling program and Performance Self-Evaluation. A discussion based on items found in the electronic evidence box will show that each activity implemented as part of the school counseling program is developed from careful analysis of student needs, achievement and related data in support of the school improvement plan. After the discussion, the school counseling program specialist and team will highlight program strengths and provide feedback for areas of improvement.
        i. During the review meeting, the school counseling team presents evidence to support the levels of performance on the self-evaluation for each standard. The review team can then check the indicator red boxes as the team makes the presentation. This should result in a side-by-side comparison of the self- evaluation and the review team evaluation.
5. After the review meeting, district leadership participating in the on-site review will acquire signatures from district leadership, including the superintendent, on the Results and Signature Page. In Charter school program reviews, the School Counseling Program team will acquire appropriate charter leadership signatures. The Results and Signature page must be submitted to the USBE School Counseling Program Specialist within 30 days of the review.
6. The school team may choose to participate in the RAMP process. Please refer to the ASCA website.

Rating Scale

Overall ratings include careful consideration of all indicators for each standard.

Level 3   An overall 3 rating on a standard indicates a FULLY functional College and Career Readiness School Counseling Program, with data supporting contributions to school improvement, student achievement and connections to the overall mission of the school. Standards rated at this level have a close connection to the School Improvement Plan and the AdvancED Accreditation process.

Level 2   Standards rated at this level are recognized as approaching standard program. An adequate explanation will have been provided clarifying why the program is functioning at this level in this standard. It is not unusual for a school's counseling program to have some areas that are in need of improvement.

Level 1   Standards rated at this level are considered clearly deficient by the evaluation team and need immediate attention. Specific plans should be made for the time, effort and renewed commitment to the School Counseling Program required for improvement.

Note: Standard 3 Indicator 3a is weighted heavily. Anything less than a 3 rating in this indicator will result in the need for a re-review. Due to the significance of this standard, indicator 3a is marked with the 🌐 symbol. Moreover, this is the only indicator where a "4" rating can be recognized. The "4" rating exceeds program standards.

What does this mean for program approval?

- **Standards 1-4** must pass with a 3 overall rating and **a total 6 out of 7** level 3 overall ratings are required for the School Counseling Program to be fully functioning.
- A level "2" overall rating in standards 1-4, two or more level "2" ratings in standards 5-7, or a level "1" overall rating on any standard requires a re-review by a review team. An action plan will be outlined by the counseling team, district leadership and/or USBE School Counseling Specialist.

Utah Model for College and Career Readiness School Counseling Program Performance Review

Assurances	All indicators required
Standard 1: Each Student **Standard 2:** Data Effectiveness & Program Improvement **Standard 3:** Plan for College and Career Ready Process **Standard 4:** Career Literacy	Level "3" overall rating required for ALL standards
Standard 5: Collaborative Classroom Instruction **Standard 6:** Systemic Approach to Dropout Prevention with Social/Emotional Supports **Standard 7:** Alignment	Level "3" overall rating required for 2 of the 3 standards

Systemic Transformation through Access, Attainment, and Achievement

Systemic transformation is a shift in school counseling. A systemic approach allows school counselors to examine each level of support in identifying existing barriers impeding student success. An example of a systemic approach is when the school counselor comparatively analyzes data of school demographics against student enrollment in honor classes and identifies an underrepresented student group. When looking at these gaps, counselors must question the reasons behind them. For example, **Access:** Are there school policies in place that inhibits enrollment in honor classes (i.e. prerequisite classes, fees, etc.)? **Attainment:** Does the enrollment in the honor classes represent the overall demographics of the school? **Achievement:** Are underrepresented students successfully completing honor classes? True systemic change requires a larger lens to evaluate practices and systems at the school, district, state and federal level. Taking the above example to the next level of transformation, Are policies and supports aligned through the feeder system for equitable student outcomes? At the end of each standard, counselors are asked to describe how the School Counseling Program has identified and addressed the gaps in the areas of Access, Attainment, and/or Achievement.

Elementary Expectations

It is the goal of the Utah State Board of Education to have 100 percent of students in grades K-12 receive support from a College and Career Readiness School Counseling Program. Elementary school counseling personnel should complete this document as a self-assessment. Personnel in the elementary schools are not expected to complete an on-site formal review. However, using this document as a self-evaluation will aid elementary school counselors in meeting the requirements of the Utah College and Career Readiness School Counseling Program Model.

Recommended Distribution of Total School Counseling Time

System Area	Elementary School % of Time	Middle School % of Time	High School % of Time
Plan for College and Career Readiness	5-10%	35-45%	45-55%
Collaborative Classroom Instruction	35-45%	25-35%	15-25%
Systemic Approach to Dropout Prevention	30-40%	25-30%	25-30%
Administration of Program and Non-School Counseling Activities	10-15%	10-15%	10-15%

Meeting the Needs of Diverse Students

Diversity comes in many forms, from cultural and ethnic background to socioeconomic status to family structure and religious choices, including gender, language, age, and ability differences. School counselors are expected to develop specific skills and knowledge to support and advocate for the diverse student populations served by the College and Career Readiness School Counseling Program.

Indicators have been incorporated into Standards to focus on the five ethnic diversity groups recognized by the federal government: American Indian/Alaskan Native, African American, Asian American, Hispanic/Latino, and Pacific Islander. **The purpose of Standard 1: Each Student, is to show that school counselor through the College and Career Readiness School Counseling Program, understand the ways in which students at any one school differ from one another** (including cultural and ethnic background, socioeconomic status, family structure, and religious choices, as well as gender, language, age and ability differences) **and that adjustments have been made** in the implementation of the School Counseling Program for that school to accommodate those differences. **Respond to these indicators as they apply to your school population.**

What Makes American Indian Tribes so Different From Other Ethnic Minorities?
Tribal Government as Sovereign Nations

"Indian tribes have held a unique position in the history of the American government as well as in contemporary affairs.
The basis for that position is the fact that Indian tribes were recognized as sovereign from the time of discovery and recognition continues today."
(Nancy M. Tuthill)

What makes American Indian tribes so unique from other ethnic minorities, besides their indigenous status, is that they are land based and have a political relationship with the United States government. This political relationship has several legal bases: 1) the "Commerce clause" of the U.S. Constitution, 2) treaties between the U.S. and the Indian nations, legislation and subsequent federal policy, and 3) Supreme Court decisions and executive actions.

American Indian tribes, however, do not enjoy absolute sovereignty. Indian tribes do not exercise international independence (but neither do state governments). They are domestic independent nations (nations within a nation having a nation-to-nation relationship with the Federal Government). Additionally, the Federal Government has a unique trust or fiduciary responsibility for American Indian tribes and their interests as assets, as a result of treaties which stressed "such services as education, health, etc. in exchange for land." (*Excerpted from the American Indian Education Resource Book, USBE, June 2004*)

Because of American Indian sovereign status and as a result of efforts by leaders of Utah's five American Indian tribes, the School Counseling Program in Utah endeavors to provide information specific to diverse students and supportive of groups of students who continue to struggle in our education system. Some indicators specific to American Indian/Alaskan Native students have been added to the Standards of this document. As other ethnic/cultural communities come forward to offer suggestions for help specific to their students, additional indicators may be added. We repeat, the purpose of **Standard 1: Each Student, is to show that school counselors, through the College and Career Readiness School Counseling Program, understand the ways in which students at any one school differ from one another and that adjustments to the School Counseling Program have been made.**

Related Policies and Guidelines for College and Career Ready

53A-1a-106. School district and individual school powers.

2(b)   (i)   As used in this title, "plan for college and career readiness" means a plan developed by a student and the student's parent or guardian, in consultation with school counselors, teachers, and administrators that:

       (A)   is initiated at the beginning of grade 7;

       (B)   identifies a student's skills and objectives;

       (C)   maps out a strategy to guide a student's course selection; and

       (D)   links a student to post-secondary options, including higher education and careers.

     (ii)   Each local school board, in consultation with school personnel, parents, and school community councils or similar entities shall establish policies to provide for the effective implementation of an individual learning plan or a plan for college and career readiness for each student at the school site.

     (iii)   The policies shall include guidelines and expectations for:

       (A)   recognizing the student's accomplishments, strengths, and progress toward meeting student achievement standards as defined in the core standards for Utah public schools;

       (B)   planning, monitoring, and managing education and career development; and

       (C)   involving students, parents, and school personnel in preparing and implementing an individual learning plan and a plan for college and career readiness.

     (iv)   A parent may request a conference with school personnel in addition to an individual learning plan or a plan for college and career readiness conference established by local school board policy.

     (v)   Time spent during the school day to implement an individual learning plan or a plan for college and career readiness is considered part of the school term referred to in Subsection 53A-17a-103(7).

R277-462-3. Comprehensive Counseling and Guidance Program Approval and Qualifying Criteria.

A. (1) In order to qualify for Comprehensive Counseling and Guidance Program funds, secondary schools shall implement Plan for College and Career Readiness policies and practices, consistent with Section 53-1a-106(2)(b), local board or charter school governing board policies, and the school improvement plan developed for AdvancED Accreditation and required under Section 53A-1a-108.5.

R277-462-4. Planning for College and Career Readiness.

F. Schools shall implement students' Plan for College and Career Readiness process consistent with the policies and goals of the LEAs' College and Career Readiness School Counseling Program model. The student, student's parent/guardian and school personnel shall cooperatively develop the Plan for College and Career Readiness during the first two years in which the student is enrolled in grades 7-12 in the LEA. The implementation for the Plan for College and Career Readiness shall include the following conferences:

     1.   7th and 8th grades: minimally one individual and one group conference during the two years;

     2.   9th and 10th grades: minimally one individual conference and one group conference during the two years;

     3.   11th and 12 graders: minimally one individual conference and one group conference during the two years; and

     4.   other meetings, as necessary.

Program at a Glance

Standards	Strengths and Improvements	Recommendations from Last Review	New Program Goals	Measureable Goals	School Improvement Plan Alignment
Standard 1: Each Student					
Standard 2: Data Effectiveness and Program Improvement					
Standard 3: Plan for College & Career Readiness Process					
Standard 4: Career Literacy					
Standard 5: Collaborative Classroom Instruction					
Standard 6: Systemic Approach to Dropout Prevention with Social/Emotional Supports					
Standard 7: Alignment					
Assurances:					

ASSURANCES: *Required Components and Review Annually*. The assurances are verified and monitored by the local CTE Director/Counselor Leadership as well as the school principal. Documentation is required in the Electronic Evidence Box, however it is the responsibility of local leadership to assure each indicator is met. Signing this document indicates support and accountability.

School Administrator Name	School Administrator Signature
CTE/LEA Leadership Name	CTE/LEA Leadership Signature

School Team – Check the **black** boxes indicating the rating for your self-evaluation of your program performance.
Review Team – Check the **red** boxes indicating the rating for your evaluation of this program's level of performance.

Evidence Box. LEA leadership assures all ASSURANCES documentation is present in Electronic Evidence Box.

Indicators	3 Meets Standard:	2 Approaching Standard:	1 Needs Improvement:
Electronic Evidence Box	A. Electronic evidence box provides clearly defined evidence that fully supports program implementation and the ratings indicated in the Performance Self-Evaluation.	A. Electronic evidence box provides some evidence that supports program implementation and the ratings indicated in the Performance Self-Evaluation.	A. Electronic evidence box provides little to no evidence. The evidence that is documented does not clearly define and support the program.

Board Adoption and Approval. The College and Career Readiness School Counseling Program has ongoing communication with the local board regarding program goals and outcomes supported by data.

Approval	Communication
A. Written evidence that the board has adopted the College and Career Readiness School Counseling Program as a K-12 model for school counseling programs.	A. LEA school counseling leadership provide an annual written report to the local board of education/governing board regarding student achievement related to the College and Career Readiness School Counseling Program. This report describes how each school is adhering to the LEA's Plan for College and Career Readiness policy and includes data on program effectiveness.

Administrative Assurances. Administration (CTE Director and building administrators) understands the value in the College and Career Readiness School Counseling Program and its relationship to the School Improvement Plan.	
Support	**Accountability**
A. Administration is trained in College and Career Readiness School Counseling Program model through Updates and Essentials training within the last 5 years.	A. Administration is part of the annual self-evaluation process.
B. Administration assists counselors in obtaining to access to individual classrooms to deliver school counseling curriculum activities.	B. Administration is part of the Interim Review process.
C. Administration and counselors meet regularly to review data for improved student outcomes.	C. Administration completes annual College and Career Readiness School Counseling Program updates to local board of education.
	D. Administration understands the value of the school counseling program and has review the checklist of appropriate and inappropriate activities in the Utah Model.

Use of Data. The program uses a formal College and Career Readiness School Program student parent/teacher systemic assessment.	
Needs Assessment	**School Counselor Checklist**
A. A College and Career Readiness School Counseling Program formal systemic assessment of relevant data has been completed within the last 3 years.	A. Counselors advocate for a curriculum that prepares all students for college (one, two, or four years) and careers and includes opportunities for college level work for advanced students.
B. A comprehensive set of school-wide data has been considered in the implementation of the school counseling program.	B. Counselors are current and follow applicable laws (e.g., FERPA, PPRA, and AI/AN Utah residency regulations). Required forms are used.
C. The quality and effectiveness of the Plan for College and Career Readiness has been surveyed and measured.	C. **Plan for College and Career Readiness** individual conference is conducted by licensed school counselor according to R277-462-4. 🌐
	D. An extensive electronic evidence box is updated annually.

Structural Components. Structural components and policies support the College and Career Readiness Program. This includes adequate resources and support for counseling facilities, materials, equipment, clerical staff, and school improvement processes.		
Student Ratio	**Funding**	**Structural Components**
A. Student/licensed school counselor ratio in terms of percentage of contract time devoted to school counseling activities is 350/1 or less. **OR** Does not meet ratio and district has submitted a plan to USBE. B. Current ratio _____ /_____	A. The school counseling team has worked with the LEA and the school administration to establish a budget that adequately supports the College and Career Readiness School Counseling Program.	A. The School Counseling Program facilities include separate offices, an inviting outer welcoming area, a conference room, and for secondary programs, a Career Center area is visible to all. B. Sufficient clerical staff to support school counseling program activities, which includes scheduling Plan for College and Career Readiness. C. Up-to-date computer facilities, software and assessment tools to meet the needs of students and personnel. D. Extended days or hours aimed at benefiting students and parents/guardians are available and funded adequately. E. The school counseling program effectively uses all available strategies, including technology, to communicate with parents/guardians, students, and staff (e.g., an updated website.)

Program Leadership and Management. Structures and processes are in place to ensure effective program management, including an advisory committee (a representative group of persons appointed to advise and assist the school counseling program within a school). Evidence is present that counselors are working as program leaders and the School Counseling Program is an integral part of the school improvement team.		
Advisory	**Program Leadership**	**School Improvement Team**
A. The College and Career Readiness School Counseling Program Advisory Committee meets at least quarterly. Membership includes diverse representation from counselors, administration, faculty and parents, community members, business partners, and students. The membership represents the diverse populations in the community.	A. The counselors actively participate and advocate for the inclusion of AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander parent, guardian, or significant adult concerns during the development of the School Improvement Plan.	A. The school counseling team is actively involved with the administration and school staff in designing, implementing, and evaluating the School Improvement Plan.
B. The advisory committee supports and assists the school counseling program in developing specific guidelines and goals for student achievement based on an assessment of student needs and other measureable data and consistent with the school improvement plan.	B. The school counseling team provides training and in-service for the staff related to the School Counseling Program and how counselors support student outcomes aligned to the School Improvement Plan.	
	C. Training based off school needs, current trends, and/or school data is provided to the staff by members of the school counseling team to improve student achievement, attendance, and behavior (e.g. suicide prevention, diverse populations, dropout prevention).	

Time Allocation. Evidence is provided that 85% of aggregate counselor's time is devoted to DIRECT services to students through a balanced program of Plan for College and Career Readiness, Collaborative Classroom Instruction, and Systemic Approach to Dropout Prevention consistent with the results of school systemic assessment data.		
Target Time Allocation	**Calendar**	**Non-Counseling Activities**

A. Target time based on program model recommendations are customized to meet the individual needs of the school based off the Systemic Assessment and data analysis.
 	
Actual Time Allocation
 	
    % Plan for College and Career Readiness
 	
    % Collaborative Classroom Instruction
 	
    % Systemic Support to Dropout Prevention with Social Emotional Supports
 	
    % Administration of Program and Non-Counseling Activities
	A. A full-year school counseling program calendar is provided that correlates with the counselor's target time allocations and school improvement goals.
	
	B. A current calendar is posted and updated regularly on the school's school counseling program webpage or other venues and/or languages supportive to their students and parents.
		A. Non-counseling activities are eliminated from every counselor's duties through a strong integration with the Utah College and Career Readiness School Counseling Program Model and school improvement processes.
		
		B. Counselors have no responsibility for standardized test administration or coordination.
		
		C. Counselors serve as advisors for the master schedule, but do not have primary responsibility for master schedule building.
		
		D. A Counselors/Principal agreement is completed annually.

College and Career Readiness School Counseling Program Training. Regular participation of counseling team members in USBE sponsored College and Career Readiness School Counseling Trainings.			
Training & Program Updates	**Professional Development**	**American Indian/Alaska Native (AI/AN) Training**	**College and Career Readiness Certificate**
A. All counseling team members (including administrators) have participated, within the last 5 years, in USBE-sponsored Updates and Essentials Training to support the integration of the Utah College and Career Readiness School Counseling Program with the AdvancED School Improvement Plan. B. All school counselors in schools with 7th grade students have attended the USBE/CTE College and Career Awareness training.	A. All counseling team members (including administrators) have regularly accessed available yearly state training opportunities (e.g., USBE Summer Conference, College and Career Readiness School Counseling Program Training). B. Counselors participate in professional development activities to support school improvement goals and desired results for student learning. C. All counselors have membership in and participate in professional organizations.	A. Counselors are working toward fulfilling the components of the AI/AN training for school counselors, which leads to best practices for each student.	A. Counselors are working toward fulfilling the components of the College and Career Readiness Certificate.

Review Teams Comments:

STANDARD 1: *Each Student*. All program elements are designed to recognize and address the diverse needs of each student. Access, Attainment and Achievement data are used to guide the College and Career Readiness School Counseling Program, which can include closing-the-gap data projects. This standard provides the platform for a school counseling program that reaches 100 percent of students. All other standards should have provided evidence that the program meets this standard.

Levels of Performance

School Team – Check the **black** boxes indicating the rating for your self-evaluation of your program performance.
Review Team – Check the red boxes indicating the rating for your evaluation of this program's level of performance.

Indicators	3 Meets Standard: FULLY functioning level of development and implementation	2 Approaching Standard: Limited level of development and implementation	1 Needs Improvement: Low level of development and implementation
1. Identification of Diverse Populations / Students	A. Evidence shows the School Counseling Program and the school improvement team have identified and analyzed student populations according to their diversity and services have been designed to meet their needs. This includes, but is not limited to: • Academically challenged • Economically challenged • Ethnic or cultural backgrounds • Disabilities. • Academically talented • Limited English proficiency • Refugee and immigrant • First generation college • Reports of Section 504, Title IX, Title VI complaints and reasoning B. Goals and programs implemented by the School Counseling Program are aligned to the School Improvement Plan and meet the needs of each student.	A. Evidence shows that most student populations have been identified school-wide, and services have been designed to meet their needs. B. Goals and programs implemented by the School Counseling Program are partially aligned to the School Improvement Plan to meet the needs of most student.	A. Evidence shows that some special student populations have been identified school-wide, and services have been designed to meet their needs. B. Goals and programs implemented by the School Counseling Program are not aligned to the School Improvement Plan.

Indicators	3 Meets Standard:	2 Approaching Standard:	1 Needs Improvement:
2. Demonstrated use of modifications to the program based on data	A. Counselors are using ongoing evaluation to adapt and modify the Program to meet the needs of each student, especially students of diverse backgrounds. B. Evidence is provided that counselors have disaggregated access, attainment and achievement data to measure the success and provide equity in educational opportunities. C. There is evidence of counselors' use of relevant, longitudinal, closing-the-gap data to analyze trends and effectiveness of interventions. D. Counselors are using multiple data points, including the SOAR Accountability Report to prepare for the following year's data project.	A. There is some evidence that materials and Program content have been modified to meet the needs of diverse students. B. There is some use of disaggregated data to provide equity in educational opportunities for each student. C. There is some evidence of counselors' use of relevant, longitudinal, closing-the-gap data to analyze trends and effectiveness of interventions. D. Counselors are aware of the SOAR Accountability Report and use it for some preparation for the following year's data project.	A. There is little evidence that materials and Program content have been modified to meet the needs of diverse students. B. There is little use of disaggregated data to provide educational opportunities for each student. C. There is little evidence of relevant, longitudinal, closing-the-gap data to analyze trends and effectiveness of interventions. D. Counselors do not use the SOAR Accountability Report, but use data from another data source in preparation for the following year's data project.
3. Electronic Evidence Box	A. Electronic evidence box provides clearly defined evidence that fully supports program implementation and the ratings indicated in the Performance Self-Evaluation.	A. Electronic evidence box provides some evidence that supports program implementation and the ratings indicated in the Performance Self-Evaluation.	A. Electronic evidence box provides little to no evidence. The evidence that is documented does not clearly define and support the program.

STANDARD 1: Each Student.

Overall rating for this standard:

School Counseling Team:

Describe how the program has addressed recommendations from the last review:

Describe new program goals and one MEASUREABLE goal for student outcomes:

To strengthen student outcomes, examine your data to look deeper into equity gaps that inhibit student success. Describe how the school counseling program has identified and addressed the gaps in the areas of *access, attainment and/or achievement* in this standard. Provide descriptions and/or examples of connecting standard indicators and current practice. Refer to pg. 9 for more information.

Describe the connections to School Improvement Plan:

Review Team Summary:

Strengths:

Recommendations:

STANDARD 2: *Data Effectiveness and Program Improvement.* The program uses current school data, including a formal student/parent/teacher College and Career Readiness School Counseling Program Systemic Assessment that is completed and analyzed at least every three years. School counselor data projects are implemented to improve access, attainment and achievement for each student.			
Levels of Performance			
School Team – Check the **black** boxes indicating the rating for your self-evaluation of your program performance. **Review Team** – Check the **red** boxes indicating the rating for your evaluation of this program's level of performance.			
Indicators	3 Meets Standard: FULLY functioning level of development and implementation	2 Approaching Standard: Limited level of development and implementation	1 Needs Improvement: Low level of development and implementation
1. Assessment, use of Data Program Effectiveness	A. An appropriate formal School Counseling Program Systemic Assessment has been completed one school year prior to the site review and in a time frame that allows the results to be addressed within the current program. B. The School Counseling Program Systemic Assessment includes feedback from parents, students, faculty and the administration.	A. A formal School Counseling Program Systemic Assessment has been completed within the same school year as the site review. B. The Systemic Assessment data includes some feedback from parents, students, and faculty but does not completely represent the school population.	A. Systemic Assessment data is too outdated to have been implemented in the current program. B. The Systemic Assessment is based on an incomplete sample of data from parents, students or faculty.
2. Analysis and Implementation	A. Systemic Assessment addresses School Counseling Program student outcomes consistent with the Utah Model and appropriate district, state and national standards and goals. B. Data is disaggregated by gender, race/ethnicity/culture, socioeconomic status, or other identified school populations.	A. The Systemic Assessment partially addresses School Counseling Program student competencies with appropriate district, state, and national standards. B. Some data is disaggregated by gender, race/ethnicity/culture, socioeconomic status, or other identified school populations.	A. The Systemic Assessment does not address School Counseling Program student outcomes. B. Data is not disaggregated.

Indicators	3 Meets Standard:	2 Approaching Standard:	1 Needs Improvement:
2. Analysis and Implementation (continued)	C. Identification of top 3 gaps and student needs are clearly defined based off multiple data sources, including Systemic Assessment. D. Program goals and interventions are developed and prioritized based on an analysis of the Systemic Assessment, school data, and the School Counseling Program Delivery System over a three-year period.	C. Identification of top 3 gaps and student needs are clearly defined based off multiple data sources. D. Program goals and interventions are developed based on some review of school data.	C. No analysis of data to identify gaps and needs. D. Program goals and interventions are developed based on little or no review of school data.
3. Data Projects for Program Effectiveness	A. Data projects are designed and implemented based off targeted top needs and aligned to the school improvement plan. B. Systemic interventions outlined in the data project align to the identified equity gaps.	A. Data projects are designed and implemented based off school wide data, but not targeted top needs and aligned to the school improvement plan. B. Interventions outlined in the data project align to the identified equity gaps.	A. Data projects are designed and implemented without consideration of school wide data. B. Interventions outlined in the data project do not align with any identified equity gaps.
4. Self-Evaluation	A. Documenation is provided for timely submission of the annual self-evaluation.	A. No evidence is provided for submission of the annual self-evaluation.	A. No annual self-evaluation has been completed.
5. Professional Obligations / Leadership	A. Annual presentations on data projects, including disaggregated outcome data and school improvement alignment have been made to the school faculty and local board of education.	A. Annual presentations on data projects have been made to the school faculty and local board of education.	A. No presentations on data projects have been made to the school faculty.
6. American Indian / Alaska Native Students (see pg. 10)	A. Counselors work annually with the Title VI Coordinator (or LEA) to collect longitudinal data on AI/AN students including, but not limited to progress toward graduation.	A. Counselors work with the Title VI Coordinator (LEA) to collect some data on AI/AN students.	A. Counselors rely on the Title VI Coordinator (LEA) to track AI/AN students.

Indicators	3 Meets Standard:	2 Approaching Standard:	1 Needs Improvement:
7. Electronic Evidence Box	A. Electronic evidence box provides clearly defined evidence that fully supports program implementation and the ratings indicated in the Performance Self-Evaluation.	A. Electronic evidence box provides some evidence that supports program implementation and the ratings indicated in the Performance Self-Evaluation.	A. Electronic evidence box provides little to no evidence. The evidence that is documented does not clearly define and support the program.

STANDARD 2: Data Effectiveness and Program Improvement.

Overall rating for this standard:

School Counseling Team:
Describe how the program has addressed recommendations from the last review:

Describe new program goals and one MEASUREABLE goal for student outcomes:

To strengthen student outcomes, examine your data to look deeper into equity gaps that inhibit student success. Describe how the school counseling program has identified and addressed the gaps in the areas of *access, attainment and/or achievement* in this standard. Provide descriptions and/or examples of connecting standard indicators and current practice. Refer to pg. 9 for more information.

Describe the connections to School Improvement Plan:

Review Team Summary:
Strengths:

Recommendations:

	3 Meets Standard: FULLY functioning level of development and implementation	2 Approaching Standard: Limited level of development and implementation	1 Needs Improvement: Low level of development and implementation
Indicators			
1. Student	A. Each student has a Plan for College and Career Readiness meeting (individual or small group) every year and participates in multiple Plan for College and Career Readiness activities each year. B. Data has been collected, analyzed, and plans implemented for best practices on student participation.	A. Each student has a Plan for College and Career Readiness meeting (individual or small group) every year and participants in at least one Plan for College and Career Readiness activity. B. Data has been collected and analyzed for best practices on student participation.	A. Students are invited to participate in a Plan for College and Career Readiness meeting. B. Data has been collected on student participation, but is not analyzed or used for best practices on student participation.
2. Parent	A. Tiered interventions have been made to include a parent/guardian for each student during a Plan for College and Career meeting and participation data is collected and analyzed. B. Documentation of parent signatures on a Plan for College and Career Readiness form are maintained for each student.	A. Some efforts have been made to include a parent/guardian for each student during a Plan for College and Career Ready meeting. B. Some documentation of parent signatures on a Plan for College and Career Readiness form is maintained for each student.	A. Limited or no efforts have been used to invited a parents/guardian to the Plan for College and Career Readiness meeting. B. Limited or no documentation of parent signatures on a Plan for College and Career Readiness form is maintained for each student.

Header (above table):

STANDARD 3: *Plan for College and Career Ready Process.* Programs shall establish Plans for College and Career Ready for each student, both as a process and a product. Each student will be involved in planning for college and career readiness by participating in, but not limited to, individual, small group, and large group opportunities throughout the year. The goal is to improve outcomes for students in the areas of access, attainment and achievement as they are preparing for their future.

Levels of Performance

School Team – Check the **black** boxes indicating the rating for your self-evaluation of your program performance.
Review Team – Check the **red** boxes indicating the rating for your evaluation of this program's level of performance.

	Indicators	3 Meets Standard:	2 Approaching Standard:	1 Needs Improvement:
3. Counselor	4 Exceeds Standard: A. Counselors conduct individual Plan for College and Career Readiness meetings with each student and parent every year during the student's enrollment at the school.	A. Counselors conduct individual Plan for College and Career Ready meetings with each student and parent during the student's enrollment at the school based on board rule R277-462-4. B. The counselors have customized and are meeting grade level objectives from the College and Career Ready Planning Guide in UtahFutures according to the needs of the school.	A. Counselors conduct at least one individual Plan for College and Career Ready meeting with each student and parent during the student's enrollment at the school and are not in compliance with board rule R277-462-4. 🌎 B. The counselors are only following grade level objectives from the College and Career Ready Planning Guide in UtahFutures.	A. Counselors do not meet in individual Plan for College and Career Ready meetings with each student and parent during the student's enrollment at the school, but they directly supervise other educators in such meetings. 🌎 B. The counselors are not following grade level objectives from the College and Career Ready Planning Guide in UtahFutures
4. Curricula		A. Counselors ensure that each student understands, before grade 9, what coursework prepares them for a career and college ready curriculum for one, two, and four-year degrees. B. Each student develops a four-year course plan before the end of grade 8 that leads to a fulfilling college-and career-ready curriculum. Plans are updated annually, so that by the end of grade 12 students have a plan for four years and beyond high school.	A. Counselors ensure that most students understand, before grade 9, what coursework prepares them for a career and college ready curriculum for one, two, and four-year degrees. B. Most students develop a four-year course plan before the end of grade 8 that leads to a fulfilling college-and career-ready curriculum. Plans are updated annually, so that by the end of grade 12 students have a plan for four years and beyond high school.	A. Counselors ensure that some students understand, before grade 9, what coursework prepares them for a career and college ready curriculum for one, two, and four-year degrees. B. Some students develop a four-year course plan before the end of grade 8 that leads to a fulfilling college-and career-ready curriculum. Plans are updated annually, so that by the end of grade 12 students have a plan for four years and beyond high school.

Indicators	3 Meets Standard:	2 Approaching Standard:	1 Needs Improvement:
5. Assessment	A. Counselors utilize performance data to identify and inform individual students about their academic proficiency and college and career readiness.	A. In small groups, counselors review performance data with students about their academic proficiency and college and career readiness.	A. Counselors provide performance data to students without explanation or review.
6. Financial Awareness	A. Multi-tiered interventions are aligned and organized, K-12, for each student and all parents to inform them about college affordability, scholarships, aid sources and financial aid processes.	A. Most interventions are aligned and organized, K-12, for each student and all parents to inform them about college affordability, scholarships, aid sources and financial aid processes.	A. Minimal interventions are aligned and organized, K-12, for each student and all parents to inform them about college affordability, scholarships, aid sources and financial aid processes.
7. Entry Assistance	A. Counselors ensure that all students are aware of and prepare for post-secondary admissions exams. B. Counselors assist all students in pursuing realistic goals in their career and college search using UtahFutures. C. Counselors assist each student in completing at least one college application, job application, apprenticeship application or resume per year beginning in the 7th grade.	A. Counselors ensure that all students are aware of post-secondary admissions exams. B. School personnel assist all students in their career and college search. C. Counselors assist most students in completing at least one college application, job application, apprenticeship application or resume per year beginning in the 7th grade.	A. Counselors ensure that all students are given resources for post-secondary admissions exams. B. Students are aware of college search tools. C. Counselors assist some students in completing at least one college application, job application, apprenticeship application or resume per year beginning in the 7th grade.
8. Support Network	A. Through a structured program of activities, counselors work to facilitate relationships with post-secondary options to provide services for students about college and career ready access.	A. Counselors work to facilitate services for students about college and career ready access.	A. Counselors do not work to facilitate services for students about college and career ready access.

Indicators	3 Meets Standard:	2 Approaching Standard:	1 Needs Improvement:
9. Electronic Evidence Box	A. Electronic evidence box provides clearly defined evidence that fully supports program implementation and the ratings indicated in the Performance Self-Evaluation.	A. Electronic evidence box provides some evidence that supports program implementation and the ratings indicated in the Performance Self-Evaluation.	A. Electronic evidence box provides little to no evidence. The evidence that is documented does not clearly define and support the program.

STANDARD 3: Plan for College and Career Ready Process.

Overall rating for this standard:

School Counseling Team:

Describe how the program has addressed recommendations from the last review:

Describe new program goals and one MEASUREABLE goal for student outcomes:

To strengthen student outcomes, examine your data to look deeper into equity gaps that inhibit student success. Describe how the school counseling program has identified and addressed the gaps in the areas of *access, attainment and/or achievement* in this standard. Provide descriptions and/or examples of connecting standard indicators and current practice. Refer to pg. 9 for more information.

Describe the connections to School Improvement Plan:

Review Team Summary:
Strengths:

Recommendations:

STANDARD 4: *Career Literacy*. The College and Career Readiness School Counseling Program provides career literacy assistance for each student in order to make informed decisions about choosing a career and deciding the best course of action to reach their goals.		
Levels of Performance		
School Team – Check the **black** boxes indicating the rating for your self-evaluation of your program performance. **Review Team** – Check the **red** boxes indicating the rating for your evaluation of this program's level of performance.		

Indicators	3 Meets Standard: FULLY functioning level of development and implementation	2 Approaching Standard: Limited level of development and implementation	1 Needs Improvement: Low level of development and implementation
1. Grade K-6 N/A	A. The College and Career Readiness activities are sequenced throughout K-6 grades and have become an integral part of the whole school curriculum. Evidence is gathered annually to determine the effectiveness of the College and Career Readiness Program.	A. The College and Career Readiness activities are sequenced throughout K-6 grades and have become an integral part of the whole school curriculum. Some measures of effectiveness have been implemented.	A. The College and Career Readiness activities are sequenced throughout K-6 grades and have become an integral part of the whole school curriculum. No measures of effectiveness have been implemented.
2. Grade 7 (only) N/A	A. The College and Career Awareness development activities are sequenced throughout the College and Career Awareness course and have become an integral part of the School Counseling Program. Evidence is gathered annually to determine the effectiveness of the counselor's presentations in College and Career Awareness course. B. Counselors are members of the College and Career Awareness team and meet with the team regularly and have planned the course outline for the year.	A. The College and Career Awareness development activities are sequenced throughout the College and Career Awareness course and have become an integral part of the School Counseling Program. Evidence is gathered to determine the effectiveness of the counselor's presentations in College and Career Awareness course. B. Counselors participate as members of the College and Career Awareness team.	A. The College and Career Awareness development activities are sequenced throughout the College and Career Awareness course with some involvement of the counselors. Some measures of effectiveness have been implemented. B. Counselors have some participation in the delivery of career development activities.

Indicators	3 Meets Standard:	2 Approaching Standard:	1 Needs Improvement:
2. Grade 7 (only) (continued)	C. Counselors are teaching the College and Career Awareness lessons in the order and timeframe as outlined by the USBE CTE College and Career Awareness Program.	C. The College and Career Awareness lessons are taught as outlined by the USBE CTE College and Career Awareness Program by only the CTE teacher.	C. The College and Career Awareness lessons are being taught out of sequence of the USBE CTE College and Career Awareness Program by only the CTE teacher.
3. Grade 7 - 12	A. Career exploration and development activities are fully developed and provided for each student at multiple times during each grade level (e.g., Career Day).	A. Career exploration and development activities are provided for each student at each grade level.	A. Some career exploration and developmental activities are provided, but not all students at a given grade level have been reached.
	B. Counselors work with the WBL Coordinator to facilitate supports for students in internships, or other career exploration activities (e.g., Job Shadows), that align with student's goals as outlined in their Plan for College and Career Readiness.	B. The WBL Coordinator facilitates placement for students in internships, or other career exploration activities (e.g., Job Shadows), with little coordination with the counselor.	B. The WBL Coordinator facilitates placement for students in internships, or other career exploration activities (e.g., Job Shadows), with no coordination with the counselor.
	C. Career literacy activities, using the CTE Pathway materials, are provided for each student' multiple times during the middle/junior high and high school levels to assure CTE Pathway completion.	C. Career literacy activities using the CTE Pathways are provided at each grade level.	C. Students explore CTE Pathways in addition to the traditional exploration searches.
	D. Each student is provided with grade-level-appropriate assistance in next-step planning and in developing employability skills, job-seeking and finding skills, post-high school placement skills, and school success practices. Students have a clear understanding of career literacy.	D. Most students are provided with grade-level-appropriate assistance in next-step planning and in developing employability sills, job-seeking and finding skills, post-high school placement skills, and school success practices. Students have a clear understanding of career literacy.	D. Some students are provided with grade-level-appropriate assistance in next-step planning and in developing employability sills, job-seeking and finding skills, post-high school placement skills, and school success practices. Students have a clear understanding of career literacy.

Indicators	3 Meets Standard:	2 Approaching Standard:	1 Needs Improvement:
4. Electronic Evidence Box	A. Electronic evidence box provides clearly defined evidence that fully supports program implementation and the ratings indicated in the Performance Self-Evaluation.	A. Electronic evidence box provides some evidence that supports program implementation and the ratings indicated in the Performance Self-Evaluation.	A. Electronic evidence box provides little to no evidence. The evidence that is documented does not clearly define and support the program.

STANDARD 4: Career Literacy.

Overall rating for this standard:

School Counseling Team:

Describe how the program has addressed recommendations from the last review:

Describe new program goals and one MEASUREABLE goal for student outcomes:

To strengthen student outcomes, examine your data to look deeper into equity gaps that inhibit student success. Describe how the school counseling program has identified and addressed the gaps in the areas of *access, attainment and/or achievement* in this standard. Provide descriptions and/or examples of connecting standard indicators and current practice. Refer to pg. 9 for more information.

Describe the connections to School Improvement Plan:

Review Team Summary:
Strengths:

Recommendations:

STANDARD 5: *Collaborative Classroom Instruction.* The program delivers a developmental school counseling curriculum in harmony with content standards identified in the Utah Model for College and Career Readiness School Counseling Program. The curriculum is prioritized according to the results of the school Systemic Assessment in order to improve students outcomes in the areas of access, attainment and acheivement.

Levels of Performance

School Team – Check the **black** boxes indicating the rating for your self-evaluation of your program performance.   **Review Team** – Check the **red** boxes indicating the rating for your evaluation of this program's level of performance.

Indicators	3 Meets Standard: FULLY functioning level of development and implementation	2 Approaching Standard: Limited level of development and implementation	1 Needs Improvement: Low level of development and implementation
1. Curriculum	A. Counselors have used systemic assessment data collection and analysis of school improvement plan goals to prioritize strategies and interventions within the College and Career Readiness School Counseling Program. B. Evidence is provided that the school counseling curriculum is in harmony with the College and Career Readiness School Counseling Program Student Mindsets and Competencies identified in the Utah Model and is supportive of school improvement goals. C. Counselors have developed or implemented a counselor curriculum to meet content standards not covered by classroom teachers. The curriculum supports identified student needs and aligned to the school improvement plan.	A. Counselors have used systemic assessment data collection and analysis to prioritize strategies and interventions within the College and Career Readiness School Counseling Program. B. Some evidence is provided that the counselor curriculum is in harmony with the College and Career Readiness School Counseling Program Student Mindsets and Competencies identified in the Utah Model. C. Counselors have developed or implemented a counselor curriculum to meet content standards not covered by classroom teachers.	A. Results of the systemic assessment data collection are not used to prioritize program content. B. College and Career Readiness School Counseling Program Curriculum is chosen without reference to the College and Career Readiness School Counseling Program Student Mindsets and Competencies. C. Counselors have identified and begun to develop the counselor curriculum to meet content standards not covered by classroom teachers.

Indicators	3 Meets Standard:	2 Approaching Standard:	1 Needs Improvement:
1. Curriculum (continued)	D. Activities are provided to target gaps, based on data, for diverse students regarding school function, education values, and expectations to maximize student achievement, good behavior, attendance, and prevention.	D. Some activities to target gaps, based on data, for diverse students regarding school function, education values, and expectations to maximize student achievement, good behavior, and attendance.	D. Little to no activities are provided for diverse students regarding school function, education values and expectations to maximize student achievement, good behavior, and attendance.
2. Curriculum Delivery Survey	A. All faculty have completed the Curriculum Delivery Survey to determine which of the identified competencies they are teaching. Results are compiled every 3 years and are used for full implementation of curriculum currently being taught by counselors. B. Counselors are actively involved in teaching a curriculum that supports student needs and school improvement goals.	A. All faculty have been surveyed to determine which of the identified competencies they are teaching. Results are compiled every 6 years and are used to determine what curriculum will be taught by counselors. B. Counselors are involved in teaching the school counseling curriculum.	A. Some data is gathered from the faculty to determine which College and Career Readiness School Counseling Program student outcomes have been included in the classroom. B. Counselors teach or provide the school counseling curriculum only upon request.
3. Breaking Down Barriers	A. Counselors implement varying strategies and instructional styles recognizing differing needs among students, including students with disabilities. B. Counselors provide yearly school counseling activities that support student awareness of rigorous program of student (e.g. core classes, Current Enrollment, Advanced Placement, Honors, CTE Pathway completers).	A. Counselors have begun to implement varying strategies and instructional styles recognizing differing needs among students, including students with disabilities. B. Counselors provide some school counseling activities that support student awareness of rigorous program of student (e.g. core classes, Current Enrollment, Advanced Placement, Honors, CTE Pathway completers).	A. Counselors are aware of the need to implement varying strategies and instructional styles recognizing differing needs among students, including students with disabilities. B. Counselors provide little to no school counseling activities that support student awareness of rigorous program of student (e.g. core classes, Current Enrollment, Advanced Placement, Honors, CTE Pathway completers).

Indicators	3 Meets Standard:	2 Approaching Standard:	1 Needs Improvement:
4. Electronic Evidence Box	A. Electronic evidence box provides clearly defined evidence that fully supports program implementation and the ratings indicated in the Performance Self-Evaluation.	A. Electronic evidence box provides some evidence that supports program implementation and the ratings indicated in the Performance Self-Evaluation.	A. Electronic evidence box provides little to no evidence. The evidence that is documented does not clearly define and support the program.

STANDARD 5: Collaborative Classroom Instruction.

Overall rating for this standard:

School Counseling Team:

Describe how the program has addressed recommendations from the last review:

Describe new program goals and one MEASUREABLE goal for student outcomes:

To strengthen student outcomes, examine your data to look deeper into equity gaps that inhibit student success. Describe how the school counseling program has identified and addressed the gaps in the areas of *access, attainment and/or achievement* in this standard. Provide descriptions and/or examples of connecting standard indicators and current practice. Refer to pg. 9 for more information.

Describe the connections to School Improvement Plan:

Review Team Summary:
Strengths:

Recommendations:

STANDARD 6: *Systemic Approach to Dropout Prevention with Social/Emotional Supports.* With a systemic approach to access, attainment, and achievement school counselors will collaborate and coordinate with family, school and community resources to provide services to address the immediate concerns and identified needs of each student.

Levels of Performance

School Team – Check the **black** boxes indicating the rating for your self-evaluation of your program performance.
Review Team – Check the **red** boxes indicating the rating for your evaluation of this program's level of performance.

Indicators	3 Meets Standard: FULLY functioning level of development and implementation	2 Approaching Standard: Limited level of development and implementation	1 Needs Improvement: Low level of development and implementation
1. Prevention	A. Provisions have been made for Counselor availability and timely response to student, staff and parent needs. A counselor schedule rotation during Plan for College and Career Readiness meetings has been established.	A. Provisions have been made for counselor availability.	A. No provisions have been made for counselor availability.
	B. Counselors monitor and help all students who are not on track for high school graduation and develop an individualized plan for college and career readiness.	B. Counselors monitor and help students who are not on track for high school graduation, but do not develop individualized plans.	B. Counselors monitor students who are not on track for high school graduation.
	C. Counselors review and analyze longitudinal, disaggregated dropout prevention data (academic, attendance, behavior) to identify needs and implement interventions.	C. Counselors review and analyze dropout prevention data (academic, attendance, behavior) to identify needs and implement interventions.	C. Dropout prevention data is available and reviewed but no plan for interventions are in place.
	D. There is evidence of effective collaboration with school, community, and family resources to support dropout prevention.	D. There is some evidence of effective collaboration with school, community, and family resources to support dropout prevention.	D. There is little evidence of effective collaboration with school, community, and family resources to support dropout prevention.

Indicators	3 Meets Standard:	2 Approaching Standard:	1 Needs Improvement:
1. Prevention (continued)	E. Counselors are current regarding applicable laws (e.g., FERPA, and AI/AN Utah residency regulations). Required forms are used. F. Counselors use a systemic tiered approach (e.g. RTI Model) to provide students supports to empower students to successfully navigate developmental challenges and life events.	E. Counselors are aware of some laws. Required forms are used. F. Counselors provide student supports that are not clearly tiered or systemic to empower students to successfully navigate developmental challenges and life events.	E. Counselors are aware of some laws, but no required forms are being used. F. Counselors rely primarily on a crisis response format to deliver information to students about life events.
2. Intervention	A. Program activities have been implemented that address issues identified from the systemic assessment data collection and analysis. B. A systemic system of data-based interventions for dropout prevention specific to the school have been implemented. C. Complete results data for dropout prevention interventions is documented. D. The school counseling program implements and collaborates with outside resources to provide ongoing effective group counseling (e.g., grief, divorce, transitions, bullying) in response to school systemic assessment data and school improvement plan.	A. Program activities have been implemented, but are not responsive to the systemic assessment data collection and analysis. B. Some data-based interventions for dropout prevention specific to the school have been implemented. C. Some results data for dropout prevention interventions is documented. D. The school counseling program uses outside resources for group counseling which are responsive to school systemic assessment data and/or school improvement plan.	A. Limited or no programs exist to address the immediate and ongoing needs of the students. B. Interventions for dropout prevention have been implemented without consideration of data based or school needs. C. Little to no results data for dropout prevention intervention is documented. D. Some groups are organized. Their relation to school systemic assessment data and school improvement plan is not clear.

Indicators	3 Meets Standard:	2 Approaching Standard:	1 Needs Improvement:
2. Intervention (continued)	E. Collaborative classroom instruction to deal with ongoing student issues responsive to school systemic assessment data and school improvement plans is implemented. F. Counselors effectively follow-up with students as needed following a responsive services contact. G. LEA and school crisis response plans are in place and updated. Counselor training has been provided and counselors are fully aware of execution of crisis response plan.	E. Collaborative classroom instruction to deal with ongoing student issues is implemented. F. There is some follow-up with student as needed following a responsive services contact. G. LEA and school crisis response plans are in place and updated.	E. There are few activities to help students deal with ongoing developmental issues. F. Little effort is made to follow up with students. G. The LEA crisis response plan is in place, but not updated.
3. Electronic Evidence Box	A. Electronic evidence box provides clearly defined evidence that fully supports program implementation and the ratings indicated in the Performance Self-Evaluation.	A. Electronic evidence box provides some evidence that supports program implementation and the ratings indicated in the Performance Self-Evaluation.	A. Electronic evidence box provides little to no evidence. The evidence that is documented does not clearly define and support the program.

STANDARD 6: Systemic Approach to Dropout Prevention with Social/Emotional Supports.

Overall rating for this standard:

School Counseling Team:

Describe how the program has addressed recommendations from the last review:

Describe new program goals and one MEASUREABLE goal for student outcomes:

To strengthen student outcomes, examine your data to look deeper into equity gaps that inhibit student success. Describe how the school counseling program has identified and addressed the gaps in the areas of *access, attainment and/or achievement* in this standard. Provide descriptions and/or examples of connecting standard indicators and current practice. Refer to pg. 9 for more information.

Describe the connections to School Improvement Plan:

Review Team Summary:
Strengths:

Recommendations:

STANDARD 7: *Alignment.* In order to decrease access, attainment and achievement gaps, school counseling programs must systemically communicate, collaborate, and coordinate programs and goals with feeder systems, schools and stakeholders.

Levels of Performance

School Team – Check the **black** boxes indicating the rating for your self-evaluation of your program performance. **Review Team** – Check the **red** boxes indicating the rating for your evaluation of this program's level of performance.

Indicators	3 Meets Standard: FULLY functioning level of development and implementation	2 Approaching Standard: Limited level of development and implementation	1 Needs Improvement: Low level of development and implementation
1. K-12 Collaboration	A. Secondary counselors have a planned, formal, calendared quarterly meetings within feeder system(s). B. Written agendas and minutes are available for all meetings within feeder system(s). C. The school counseling program collaborates in the feeder system(s) to provide effective transitions and training to meet the needs of each student, including specific activities for diverse populations. D. Curriculum and interventions are well coordinated from level to level, including CTE Pathways. E. Representatives and counselors meet at least twice yearly within feeder system(s) to plan for student transitions (elementary, middle/junior, and high school).	A. Secondary counselors have a formal, calendared, twice-yearly meeting within feeder system(s). B. Some written agendas and minutes are available. C. The school counseling program collaborates in the feeder system(s) to provide effective transitions and training to most students, including some activities for diverse populations. D. Some curriculum and interventions are coordinated from level to level. E. Representatives and counselors within the feeder system(s) meet at least once per year to plan for student transition.	A. Secondary counselors have an annual meeting within feeder system(s). B. No written agendas or minutes are available. C. The school counseling program does not collaborate in the feeder system(s) to provide effective transitions and training for students. D. Curriculum and interventions are not coordinated from level to level. E. Opportunities for transition are limited to the registration process.

Indicators	3 Meets Standard:	2 Approaching Standard:	1 Needs Improvement:
1. K-12 Collaboration (continued)	F. Counselors works within feeder system to share information about each student regarding student identification, student needs, and transitions. G. The Plan for College and Career Readiness process and materials are coordinated with LEA, feeder system(s), and school improvement plan. H. Individual student information to support students in dropout prevention and responsive services is exchanged in a coordinated process. I. Counselors include the review of systemic equity gaps and align interventions to improve student outcomes when meeting with feeder systems.	F. Within the feeder system, the counselors have made some attempt to share information about each student regarding student identification, student needs, and transitions. G. The Plan for College and Career Readiness process and materials are coordinated with some feeder systems(s). H. Individual student information to support students in responsive services is exchanged in a coordinated process. I. Counselors occasionally include the review of systemic equity gaps and align interventions to improve student outcomes when meeting with feeder systems.	F. Counselors make no attempt to share information about students, especially diverse students, regarding student identification, student needs, and transitions. G. The Plan for College and Career Readiness process and materials are exchanged with feeder system(s). H. Individual student information to support responsive services is occasionally shared. I. Counselors do not include the review of equity gaps or align interventions to improve student outcomes when meeting with feeder systems.
2. Electronic Evidence Box	A. Electronic evidence box provides clearly defined evidence that fully supports program implementation and the ratings indicated in the Performance Self-Evaluation.	A. Electronic evidence box provides some evidence that supports program implementation and the ratings indicated in the Performance Self-Evaluation.	A. Electronic evidence box provides little to no evidence. The evidence that is documented does not clearly define and support the program.

STANDARD 7: Alignment.

Overall rating for this standard:

School Counseling Team:

Describe how the program has addressed recommendations from the last review:

Describe new program goals and one MEASUREABLE goal for student outcomes:

To strengthen student outcomes, examine your data to look deeper into equity gaps that inhibit student success. Describe how the school counseling program has identified and addressed the gaps in the areas of *access, attainment and/or achievement* in this standard. Provide descriptions and/or examples of connecting standard indicators and current practice. Refer to pg. 9 for more information.

Describe the connections to School Improvement Plan:

Review Team Summary:

Strengths:

Recommendations:

Notes and Overall Remarks

Review Team Summary

Electronic Evidence Box Notes:

Overall Strengths:

Overall Recommendations:

Notes:

Action Plan for Program Improvement

Any standard or indicator receiving a rating of 2 (Approaching Standard) or 1 (Needs Improvement) will require an action plan to address gaps by the on-site review team.

The following are some guiding principles to help you use data to strengthen accountability and address access, attainment and achievement gaps in your College and Career Readiness School Counseling Program (*Adapted from: The Beliefs and Practices of School Counselors Who Use Data to Implement Comprehensive School Counseling Programs)*:

- I have increased my use of data to demonstrate the effectiveness of my school counseling program.
- I have maintained my momentum to use data.
- I use data to identify barriers that impede student performance.
- I regularly review my school's data (academic, attendance, behavior) to identify gaps.
- I use data to inform and facilitate the school counseling services and programs that I lead.
- I use quantitative data collection methods to improve my school counseling services/programs.
- I use qualitative data collection methods to improve my school counseling services/programs.
- I analyze the data I collect.
- I use data to identify and close the achievement gaps in my building.
- I use data to evaluate student enrollment patterns.
- I use data to prepare students for college readiness.
- Our school counseling department uses data to set strategic goals.

Lee, V. & Goodnough, G. (2015). Systemic, Data-Driven School Counseling Practice and Programming for Equity, In Erford, B.T. (3rd), *Transforming the School Counseling Profession* (chapter 4). Location: Merrill.

Young, A. & Kaffenberger, C. (2011, December). The beliefs and practices of school counselors who use data to implement comprehensive school counseling programs. *Professional School Counseling, 15*(2), 67-76.

School Counseling Program Action Plan

Rating	Standard/Indicator: Recommendation	Planning Begin Date	Planning End Date	Implementation Date
	Standard 1:			
	Standard 2:			
	Standard 3:			
	Standard 4:			

Rating	Standard/Indicator: Recommendation	Planning Begin Date	Planning End Date	Implementation Date
	Standard 5:			
	Standard 6:			
	Standard 7:			
	Assurances:			

College and Career Readiness School Counseling Program Model Second Edition

Utah State Board of Education   250 East 500 South   P.O. Box 144200   Salt Lake City, UT 84114-4200   Sydnee Dickson, Ed.D., State Superintendent of Public Instruction

http://www.uen.org/ccr/counselor-toolkit/documents/CCRpmBOOK5_10_ADA_version.pdf

Results and Signature Page

School name and LEA/Charter: _____ Date: _____

Based on rating expectations, standards must be met to be an approved College and Career Readiness School Counseling Program. Schools on probation may be held harmless without losing funding, provided the program passes a re-review. If a re-review is found necessary, an action plan will be outlined with the school counseling team, LEA leadership and USBE School Counseling Specialist.

The overall recommendation by the On-Site Performance Review Team of the College and Career Readiness School Counseling Program is:
(check one and provide dates)

❑ **Pass:**   Minimum of 6 **Level "3" overall** ratings, indicating a fully functioning program. **Including:** Level "3" overall rating on Standards 1-4 and a minimum of 2 level "3" ratings in standards 5-7.

- ▪ Next <u>Interim</u> review will take place in school year: 20_____ - 20_____
- ▪ Next <u>On-site</u> review will take place in school year: 20_____ - 20_____

❑ **Probation:**   A **Level "2" overall rating** in standards 1-4, two or more **Level "2" overall ratings** in standards 5-7 or **Level "1" overall rating** in any standard requires a re-review by a review team. An action plan will be outlined by the counseling team, LEA leadership and USBE School Counseling Specialist.

- ▪ **Follow up re-review date:** _____

❑ **Fail:**   After re-review of a probationary program, a **Level "2" overall rating** in standards 1-4, two or more **Level "2" overall ratings** in standards 5-7, or a **Level "1" overall rating** in any standard. An action plan will be outlined by the USBE School Counseling Specialist.

- ▪ **Follow up re-review date:** _____

School Counseling Team Member Signatures:

LEA Approval Signatures:

School Administrator:	LEA CTE/School Counseling Director:	LEA Superintendent:

This form must be received by the USBE School Counseling Specialist within 30 days of the on-site review.

Review Team Signatures: