empathetic | safe | dependable | goal-driven | knowledgeable | engaging

cooperative | compassionate | resilient | empowering | communicative | problem-solver | positive

scholar-focused | encouraging | adaptable | resourceful | compassionate | approachable | caring

COMPREHENSIVE

school counseling

PROGRAM

listener | ethical | data-driven | trustworthy | supportive | collaborative

FEDERAL WAY
PUBLIC SCHOOLS

EACH SCHOLAR: A VOICE. A DREAM. A BRIGHT FUTURE.

scholar-focused | encouraging | adaptable | resourceful | compassionate | approachable | caring

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This Comprehensive School Counseling Program guide was developed referencing and utilizing the American School Counselor Association (ASCA) 4th edition National Model Framework. This CSCP was also developed based on the guidance from the Office of Superintendent of Public Instruction (OSPI) to align with Substitute Senate Bill (SSB) 5030 and RCWs 28A.320.600, 28A.320.610, and 28A.320.62.

Revised 09/2024

COMPREHENSIVE

school counseling

PROGRAM

EACH SCHOLAR: A VOICE. A DREAM. A `BRIGHT` *FUTURE.*

FEDERAL WAY
PUBLIC SCHOOLS

table of contents

Throughout this guide, conversation starter essential questions will be posed to facilitate a dialogue between counselors and administrators.

Our Strategic Plan Goals

1 The Early Years: BUILDING THE FOUNDATION

Every student scholar will enter kindergarten ready to learn with the social-emotional skills that will propel each student to meet or exceed grade level standards in English Language Arts (ELA) and Mathematics by the end of 3rd grade.

2 Whole Child: THRIVING, CONFIDENT, RESPONSIBLE INDIVIDUALS

Every student scholar will be empowered and prepared to develop personal responsibility in order to be positive, productive members of society.

3 Active Learners: ENGAGED, EMPOWERED CRITICAL THINKERS

Every student scholar will be empowered with ownership of their education and be fully engaged in becoming critical and creative thinkers.

4 Content-Area Competence: MASTERY OF ALL SUBJECTS

Every student scholar will receive equitable opportunity for success, and will meet or exceed standards of performance in all subjects by the end of each grade.

5 Persistence To Graduation: HIGH SCHOOL GRADUATION THROUGH SUCCESSFUL TRANSITIONS

Every student scholar will successfully navigate the critical transitions in their schooling, and will graduate from high school ready for college, career, and post-secondary experiences.

Our Mission Statement

In an environment of high expectations, high support, and no excuses, the staff of Federal Way Public Schools will continually learn, lead, utilize data, and collaborate to ensure our scholars have a voice, a dream, and a bright future.

The Federal Way Public Schools Comprehensive School Counseling Program (CSCP) is based upon the following beliefs:

- Race, socioeconomics, language, cultural background, and other exceptionalities should not be predictors of scholar achievement
- All scholars should benefit from comprehensive school counseling program at every school
- All scholars should feel accepted for who they are
- All scholars need an advocate
- All scholars can achieve success in their lives
- School should be a safe and welcoming place for all scholars
- All scholars will be supported academically, socially, and emotionally
- All scholars have the right to quality education that educates the whole person and encourages scholars to be life-long learners

Administrators' and Counselors' Guide to Implementation

This School Counseling Model Guide is designed to be a framework for developing a comprehensive school counseling program in each school in the Federal Way Public School system.

This guide provides a framework for our FWPS counseling program and is based on the American School Counseling Association (ASCA) model. This guide should be used to support the Theory of Action, an annual administrative conference/goal setting meeting between school administration and the counselor(s) on the goals of the school counseling program in support of the school improvement plan and the district strategic plan goals.

For the purpose of consistency, the term "school counselor" will be used throughout the guide to represent both the Counselor and other licensed Educational Staff Associate (ESA) implementing the Comprehensive School Counseling Program such as an ESA Social Worker.

FEDERAL WAY
PUBLIC SCHOOLS

Administrator's Role

MONTHLY CSCP CHECKLIST: The ASCA National Model is comprised of the **Define**, **Manage**, **Deliver** and **Assess** components.

Purpose

To support clarity, direction, and mutual agreement between Comprehensive School Counseling Program (CSCP) staff and supervising administrator(s) on the top 5030 implementation priorities for the school year.

Instructions

CSCP staff and supervising administrators meet to collaboratively use this checklist as a guide with the monthly 5030-aligned CSCP priorities. You will notice that a few suggested priorities are already included below. Ideally, administrators will "check-in" monthly with School Counseling staff on these priorities to provide thought partnership, support, and to remove barriers to implementation fidelity.

How to Use the Administrator Checklist

This phased implementation plan guides school counselors in creating a Comprehensive School Counseling program. The length of time to complete each phase varies from school to school. Time frames may vary by multiple factors including knowledge and understanding of the National Model, priorities, persistence, and peer and district support.

Phase 1: Develop the CSCP [September–November]

Phase 2: Using Data [December–January]

Phase 3: Inform & Advocate [February–March]

Phase 4: Your Comprehensive School Counseling Program [April–June]

Note: Templates are referenced in the TOOL section.
Note: Buildings pursing a Recognized ASCA National Model Program (RAMP) must use the required ASCA National Model templates.

END OF PREVIOUS SCHOOL YEAR / BEFORE THE START OF NEW SCHOOL YEAR (JUNE / AUGUST)		ADMINISTRATOR SUPPORT NEEDED
✔ **PREPARATION FOR THE INCOMING SCHOOL YEAR**		• Support your counselor in conducting a needs assessment.
☐ Review SSB 5030 Guidance Bulletin (see https://ospi.k12.wa.us/educator-support/education-staff-associate-esa/school-counseling/comprehensive-school-counseling-programs)		
☐ Review your data and program impact for the CSCP and begin planning for the upcoming school year • This data will be used to create a work plan and develop a comprehensive program for the year. • Data such as attendance, grade reports, discipline data, and surveys will be used for this purpose.		• Determine with your counselor(s) the data needed to evaluate the school counseling program.
☐ Publish districtwide AND school site school counseling **annual calendar** (for administration, staff, families, & students to view)		
DEFINE	**Read:** ☐ ASCA National Model Framework ☐ ASCA Student Standards: Mindsets & Behaviors for Student Success ☐ Washington K–12 SEL Standards & Benchmarks (pg. 15) ☐ ASCA Ethical Standards for School Counselors	
ASSESS	**Complete:** ☐ ASCA School Counselor Professional Standards & Competencies checklist (pre-assessment) ☐ SC Program Assessment	
MANAGE	**Develop:** ☐ Mission Statements ☐ Vision Statements ☐ Annual Calendar	

(continued)

PHASE 1: DEVELOP THE COMPREHENSIVE SCHOOL COUNSELING PROGRAM		
AUGUST / SEPTEMBER (FIRST MONTH OF SCHOOL)		**ADMINISTRATOR SUPPORT NEEDED**
✔ PREPARATION FOR PHASE 1		
☐ Completed **Monthly Administrator Checklist** (this document)		
☐ Begin aligning CSCP activities to **student learning standards** for academic, career, and social/emotional development.		
☐ Discuss with your counselor the "Use-of-Time Calculator" to determine the amount of time spent toward the recommended 80% or more of the counselor's time to direct and indirect services to scholars.		
☐ SCUTA will be used by **School Counseling staff** to begin collecting Use of Time data. **Track 2 weeks each month during the school year.** Choose 2 "typical" weeks this Fall to *analyze* Fall Use of Time.		
☐ Advisory Council Meeting Dates/ (add to Annual Administrative Conference document)		
MANAGE	**Develop:** ☐ Advisory Council Meeting Agenda ☐ School Data Summary (one per school) ☐ **Annual Administrator Conference** (template) (one per school counselor, with use of time data from the previous school year) **Complete:** ☐ Classroom and Group Mindsets & Behaviors Action Plan Finalized for School Year ☐ Annual Student Outcome Goals (one or two goals per counselor)	

OCTOBER		**ADMINISTRATOR SUPPORT NEEDED**
ASSESS	**Collect data and analyze:** ☐ CSCP staff analyze their time [1–2 weeks of *SCUTA Fall data*] *Note:* if you are applying for RAMP you will need to use the "Use-of-Time 5-Day Calculator" from ASCA	• Review the Suggested Use of Time table with your counselor(s) to determine the activities that your counselor(s) will be doing to deliver a comprehensive school counseling program.
DELIVER	**Complete and Implement:** ☐ Annual Administrative Conference (due) ☐ Lesson Plans Finalized (three independent classroom lessons or one class unit of three lessons & one small group with plan for each session)	

NOVEMBER		**ADMINISTRATOR SUPPORT NEEDED**
DELIVER	**Implement:** ☐ Advisory Council Fall Semester Meeting	
MANAGE	**Develop:** ☐ EOY (Flashlight) report	

(continued)

PHASE 2: USING DATA		
DECEMBER		**ADMINISTRATOR SUPPORT NEEDED**
✔ **PREPARATION FOR PHASE 2**		
☐ Schedule a meeting with the supervising administrator to **debrief the CSCP staff's time tracking data**. Determine next steps for beginning to align use of time to recommendations.		
☐ Review **School Counselor engagement data** and determine next steps.		
MANAGE	**Develop:** ☐ Closing-the-Gap Action Plan(s) (use the ASOG worksheet as a guide)	
DELIVER	**Implement:** ☐ Lesson Plan Delivery	

JANUARY		**ADMINISTRATOR SUPPORT NEEDED**
ASSESS	**Collect data and analyze:** ☐ Three classroom lessons (use Classroom and Group Results Report)	• Administrator and CSCP staff meet to review evidence that **planned Tier 1 CSCP instruction** was delivered in fall to all students, as well as pre/post test data to evaluate impact of the instruction.
DELIVER	**Implement:** ☐ Lesson Plan Delivery ☐ Closing-the Gap Action Plan	
MANAGE	☐ Update EOY (Flashlight) Template	

PHASE 3: INFORM AND ADVOCATE		
FEBRUARY		**ADMINISTRATOR SUPPORT NEEDED**
✔ **PREPARATION FOR PHASE 3**		• Schedule regular meetings with your counselor(s) to review progress of goals set on the FWPS Goal Setting Form.
☐ **National School Counseling Week** [February 3–7] activities (purpose is to highlight how the CSCP impacts scholar success and post-secondary readiness).		
☐ Continue to collect 2 weeks of Use of Time data in SCUTA each month. Choose 2 "typical" weeks this Spring to *analyze* Spring use of time.		
☐ Second Semester Advisory Council		
☐ Continue **implementation and evaluation** of CSCP services		
DELIVER	**Implement:** ☐ National School Counseling Week (Feb 3–7) ☐ Lesson Plan Delivery	
ASSESS	**Collect data and analyze:** ☐ Classroom Results Report ☐ Small Group Results Report	

(continued)

MARCH		ADMINISTRATOR SUPPORT NEEDED
ASSESS	**Collect data and analyze:** ☐ Closing the Gap Results Report ☐ Annual Student Outcome Goal Plan Results ☐ CSCP staff **analyze** their time [1–2 weeks of *SCUTA Spring data*]	
MANAGE	**Develop:** ☐ Update EOY (Flashlight) Template ☐ Advisory Council communication, dates, agenda	
DELIVER	**Implement:** ☐ Lesson Plan Delivery ☐ Advisory Council Spring meeting (or April)	• Support the development of a Counselor Advisory Council to review and make recommendations about your building counseling program.

PHASE 4: YOUR COMPREHENSIVE SCHOOL COUNSELING PROGRAM		
APRIL		ADMINISTRATOR SUPPORT NEEDED
✔ **PREPARATION FOR PHASE 4**		
☐ Continue **implementation and evaluation** of CSCP services		
☐ CSCP staff and administrators meet to conduct an **annual review and assessment of the CSCP's impact on student success**.		
DELIVER	**Implement:** **Share results with stakeholders:** ☐ Advisory Council Spring Semester Meeting ☐ Results Reports (Completed & Analyzed, Graphs Created) ☐ Finalize EOY (Flashlight) Template	
MANAGE	**Review, revise, update:** ☐ Review Vision Statement ☐ Review Mission Statement ☐ Update: SC Program Assessment ☐ Update: Classroom and group Mindsets & Behaviors action plan ☐ Update: Annual Calendar ☐ Update: Lesson plan library	

MAY / JUNE (END OF SCHOOL YEAR)		ADMINISTRATOR SUPPORT NEEDED
ASSESS	☐ **SC Professional Standards & Competencies checklist (District post-assessment)** ☐ Results Reports (Completed & Analyzed, Graphs Created) • Classroom Results • Group Results • Closing the Gap Results	
	☐ Reference the ASCA website and resources to learn about new developments in the ASCA National Model.	

This checklist was adapted from the ASCA National Model Phased Implementation Plan, The ASCA Monthly Tasks, The 23–24 Administrator Monthly CSCP Checklist by Hatching Results, Office of Superintendent of Public Instruction, and Association of Washington School Principals

Counselor's Role

How Counselors Use the Guide

This guide is a critical tool to assist the counselor and the administrator to reference throughout the 4 implementation phases. A counselor should use this guide as a working document.

A comprehensive school counseling program is an integral component of the school's academic mission. The ASCA National Model:

- Ensures equitable access to a rigorous education for all scholars
- Identifies the knowledge and skills all scholars will acquire as a result of the K–12 comprehensive school counseling program
- Is delivered to all scholars in a systematic fashion
- Is based on data-driven decision making
- Is provided by a state-credentialed school counselor

The framework of a comprehensive school counseling program consists of four components:

- **DEFINE**
- **MANAGE**
- **DELIVER**
- **ASSESS**

DEFINE

Enhancing the learning process for all scholars, the *ASCA Mindsets & Behaviors for Scholar Success: K–12 College- and Career-Readiness for Every Scholar, WA SEL Standards, ASCA Ethical Standards for School Counselors, and ASCA School Counselor Professional Standards & Competencies* guide the development of effective school counseling programs around three domains: **academic, career** and **social/emotional** development.

MANAGE

To establish program focus, school counselors identify personal beliefs that address how all scholars benefit from the school counseling program. Building on these beliefs, school counselors create a vision statement defining what the future will look like in terms of scholar outcomes. In addition, school counselors create a mission statement aligned with their school's mission and the district's strategic plan and develop program goals defining how the vision and mission will be measured.

In the Manage Component, School Counselors incorporate program and focus (Beliefs, Vision & Mission Statements), and planning tools to support with developing and implementing the CSCP:

Program Planning

- School Data Summary
- Annual Student Outcome Goals
- Action Plans
  - » Classroom and Group
  - » Closing the Gap
- Lesson plans
- Annual Administrative Conference
- Use-of-Time
- Calendars
  - » Annual
  - » Weekly
- Advisory Council

DELIVER

School counselors dedicate 80% of their time for direct and indirect services to scholars, parents and guardians, school staff and the community to improve academics, attendance, discipline, and close opportunity gaps in the following areas:

- **Direct Services** are in-person interactions between school counselors and scholars to include the following:
  - School instruction: structured lessons targeting desired competencies
  - Advisement & Appraisal: personal goals and development of future plans
  - Counseling: meeting the immediate needs of scholars
- **Indirect Services** are provided on behalf of scholars as a result of the school counselors' interactions with others including referrals for additional assistance, consultation and collaboration with parents and guardians, teachers, other educators and community organizations. Participation on leadership teams, scholar interventions teams, and facilitating parent engagement through conferences, home visits, and various communication methods are examples of indirect support.
- **Program planning and school support** focuses on the development, implementation, and monitoring of a comprehensive school counseling program. Student needs based on data and other pertinent information drive program planning. School Counselors take time to review data, disaggregate data, achievement, attainment or opportunity gaps to plan for the CSCP and make adjustments as needed.

ASSESS

To demonstrate the effectiveness of the school counseling program in measurable terms, school counselors analyze school and school counseling program data to determine how scholars are different because of the school counseling program. School counselors use data to show the impact of the school counseling program on scholar achievement, attendance and behavior and analyze school counseling program assessments to guide future action and improve future results for all scholars. The performance of the school counselor is evaluated on basic standards of practice expected of school counselors implementing a comprehensive school counseling program.

ABSTRACT

School counseling programs are collaborative efforts benefiting scholars, parents and families, teachers, administrators and the overall community. School counseling programs should be an integral part of scholars' daily educational environment, and school counselors should be partners in scholar achievement.

See ASCA Ethical Standards by going to www.schoolcounselor.org (see *About School Counseling>ASCA Ethical Standards*)

Define

The question has been posed, "What do school counselors do?" The more important question is,

"How are scholars different as a result of what school counselors do?"

To help answer this question, the American School Counselor Association (ASCA) created the ASCA National Model®, which is a framework for a comprehensive, data-driven school counseling program.

The school counseling program in Federal Way Public Schools is comprehensive in scope, preventative in design and developmental in nature. Additionally, it allows for responsive services. The emphasis is on academic success for every scholar. The school counseling program helps all scholars achieve success in school and become contributing members of our society. A Comprehensive School Counseling Program (CSCP) is consistent with the structural frameworks of Restorative Practices and Positive Behavioral Intervention and Support (PBIS). The CSCP model is supported at a national level by the American School Counselor Association (ASCA) and at the state level by the Washington School Counseling Association (WSCA). It utilizes a school counselor's training to provide a method for reaching all scholars through an approach of collaboration, prevention and intervention.

A Comprehensive School Counseling Program:

- Aligns with the district's Strategic Plan
- Is supportive of the school's School Improvement Plan
- Provides 100% scholar access
- Monitors data for improvement in scholar achievement and to close opportunity gaps
- Defines a way to evaluate program and staff
- Uses data to develop school counseling goals
- Addresses scholars' needs while enhancing school climate
- Focuses on College and Career readiness

Federal Way Public Schools counselors work together to follow the Comprehensive School Counseling Model, designed by ASCA. **The framework of a comprehensive school counseling program consists of four components:**

Required Components of a Comprehensive School Counseling Program (CSCP)

The four components of the American School Counselor Association (ASCA) National Model 4th edition align with the required components of Substitute Senate Bill (SSB) 5030.

DEFINE	Alignment with State and National Standards
MANAGE	Provide a Process for Identifying Student Needs
DELIVER	Explain How Direct & Indirect Services Will Be Delivered
ASSESS	Establish an Annual Review and Assessment Process

Program Focus

School counselors create comprehensive school counseling programs that focus on scholar outcomes and teach scholar competencies.

To establish program focus, school counselors identify personal beliefs that address how all scholars benefit from the school counseling program. Building on these beliefs, school counselors create a vision statement defining what the future will look like in terms of scholar outcomes. In addition, school counselors create a mission statement aligned with their school's mission and develop program goals defining how the vision and mission will be measured.

Given these selected Priority Standards, how might counselors and principals work together to implement instruction through activities to support scholar competencies?

Scholar Standards

Enhancing the learning process for all scholars, the ASCA Mindsets & Behaviors for Scholar Success: College- and Career-Readiness Standards for Every Scholar guide the development of effective school counseling programs around three domains: academic, college and career and social/emotional development. School counselors also consider how other scholar standards important to state and district initiatives complement and inform their school counseling program.

The ASCA Mindsets & Behaviors for Scholar Success: K–12 College- and Career Readiness for Every Scholar describe the knowledge, skills and attitudes scholars need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in scholar achievement from a wide array of educational standards and efforts. These standards are the next generation of the ASCA National Standards for Scholars, which were first published in 1997.

The 6 mindsets and 30 behavior standards identify and prioritize the specific attitudes, knowledge and skills scholars should be able to demonstrate as a result of a school counseling program. School counselors use the standards to assess scholar growth and development, guide the development of strategies and activities and create a program that helps scholars achieve their highest potential. The ASCA Mindsets & Behaviors can be aligned with initiatives at the district, state and national levels to reflect the district's local priorities.

Competencies that align with the specific standards have been identified and become the foundation for classroom lessons, small groups and activities addressing scholar developmental needs. The competencies directly reflect the vision, mission and goals of the comprehensive school counseling program and align with the school's academic mission.

ASCA Student Standards

The ASCA Student Standards: Mindsets & Behaviors for Student Success describe the knowledge, attitudes and skills students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts.

Mindsets & Behaviors for Student Success
K–12 College-, Career- and Life-Readiness Standards for Every Student

Each of the following standards can be applied to the academic, career and social/emotional domains.

Category 1: Mindset Standards
School counselors encourage the following mindsets for all students.
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment
M 3. Positive attitude toward work and learning
M 4. Self-confidence in ability to succeed
M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
M 6. Understanding that postsecondary education and life-long learning are necessary for long-term success

Category 2: Behavior Standards
School counselors provide culturally sustaining instruction,
appraisal and advisement, and counseling to help all students demonstrate:

Learning Strategies		Self-Management Skills		Social Skills	
B-LS 1.	Critical-thinking skills to make informed decisions	**B-SMS 1.**	Responsibility for self and actions	**B-SS 1.**	Effective oral and written communication skills and listening skills
B-LS 2.	Creative approach to learning, tasks and problem solving	**B-SMS 2.**	Self-discipline and self-control	**B-SS 2.**	Positive, respectful and supportive relationships with students who are similar to and different from them
B-LS 3.	Time-management, organizational and study skills	**B-SMS 3.**	Independent work	**B-SS 3.**	Positive relationships with adults to support success
B-LS 4.	Self-motivation and self-direction for learning	**B-SMS 4.**	Delayed gratification for long-term rewards	**B-SS 4.**	Empathy
B-LS 5.	Media and technology skills to enhance learning	**B-SMS 5.**	Perseverance to achieve long- and short-term goals	**B-SS 5.**	Ethical decision-making and social responsibility
B-LS 6.	High-quality standards for tasks and activities	**B-SMS 6.**	Ability to identify and overcome barriers	**B-SS 6.**	Effective collaboration and cooperation skills
B-LS 7.	Long- and short-term academic, career and social/emotional goals	**B-SMS 7.**	Effective coping skills	**B-SS 7.**	Leadership and teamwork skills to work effectively in diverse groups
B-LS 8.	Engagement in challenging coursework	**B-SMS 8.**	Balance of school, home and community activities	**B-SS 8.**	Advocacy skills for self and others and ability to assert self, when necessary
B-LS 9.	Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias	**B-SMS 9.**	Personal safety skills	**B-SS 9.**	Social maturity and behaviors appropriate to the situation and environment
B-LS 10.	Participating in enrichment and extracurricular activities	**B-SMS 10.**	Ability to manage transitions and adapt to change	**B-SS 10.**	Cultural awareness, sensitivity and responsiveness

ASCA (2021)

ASCA Professional Standards & Competencies

The ASCA School Counselor Professional Standards & Competencies outline the mindsets and behaviors school counselors need to meet the rigorous demands of the school counseling profession and the needs of pre-K–12 students. These standards and competencies help ensure new and experienced school counselors are equipped to establish, maintain and enhance a comprehensive school counseling program addressing academic achievement, career planning and social/ emotional development. These standards and competencies can be used in a variety of ways including:

How do Mindset and Behavior Standards support the ASCA Domains of Academic, Social/Emotional, and Career Development?

School Counselors

- Self-assess their own mindsets and behaviors
- Formulate an appropriate professional development plan

School Administrators

- Guide the recruitment and selection of competent school counselors
- Develop or inform meaningful school counselor performance appraisal

School Counselor Education Programs

- Establish benchmarks for ensuring school counseling students graduate with the knowledge, skills and attitudes needed to develop a comprehensive school counseling program.

Mindsets

The mindset standards include beliefs school counselors hold about student achievement and success. Although it may be possible to measure these beliefs, the mindsets are more readily recognized through the behaviors a school counselor demonstrates as a result of the implementation of a comprehensive school counseling program. Therefore, the mindset standards do not have correlating competencies.

Behaviors

The behavior standards include essential behaviors school counselors demonstrate through the implementation of a comprehensive school counseling program including:

1. Professional foundation—the essential skills that are the basis of a school counselor's professional orientation
2. Direct and indirect student services—interactions that are provided directly to students or indirectly for students in collaboration with families, teachers, administrators, other school staff and education stakeholders
3. Planning and assessment- activities necessary for the design, implementation and assessment of the comprehensive school counseling program

Each behavior standard has specific competencies that are measurable indicators of the broader standard. These competencies can be used to further define the behaviors necessary for the implementation of a comprehensive school counseling program.

The mindsets and behaviors standards are found in the chart on the following page, and the behavior competencies are listed afterwards.

Organization of the ASCA School Counselor Professional Standards & Competencies

The ASCA School Counselor Professional Standards & Competencies are organized by mindset standards and behavior standards and competencies. The standards are broader topics that describe the knowledge, attitude and skills school counselors need to implement a comprehensive school counseling program. The competencies are more specific and measurable indicators of the behavior standards.

ASCA (2021)

ASCA Professional Standards & Competencies

Mindsets		
School counselors believe:		

M 1. Every student can learn, and every student can succeed.

M 2. Every student should have access to and opportunity for a high-quality education.

M 3. Every student should graduate from high school prepared for postsecondary opportunities.

M 4. Every student should have access to a comprehensive school counseling program.

M 5. Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, other school staff and education stakeholders.

M 6. School counselors are leaders in the school, district, state and nation.

M.7. Comprehensive school counseling programs promote and enhance student academic, career and social/emotional outcomes.

Behaviors
School counselors demonstrate the following standards in the design, implementation and assessment of a comprehensive school counseling program.

Professional Foundation	Direct and Indirect Student Services	Planning & Assessment
B-PF 1. Apply developmental, learning, counseling, and education theories.	**B-SS 1.** Design and implement instruction aligned to ASCA Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings	**B-PA 1.** Create school counseling program beliefs, vision and mission statements aligned with the school and district
B-PF 2. Demonstrate understanding of educational systems, legal issues, policies, research and trends in education	**B-SS 2.** Provide appraisal and advisement in large-group, classroom, small-group and individual settings	**B-PA 2.** Identify gaps in achievement, attendance, discipline, opportunity and resources
B-PF 3. Apply legal and ethical principles of the school counseling profession	**B-SS 3.** Provide short-term counseling in small-group and individual settings	**B-PA 3.** Develop annual student outcome goals based on student data
B-PF 4. Apply school counseling professional standards and competencies	**B-SS 4.** Make referrals to appropriate school and community resources	**B-PA 4.** Develop and implement action
B-PF 5. Use ASCA Mindsets & Behaviors for Student Success to inform the implementation of a comprehensive school counseling program	**B-SS 5.** Consult to support student achievement and success	**B-PA 5.** Assess and report program results to the school community
B-PF 6. Demonstrate understanding of the impact of cultural, social and environmental influences on student success and opportunities	**B-SS 6.** Collaborate with families, teachers, administrators, other school staff and education stake-holders for student achievement and success	**B-PA 6.** Use time appropriately according to national recommendations and student/school data
B-PF 7. Demonstrate leadership through the development and implementation of a comprehensive school counseling program		**B-PA 7.** Establish agreement with the principal and other administrators about the school counseling program
B-PF 8. Demonstrate advocacy in a comprehensive school counseling program		**B-PA 8.** Establish and convene an advisory ouncil for the comprehensive school counseling program
B-PF 9. Create systemic change through the implementation of a comprehensive school counseling program		**B-PA 9.** Use appropriate school counselor performance appraisal process

ASCA (2021)

Washington's K-12 SEL Standards & Benchmarks

| Self	Social
Standard 1—Self-Awareness: Individual can identify their emotions, personal assets, areas for growth, and potential external resources and supports.	**Standard 4**—Social Awareness: Individual can take the perspective of and empathize with others from diverse backgrounds and cultures.
Benchmark 1A: Demonstrates awareness and understanding of one's own emotions and emotions' influence on behavior. **Benchmark 1B:** Demonstrates awareness of personal and collective identity encompassing strengths, areas for growth, aspirations, and cultural and linguistic assets. **Benchmark 1C:** Demonstrates self-awareness and understanding of external influences, e.g., culture, family, school, and community resources and supports.	**Benchmark 4A:** Demonstrates awareness of other people's emotions, perspectives, cultures, languages, histories, identities, and abilities. **Benchmark 4B:** Demonstrates an awareness and respect for similarities and differences among community, cultural and social groups. **Benchmark 4C:** Demonstrates an understanding of the variation within and across cultures.
Standard 2—Self-Management: Individual can regulate emotions, thoughts, and behaviors.	**Standard 5**—Social Management: Individual can make safe and constructive choices about personal behavior and social interactions.
Benchmark 2A: Demonstrates the skills to manage one's emotions, thoughts, impulses, and stress in constructive ways. **Benchmark 2B:** Demonstrates responsible decision-making and problemsolving skills. Benchmark 5A: Demonstrates a range of communication and social skills to interact effectively with others.	**Benchmark 5A:** Demonstrates a range of communication and social skills to interact effectively with others. **Benchmark 5B:** Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways. **Benchmark 5C:** Demonstrates the ability to engage in respectful and healthy relationships with individuals of diverse perspectives, cultures, language, history, identity, and ability.
Standard 3—Self-Efficacy: Individual can motivate themselves, persevere, and see themselves as capable.	**Standard 6**—Social Engagement: Individual can consider others and show a desire to contribute to the well-being of school and community.
Benchmark 3A: Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals. **Benchmark 3B:** Demonstrates problem-solving skills to engage responsibly in a variety of situations. **Benchmark 3C:** Demonstrate awareness and ability to speak on behalf of personal rights and advocacy.	**Benchmark 6A:** Demonstrates a sense of school and community responsibility. **Benchmark 6B:** Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals. **Benchmark 6C:** Contributes productively to one's school, workplace, and community.

OSPI (2021)

Multi-Tiered, Multi-Domain System of Supports (MTMDSS)

Multi-Tiered System of Supports, or MTSS, is a comprehensive continuum of evidence-based, systemic practices to support a rapid response to scholars' academic, social-emotional, and behavioral needs with regular observation/assessment to facilitate data-based instructional decision making (ESSA, 2015). MTSS is rooted in proactivity, prevention, and decisions regarding instruction that are driven by school and scholar data. **In a MTSS framework all scholars are viewed as capable of grade-level learning when provided adequate support.** MTSS is about equity, in which scholars are provided the resources and supports they need in order to reach equal opportunities and outcomes.

To align with the work of school counselors and other support personnel, a **Multi-Tiered, Multi-Domain System of Supports (MTMDSS) can be utilized.** Like MTSS, the MTMDSS model organizes school instruction and intervention services into three levels, or "tiers" with the categories of the academic, college/career, and social/emotional development domains. The MTMDSS organizes a continuum of core instruction and interventions to meet scholar' needs with the following goals:

1. ensuring all scholars receive developmentally appropriate instruction;
2. maximizing scholar achievement; and
3. increasing the social and behavioral competencies of scholars.

Universal, Targeted, and Intensive

Layers are added for those that need additional supports.
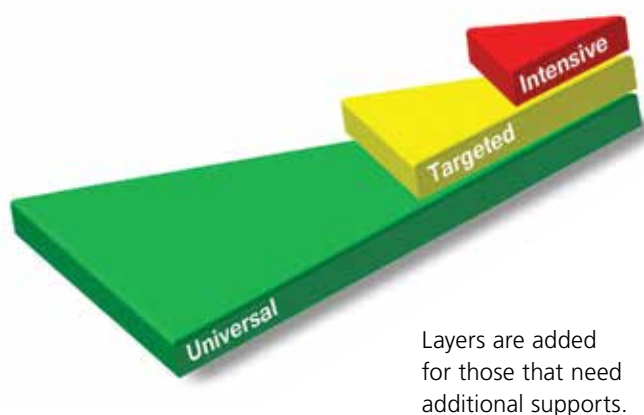
Counseling services are delivered as part of a tiered system of supports that include: **Tier 1** counseling programs are provided to all students across the district. **Tier 2** is additional support, in addition to Tier 1, to address identified deficiencies, missed opportunities, or needs within groups of students. **Tier 3** is intensified, short-term support for a few students. Tier Three may be appropriate for students who:

• Continue to demonstrate a high level of need and exhibit barriers to learning after receiving Tier 2 interventions
• Experience a crisis
• Transfer to the school with data that position them as having a high need for Tier 3
• Need individual counseling or other short-term crisis response
• Need referrals to outside resources

Adapted from Hatching Results (2017–2021) www.hatchingresults.com and FWPS MTSS Handbook

The MTMDSS Planning Guide displays some examples of direct and indirect activities by tier, domain and level of what scholars receive in the building.

MTMDSS Planning Guide

	Program Planning & Professional Development	All	All	All
System Support		**All** • WSCA Conference • Counseling Department meetings • Planning time (for classroom lessons, small group, interventions) • Professional Learning Communities (PLCs)	**All** • WSCA Conference • Counseling Department meetings • Planning time (for classroom lessons, small group, interventions) • PLCs **Secondary** • Maialearning training **High School** • CCLI training • Fall Counselor Workshop	**All** • WSCA Conference • Counseling Department meetings • Planning time (for classroom lessons, small group, interventions) • PLCs • Suicide Prevention Training • Issues of Abuse Training
Tier 3 (5–10%)	**Crisis supports, T3 referrals to outside resources, other intensified supports**	**All** • Referral (i.e. tutoring) • McKinney Vento Liaison • 504 case management • HCP support • Appraisal & Advisement	**All** • Appraisal & Advisement	**All** • Crisis response • Referral (i.e. mental health) • McKinney Vento Liaison • 504 case management • Appraisal & Advisement
Tier 2 (20%)	**DIRECT Support:** Small groups, large group workshops, post- suspension support, restorative justice, mediation, Check In Check Out	**All** • Academic support groups • Study skills, test taking skills • Attendance support groups • Appraisal & Advisement	**All** • Appraisal & Advisement **High School** • Running Start support • FAFSA/WAFSA completion • Postsecondary supports & events (i.e. Dual credit, scholarship opportunities, etc.)	**All** • Conflict resolution • Restorative Circles • Grief & loss support groups • Appraisal & Advisement
	INDIRECT Support: Systems change initiatives, consultation, collaboration, staff education, T2 referrals to in-school resources	**All** • Consult w/ staff, families • Attendance team • Scholar Support Team • Staff In-service • Review attendance data • Review grades data • Review test score data	**All** • Consult w/ staff, families • Staff in-service **Secondary** • HSBP completion data **High School** • On/off graduation track data • Graduation Assurance • Review FASFA/WASFA data	**All** • Consult w/ staff, families • Scholar Support Team • Staff in-service • Review discipline data • Bullying intervention

(continued)

MTMDSS Planning Guide *(continued)*

		ACADEMIC	COLLEGE/CAREER	SOCIAL/EMOTIONAL
Tier 1 (100%)	**School Counseling Instruction Classroom Lessons**	**All** • Study skills • Test taking skills • Goal setting **Secondary** • High School & Beyond Plan (Maialearning)	**All** • Connections between school and post-secondary options **Secondary** • High School & Beyond Plan (Maialearning)	**All** • Coping strategies **Elementary** • Use of curriculum (i.e. Kelso's Choice, Second Step, Little Spot) **Secondary** • Use of curriculum (i.e. Character Strong)
	Schoolwide Programs and Activities	**All** • Appraisal & Advisement • Minute meetings PBIS • Academic Planning • Transition (to the next level) **High School** • Graduation Requirements/Pathways • Blitz meetings	**All** • Appraisal & Advisement • DiscoverU! **High School** • Graduation Pathways • Post-secondary options • Blitz meetings	**All** • Appraisal & Advisement • Minute meetings • PBIS • Bullying prevention **High School** • Blitz meetings

*Remember: If **all** students don't receive it, it's not truly Tier 1 ;)*

This template is not exhaustive of the tiered supports provided by school counselors.

www.hatchingresults.com

ASCA Domains

School Counselors promote strategies and activities for elementary, middle, and high school that optimize the learning potential of each learner and support the relationship between **academic** development and readiness for **career**, college, and life. **Social/emotional** development is integral to building the foundational skills students need to make decisions that will prepare them for their career and postsecondary goals. Each domain provides competencies that guide school counseling programs to support and maximize each scholar: ability to learn *[academic]*; understand, expand, explore and make connections with postsecondary options *[career]*; manage emotions and learn and apply interpersonal skills *[social/emotional]* by assessing scholar Attitude (beliefs), Skills, & Knowledge (ASK). Some services in the CSCP will be coordinated or supported by counselors but delivered by other school staff.

Academic Development

School counselors implement the CSCP to support and maximize each scholar's ability to think critically and creatively, engage in their learning, access rigorous coursework, and make informed decisions. CSCPs will systemically align with ASCA's Student Mindsets and Behaviors Standards, especially, the **Learning Strategies Standards**. School Counselors provide supports that can be differentiated to meet each scholar's unique learning needs and support each scholar in reaching their academic goals. Examples of activities done within this domain include: Utilizing data to understand student needs, working to remove systemic barriers for scholars, ensuring all scholars have opportunity to develop academic goals at all grade levels reflecting their abilities/academic interests, and supporting scholar's ability to access appropriate rigorous, relevant coursework and experiences.

Direct Services

Services may include, school-wide test taking or study skills, attendance groups or check ins, F list check ins, and academic counseling. During 1 on 1 counseling sessions academic counseling includes but is not limited to creative approaches to problem solving, self-motivation and self-direction for learning, long term and short-term goal setting, time management, organizational and study, and self-advocacy skills.

Indirect Services

School counselors engage families as partners in supporting their student(s) in pursuit of academic success. Family collaboration or consultation may support with scholars below grade level or credit deficient to ensure all are on the same page regarding being at grade level and intervention. Examples may include but not limited to: being a team member on one of the building teams (i.e. Scholar Support Team, PBIS, SELT, Attendance team, and Graduation Assurance).

College and Career Readiness

Assist scholars in the early exploration and development of their postsecondary options, plan and goals. Staff work to expand students' understanding of career options, in-demand skills, and post-secondary opportunities for further education and training. ASCA's Student Mindsets and Behaviors Standards guide school counseling programs to help scholars 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from each level: elementary to middle school, middle school to high school, high school to postsecondary education and/ or the world of work and from job to job across the lifespan. School counselors recognize that each scholar, regardless of background, possesses unique interests, abilities, and goals, which will lead to future opportunities. Examples of activities done within this domain include: Introducing careers and the world of work beginning in lower elementary grades, Providing learning and experiential opportunities for scholars to acquire behaviors and skills for career readiness, advising scholars on multiple postsecondary pathways, supporting secondary scholars with the development of their High School and Beyond Plan (HSBP), identifying gaps in college and career access and the implications of such data for addressing both intentional and unintentional biases related to college and career counseling, and collaborating with administration, teachers, staff and decision makers to create a postsecondary-readiness and college going culture.

DiscoverU! District-wide initiative to provide the opportunity for all scholars (pre-K–12th grade in South King County) to participate in fun activities and conversations that help them explore their career interests and learn about the education and skills needed to get there. Engaging our community to help build a "beyond high school culture and support scholars in planning for their future. For more information and resources, see www.discoveruwa.org

Direct services

Instruction (classroom lessons, large or small group instruction), small group and individual counseling, appraisal and advisement are direct services used to help scholars explore various careers, graduation pathways, identify strengths, interests and postsecondary readiness, and learn about post-secondary opportunities.

Indirect services

Counselors collaborate with stakeholders (i.e. graduation assurance meetings with district staff, administrators), provide consultation to families regarding post-secondary options and resources, collaborate with colleges, universities, and other postsecondary organizations on behalf of scholars.

Social/Emotional Development (SEL)

School counselors implement strategies and activities to s(SEL)upport and maximize each scholar's ability to manage emotions, learn and apply interpersonal skills, and maintain positive mental health. Standards guide school counseling programs and systemically align with: ASCA's Student Mindsets and Behaviors Standards, especially the **Self-Management and Social Skills Standards, and Washington SEL Standards**. School counselors have unique training in helping students with social/emotional issues that may become barriers to academic success.

Direct Services

Instruction: SEL curriculum is delivered to all scholars in connection and collaboration with classroom teachers. SEL curriculum is evidenced based programming that focuses on scholars' growth in Self-Awareness, Self-Management, Self-Efficacy, Social Awareness, Social Management, and Social Engagement. Examples of activities done within this domain include: support the development and delivery of social emotional learning (SEL) curriculum, solution-focused small group counseling, short-term individual counseling. All building personnel will support with implementation of district adopted curriculum designed for Social Emotional Learning: Kindergarten–5th Grade: Kelso's Choice and Second Step 7th Grade–12th Grade: Character Strong. School Counselors may supplement with other resources and curriculum to support scholar needs. Topics can include, but are not limited to: building self-esteem, communication skills, peer relationships, adjustment to school, bullying, social skills, family concerns and grief. School counselors provide appropriate mental health support to students who need a safe space to talk.

Suicide Prevention: We encourage all students to seek help from trusted adults whether they have concerns about themselves or a friend. Counselors create plans with students expressing suicidal ideation, communicate with families and make referrals. Resources are provided to all families.

Crisis Team: Revisit yearly. School Counselors are part of the school and district crisis team to support schools in times of crisis i.e. grief or any tragedy.

Indirect Services

School Counselors provide professional development around best practices to support student mental health to staff, identifying and making appropriate referrals for intensive behavioral health support.

Examples may include but not limited to: being a team member on one of the building teams (i.e. Scholar Support Team, PBIS, SELT, and Attendance team).

Collaboration and/or consultation is provided to families, administration, and teachers, on behalf of scholars and in regarding scholars who need SEL support and outside agency referrals. The school counselor must act in accordance with the state, federal and district laws and policies with respect to confidentiality, suspected cases of abuse and threat of harm or violence. Counselors partner with District approved outside and organizations, to support scholars with mental health and other resources.

Manage

Annual Administrative Conferences

This agreement will be developed with and approved by administrators at the end or the beginning of the school year addressing how the school counseling program is organized and what goals will be accomplished. A school counseling program annual agreement will guide the counseling team in each building to ensure effective implementation of the delivery systems to meet scholars' needs. This agreement will be created cooperatively between the building counselors and administrators and should be updated/revised annually.

Note: *The FWPS School Counselor evaluation process is comprised of: The Goal Setting Form (see Appendix D) and the Counselor Performance Evaluation Rubric (see Appendix B). The "Counselor Performance Evaluation look fors Tool" is a supplemental resource for the evaluation process (see Appendix C).*

Use of Data

Use of data is intended to measure the results of the program as well as to promote systemic change within the school system so every scholar graduates high school college- and career-ready.

A needs assessment will be conducted at least annually. The data will be used to create a work plan and develop comprehensive programs for the year in each building. Data such as attendance rates, grade reports, discipline data, surveys, and reports from teachers will also be used for this purpose. The goal is to monitor data in support of the Federal Way Public Schools Strategic Plan and School Improvement Plan measurement of progress.

Scholar Monitoring

Using district data systems, all scholar progress will be monitored through the comprehensive program. When high-risk scholars are identified, more intensive monitoring will occur. Tier II and Tier III strategies including time for individual and small group work will be implemented based on data collected. This may include weekly or bi-weekly grade checks, more frequent parent contact, more frequent communication with the teachers, or frequent check-ins with the scholar.

Closing the Gap

Federal Way Public Schools counselors in each building play a critical role in closing the gap of identified scholar needs. It is expected that each counselor know and understand the Federal Way Strategic Plan Goals, measurements of progress within each goal, and the need to align the counseling ASCA strategies and competencies with the Strategic Plan outcomes. Working with the building's School Improvement Plan Goals, the Federal Way Public Schools counselors will identify and target specific gap areas to focus intervention strategies. Federal Way Public Schools counselors work collaboratively with the building's administrative team to identify and establish the most comprehensive program using best practices while addressing gap areas.

Instruction

Instruction, small group and lesson plans including developmental, prevention and intervention activities and services measure the desired scholar competencies and the impact on achievement, behavior and attendance. It is expected that Federal Way Public Schools counselors will be prepared to deliver district approved curriculum with fidelity. Federal Way Public Schools counselor competency and school counseling program assessments to self-evaluate areas of strength and improvement for individual skills and program activities will drive the need for professional and skill development.

ASCA (2019)

Counseling Vision & Mission

FWPS Counseling Vision Statement

In support of Federal Way Pubic Schools Strategic Plan Goals, the school counseling program is designed to promote a safe and welcoming climate that empowers all scholars to be positive, productive members of society with strong academic, social and emotional skills and attitudes necessary for success. Scholars will be nurtured in their abilities to achieve at the highest levels by encouraging involvement of all stakeholders to work in partnership in order to contribute to scholar's academic achievement. Through the lifelong learning skills acquired, scholars will continue to explore their intellectual, artistic, technological, physical, social, and character development.

School Counseling Mission Statement

The mission of the Federal Way Public Schools Comprehensive Counseling Program is to empower all scholars to reach their fullest potential by providing a comprehensive and equitable school counseling program to facilitate their academic, career, and social emotional development. The counseling program, as guided by the American School Counselor Association's (ASCA) National Model, which emphasizes the use of data, will promote engaged, empowered, critical thinkers. The program will also support the whole child and every scholar will become thriving, confident, and responsible individuals in their community.

Advisory Councils

Advisory councils are made up of scholars, parents, teachers, Federal Way Public Schools counselors, administrators and community members to review and make recommendations about school counseling program activities and results. An advisory council is a collection of individuals who bring unique knowledge and skills which augment the knowledge and skills of the campus counselor in order to more effectively guide the program. The advisory council does not have formal authority to govern the program, that is, the advisory council cannot issue directives which must be followed. Rather, the advisory council serves to make recommendations and/or provide key information and materials to the counselor. The advisory council plays an important public relations role as well as providing counselors with a fresh perspective on programmatic issues and resources. A properly composed and structured advisory council can be a tremendous complement to the effectiveness of the counselor as he/she works to carry out a specific initiative.

Use-of-Time and Calendars

Annual and weekly calendars help keep scholars, parents, teachers and administrators informed and encourage active participation in the school counseling program.

Federal Way Public Schools counselors determine the amount of time to spend in each area of the delivery system. The next step is to create and publish a master annual calendar at each site for each counselor to ensure that scholars, parents or guardians, teacher, and administrators know what is planned. It is expected that counselors publish their calendars in multiple media outlets in multiple languages. This will assist in planning and will ensure active participation in the program.

Use-of-Time Assessment

Use-of-Time assessments are used to determine the amount of time spent toward the recommended 80 percent or more of the Federal Way Public Schools counselor's time to direct and indirect services with scholars. The chart below shows the ASCA suggested amount of time spent in each of the areas of delivery, based on education level:

Use-of-Time Data

Complete the goal setting meeting by the end of fall. www.schoolcounselor.org/About-School-Counseling/ASCA-National-Model-for-School-Counseling-Programs/Templates-Resources

- Annual Student Outcomes
- School Counselor Use-of-Time (Spring Use-of-Time data from last school year)
- Ratio and Caseload
- Program Implementation Plan to Address Priorities (align with SIP and District goals)
- Professional Development (Counselor PLC, Department, Conferences)
- School and District Committees

School Counselors categorize their calendar appointments to track their activities. This serves as a breakdown of time spent providing indirect and direct services. School counselors strive to provide 80% direct time spent serving students and 20% indirect as outlined by ASCA. The 20 percent or less of the school counselor's time should be focused on program planning and school support including:

- Reviewing school data
- Developing goals
- Creating classroom, group, and closing gap action plans

How does the Counseling Vision and Mission Statement and beliefs align to the district's Mission Statement?

Annual Calendar

School Counselors review annual events that serve our students and families. See Template: www.schoolcounselor.org/About-School-Counseling/ASCA-National-Model-for-School-Counseling-Programs/Templates-Resources. An example of an Annual Program Calendar starts on page 22.

The goal is for School counselors to use 80% of their time to provide direct and indirect services to students and 20% of their time with Program defining, managing and assessing. The goal is for school counselors to use 0% of their time on non-school counseling duties.

ASCA (2019)

Suggested Use of Time

ASCA National Model, 4th Edition Component		Elementary School % of Time	Middle School % of Time	High School % of Time	ASCA Recommendation
Direct Services	**Instruction** (Tier 1)	35%	30%	20%	80% or more
	Appraisal and Advisement (Can be Tier 1, 2, or 3)	5%	15%	25%	
	Counseling (Can be Tier 2 or 3)	25%	20%	20%	
Indirect Services	**Consultation, Collaboration, and Referrals** (Can support Tier 1, 2, or 3)	20%	20%	20%	
System Support	**Program Planning, Support, and Assessment** (Can support Tiers 1, 2, or 3)	15%	15%	15%	20% or less

Adapted by Whitney Triplett (2019) based on Gysbers & Henderson (2000) and the ASCA National Model, 4th Ed (2019)

Annual Calendar

School: Federal Way Public Schools

A minimum of 80% of time recommended for direct and indirect student services and 20% or less in program planning and school support.

These are examples of many of the activities that you may see. Activities may vary by building.

Month	Delivering		Program Planning and School Support *(Defining, Managing, Assessing, Fair-Share Responsibilities)*
	Direct Student Services Activities *(Include dates of school counseling initiatives or events, classroom and group activities, career or college nights, schoolwide academic support events, etc.)*	**Indirect Student Services Activities** *(Significant collaborations, leadership and advocacy, activities)*	
Ongoing Services	**ALL** • Informal risk assessments • Counseling: Individual-Small group-Classroom Instruction (in all domains-SEL, Career, and academic development) • Advisement and Appraisal • Check-ins • Advisory: Social Emotional Learning (SEL) • School Wide SEL lessons • Conflict mediation (i.e. Support Restorative Circles/practices and/ or other forms problem-solving methods) • Crisis response • Home visits • McKinney Vento support • Staffings, support for scholars at IEP meetings • MTSS Tier III Check Ins • Attendance interventions (i.e. BECCA meetings, individual or small group counseling) • New student meetings **SECONDARY** • HS scheduling, MS scheduling (advanced placement, appropriate placements) • College and Career Readiness (CCR) [Post- secondary readiness awareness activities] (i.e High School & Beyond Plan, College Bound, lessons) • Grad Assurance (HS) • Senior Meetings (HS) • WA State Health Curriculum • Credit Reccovery enrollment and docs (HS)	**ALL** • Support Building Teams (i.e. Positive Behavior Intervention Support team (PBIS), Site Equity Leadership Team (SELT), Attendance, Admin team) • McKinney Vento support • Support Child Protective Services referral process • Provide resources (i.e. mental health, holiday, etc.) • Mentor and Me referrals and resources • Advocate for equitable referral practices (i.e. for Highly Capable (Hi-Cap), 504, Special Education, Multi- Tiered System of Supports, etc.) • Collaboration and consultation with stakeholders (i.e. parents, staff, organizations, outside agencies) • Provide Counseling referrals • MTSS (Tiered supports and interventions) • Update Canvas page and website **SECONDARY** • College Bound consultation and collaboration • Grad Assurance meetings (HS) • SSS Meetings (HS) • WSLPs (HS) • Written Student Learning Plans for Credit recovery (HS) • Running Start Enrollment Verification (HS) • Grad assurance data review and updates (HS)	**ALL** Attend: • Staff meetings • Counseling Department Professional Learning Community (PLC) • District Professional Development (PD) (Safe Schools trainings, etc.) • American School Counseling Association (ASCA) PD (review offerings i.e. webinars, website, articles, etc.) • Counselor Department meetings • Review and disaggregate: • reports/data (i.e. attendance, discipline, college bound and grades) • Counselor Mentorship (from veteran counselors for new school counselors) • Building Teams meetings (i.e. PBIS, Building Lead Team meetings (SELT), Safety Team) • Review reports/data (i.e. attendance, discipline, college bound and grades) **SECONDARY** • Grad assurance training (HS) • CCLI (HS) • SSS Dept Meetings (HS) • Grad assurance meetings (HS)

Month	Delivering		Program Planning and School Support *(Defining, Managing, Assessing, Fair-Share Responsibilities)*
	Direct Student Services Activities *(Include dates of school counseling initiatives or events, classroom and group activities, career or college nights, schoolwide academic support events, etc.)*	**Indirect Student Services Activities** *(Significant collaborations, leadership and advocacy, activities)*	
August	• Family Connections Day (may be referred to differently by other buildings) • CTE Program Recruitment (HS) • Schedule Adjustments (Secondary) • Orientation • New student appointments • MV enrollment and transportation	• Scheduling (i.e. class balancing, schedule fixes) (Secondary) • Credit checks for seniors (HS) • Grad Clearance for those that finished in summer school (HS) • Staff info - what we do, making a referral • CCLI workshop and planning (HS) • Annual Administrative Conference	• 4+1 training, building retreat /PD (8/29-9/1) • ASCA PD • Calendar • School Counseling Program Assessment • Counselor 4+1 training/PD
September	• Counselor introductions • Attendance is important lessons • Orientation • Open House • Minute Meetings • MV enrollment and transportation **SECONDARY** • Graduation assurance (HS) • Scheduling • Individual Senior Grad Plan Meetings (HS) • RSEVFs and advising (HS)	• Form Valley Cities group • Open house • Holiday assistance (i.e. organizations) • Valley Cities Group • Scheduling (i.e. class balancing, schedule fixes) (Secondary) • ELL/SSS placement meetings (Secondary) • WSLPs (HS) • Senior (graduation check) letters (HS) • Credit recovery scheduling and docs (HS) • CCLI meeting and activities (HS)	• School data summary (document) • Panorama survey **SECONDARY** • Fall Counselor Workshop
October	• Discover U (October 10-14) • Bullying prevention month • Needs assessment • Attendance interventions (individual or small group) • Mental health awareness week (activity) **SECONDARY** • Organizational skills small group • PSAT assistance **HIGH SCHOOL** • Senior (graduation check) letters / one on one check ins • College Bound Letters (10th & 12th grade) • Scholarship Assistance • SAT Day • FAFSA/WASFA Night • STAMP/ALTA Sign Ups • HIB Assembly • Mental Health Awareness week • College App assistance • 9th Grade Presentation - clubs, resources, success	• Holiday assistance (i.e. organizations) • Valley Cities Group • CCLI meeting and activities (HS) • SAT Proctoring (HS)	• ASCA Annual Conference (vision, mission, services pre-inquiry meeting with admin) • BECCA Training **HIGH SCHOOL** • WSCHR College Updates Workshop

Month	Delivering		Program Planning and School Support *(Defining, Managing, Assessing, Fair-Share Responsibilities)*
	Direct Student Services Activities *(Include dates of school counseling initiatives or events, classroom and group activities, career or college nights, schoolwide academic support events, etc.)*	**Indirect Student Services Activities** *(Significant collaborations, leadership and advocacy, activities)*	
November	**SECONDARY** • 8-11th lessons – graduation, etc. • PBIS roll out • Time management classroom lessons • PNW Bootcamp • Individual Senior Meetings • STAMP/ALTA Sign Ups • National Merit Program • RST/PSSC SLCs • College App Assistance • 10th grade class lesson	• Student Led Conference (SLC) Support (i.e. consultation regarding college bound, attendance, grades, SEL needs) • Holiday support (Thanksgiving support) • Spring Counselor Advisory council meeting **HIGH SCHOOL** • CCLI meeting and activities • Grad assurance data review, updates, meeting, and actions	• Analyze needs assessment (Panorama, attendance) • Fall Use-of-Time (document-track activities for 1 week)
December	**SECONDARY** • Empathy/stress management/ affirmations lessons (small group or classroom 6-12). • Individual Senior Meetings • College App Assistance • High needs month meeting with students in crisis • Presentation for WA Challenge Academy	• Holiday Support **HIGH SCHOOL** • CCLI meeting and activities • Grad assurance data review, updates, meeting, and actions	• 4+1 training, building retreat /PD (8/29-9/1) • ASCA PD • Calendar • School Counseling Program Assessment • Counselor 4+1 training/PD
January	• PBIS lessons/push • Transition lessons **SECONDARY** • Goal setting lessons • End of semester (academic support/intervention) **HIGH SCHOOL** • RSEVFs and Advising • Individual Junior Meetings • Schedule Adjustments • MS Registration • College App Assistance	• Planning for HS/MS night (Transition to 6th + HS) **SECONDARY** • Connect with MS Counselors for Transition **HIGH SCHOOL** • 1st Semester Senior Will They Pass • Semester Schedule adjustments/ class balancing • CCLI meeting and activities • Grad assurance data review, updates, meeting, and actions	• Review grade data
February	**SECONDARY** • Graduation assurance (HS) • Seniors Letters Round 2 (HS) • HS Registration (HS) • HS Planning Night • 8th Grade Visits • Next Year Registration • Individual Senior Meetings (HS) • CTE Program Recruitment (HS) • Senior schedule adjustments after 1st semester (HS) • Sophomore one on one (HS)	• Transition nights (planning & event) • National School Counseling Week (Feb 1-5) • Black Lives Matter Week (Feb 1-5) **HIGH SCHOOL** • Semester Schedule adjustments/ class balancing • CCLI meeting and activities • Grad assurance data review, updates, meeting, and actions	• National School Counselor Leadership Conf. • Washington School Counselor Association Conference **HIGH SCHOOL** • Master Schedule Training • 9th Grade College and Career tour planning

Month	Delivering		Program Planning and School Support *(Defining, Managing, Assessing, Fair-Share Responsibilities)*
	Direct Student Services Activities *(Include dates of school counseling initiatives or events, classroom and group activities, career or college nights, schoolwide academic support events, etc.)*	**Indirect Student Services Activities** *(Significant collaborations, leadership and advocacy, activities)*	
March	**SECONDARY** • College bound lessons • Running Start Workshop • Graduation lesson (9-11) • Academic Small Group **HIGH SCHOOL** • RSEVF and Advising • Individual Senior Meetings • SAT Day • HIB Assembly • CTE Program Recruitment • RST/PSSC SLCs • RS and PSSC info nights	• National School Social Worker Week • SLC Support (i.e. consultation regarding, college bound, attendance, grades, SEL needs) • Peer Mentorship Planning • Collaborate with CIS/Family Liaisons before Spring Break **HIGH SCHOOL** • Senior Grad Status Letters for Conferences • College App Updates • Registration Clean-Up • SAT Proctoring • World Language test reach out/advising • CCLI meeting and activities • Grad assurance data review, updates, meeting, and actions	
April	**SECONDARY** • College + career focused lesson • Mindfulness/stress management lessons • Test taking skills lessons • CCR/scholarship/financial literacy Lessons • Senior Letters Round 3 • Peer Mentorship Training/Lesson • Academic Small Group • Individual Junior Meetings (HS) • RSEVF and Advising (HS) • CTE Program Recruitment (HS)	• Summer resources (food bank summer programs) **SECONDARY** • Math placement: Collaborate/Consult with math teachers (Secondary) **HIGH SCHOOL** • Registration Clean-Up • Senior no walk list generated and letters sent • CCLI meeting and activities • Grad assurance data review, updates, meeting, and actions	• Spring Use-of-Time (document-track activities for 1 week)

Month	Delivering		Program Planning and School Support *(Defining, Managing, Assessing, Fair-Share Responsibilities)*
	Direct Student Services Activities *(Include dates of school counseling initiatives or events, classroom and group activities, career or college nights, schoolwide academic support events, etc.)*	**Indirect Student Services Activities** *(Significant collaborations, leadership and advocacy, activities)*	
May	• Summer Safety lessons **SECONDARY** • Class choices 8-11th • Incoming 6th grade Family Welcome Night (presentation) • Transition (7-8) • Organizational Small Group **HIGH SCHOOL** • HS registration • Class choices 8-11th • Final Graduation assurance • New RST Advising • Summer School Advising • Individual Senior Meetings • WSLPs- Summer School • WA Challenge Academy Presentation • AP/IB assistance • WA Challenge Academy Presentation • WA state Honors	• Spring Counselor Advisory council meeting • Share data with Stakeholders re: CSCP **HIGH SCHOOL** • CCLI meeting and activities • Grad assurance data review, updates, meeting, and actions	• Attendance Workshop
June	• Summer School Sign up **HIGH SCHOOL** • Graduation • Grad Practice • ACT Test • RSEVFs and Advising • Non-Grad Planning • Honor cord distribution • WSLPs for summer school	• Summer school programs (collaborate/consult with teachers and families re: PSSC, Summer Learning) • Roll up meetings • Send roll up documents **HIGH SCHOOL** • Graduation • Grad Clearance • WSLPs- Summer School • Grad assurance data review, updates, meeting, and actions • CCLI meeting and activities	• Planning for next year • OSPI/WSAC Summer Institute • End-of-Year Eval and Following Year Planning (HS)

Adapted based on the "ASCA National Model 4th ed. (2019) Annual Calendar

Use-of-Time Calculator

Directions for use:

1. Enter the activity into the "Activity or Task" column for the corresponding time and day of the week.
2. If you did more than one activity in a 15-minute timeframe, record the activity where you spent the majority of time.
3. In the columns next to each activity, place an X under the category that aligns with your activity. Do not mark more than one category.
4. **Do not use any other mark in the columns! You must record an X.**
5. The spreadsheet will count your activities each day and calculate percent of time in each category.
6. The spreadsheet will also calculate your percent of time for the week and will report that data in the "Charts" tab.
7. The "Sample" tab displays how one day will look after entering activities and Xs to designate category.
8. **Because there are formulas in the spreadsheets, do not alter any part of the Use-of-Time Calculator in any way.**

School Counselor Name: **DATE:**

AMERICAN SCHOOL COUNSELOR ASSOCIATION

Time frame	Activity or Task	Instruction	Appraisal & Advisement	Counseling	Referrals/ Consultation/ Collaboration	Defining, Managing, Assessing Activities	Fair-Share Responsibility Activities	Non-School-Counseling Tasks
		Direct Student Services			Indirect Student Services	Program Planning and School Support		Non-School-Counseling Tasks
7-7:15 a.m.	parent conference 5th grade student				x			
7:16-7:30 a.m.	parent conference 5th grade student				x			
7:31-7:45 a.m.	data collection					x		
7:46-8 a.m.	data collection					x		
8:01-8:15 a.m.	data collection					x		
8:16-8:30 a.m.	data collection					x		
8:31-8:45 a.m.	data collection					x		
8:46-9 a.m.	5th grade career lesson (Smith)	x						
9:01-9:15 a.m.	5th grade career lesson (Smith)	x						
9:16-9:30 a.m.	5th grade career lesson (Smith)	x						
9:31-9:45 a.m.	5th grade career lesson (Jones)	x						
9:46-10 a.m.	5th grade career lesson (Jones)	x						
10:01-10:15 a.m.	5th grade career lesson (Jones)		x					
10:16-10:30 a.m.	Student 2nd goal check		x					
10:31-10:45 a.m.	Student 2nd goal check		X					
10:46-11 a.m.	K lunch duty							X
11:01-11:15 a.m.	K lunch duty							X
11:16-11:30 a.m.	K lunch duty							x
11:31-11:45 a.m.	5th grade career lesson (Johnson)	x						
11:45 a.m.-Noon	5th grade career lesson (Johnson)	x						
12:01-12:15 p.m.	5th grade career lesson (Johnson)	x						
12:16-12:30 p.m.	5th grade career lesson (Martin)	x						
12:31-12:45 p.m.	5th grade career lesson (Martin)	x						
12:46-1 p.m.	Student 4th family issue			x				
1:01-1:15 p.m.	Student 4th family issue			x				
1:16-1:30 p.m.	3rd gr group study skills			x				
1:31-1:45 p.m.	3rd gr group study skills			x				
1:46-2 p.m.	3rd gr group study skills			x				
2:01-2:15 p.m.	parent conference student 4th				x			
2:16-2:30 p.m.	parent conference student 4th				x			
2:31-2:45 p.m.	parent conference student 4th				x			
2:46-3 p.m.	Email check					x		
3:01-3:15 p.m.	Car duty						x	
3:16-3:30 p.m.	Car duty						x	
3:31-3:45 p.m.	Car duty						x	
3:46-4 p.m.								
TOTALS		10	3	5	5	6	3	3
% per topic		29%	9%	14%	14%	17%	9%	9%
% per category		51%			14%	26%		9%

ASCA (2019)

The Manage Component informs what is targeted with the Deliver Component. The Components is the how of the implementation process. Based on the core beliefs, philosophies and missions identified in the Define Component, the Deliver Component describes the activities, interactions and methods necessary to deliver the comprehensive school counseling program to all scholars.

Deliver

The Deliver Component is 80% or more of the activity in the ASCA National Model.

Given this model of time management, what are the actual ASCA components that describe activities, interactions, and methods necessary to deliver a comprehensive school counseling program to all scholars?
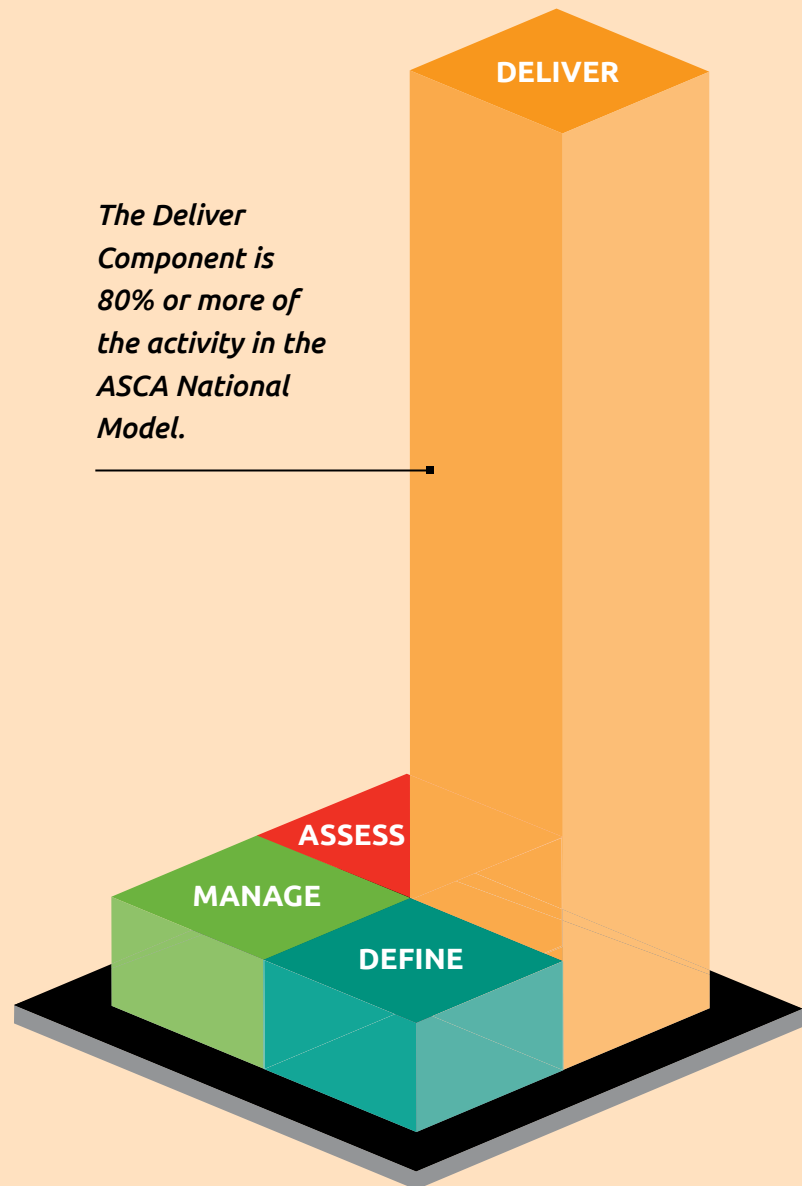
The Deliver Component consists of DIRECT and INDIRECT scholar services. Direct services are provided with scholars, and indirect services are provided for scholars. **80% of a school counselor's time should be spent in the direct and indirect areas.** The remaining 20% of a counselor's time occurs in the program planning (in the Define, Manage, Assess Components) and school support activities.

ASCA (2019)

Overview of CSCP

Direct Scholar Services

Direct services are in-person interactions between school counselors and scholars and include the following:

- **School Counseling Instruction**
  Instruction consists of structured lessons designed to help scholars attain the desired competencies and to provide all scholars with the knowledge, attitudes and skills appropriate for their developmental level. The school counseling core curriculum is delivered throughout the school's overall curriculum and is systematically presented by school counselors in collaboration with other professional educators in K–12 classroom and group activities. Appraisal and Advisement provides all scholars an opportunity to work closely with their parents or guardians to plan and monitor their growth and development and take action on their next steps personally, educationally and occupationally.

- **Appraisal & Advisement**
  School counselors coordinate ongoing systemic activities designed to assist scholars in establishing personal goals and developing future plans.

- **Counseling**
  Counseling services are activities designed to meet scholars' immediate needs and concerns. Counseling services may include counseling in individual or small-group settings or crisis response. Counseling responds to the direct, immediate concerns of scholars and includes, but is not limited to, individual counseling, crisis counseling, small group counseling and indirect services such as referrals and consultations with parents or guardian, teachers, or others specialists.

- **District Crisis Response Team**
  Participation on the District Crisis Response Team as a first tier, second tier, or third tier responder is also expected of Federal Way Public Schools counselors.

Indirect Scholar Services

Indirect services are provided on behalf of scholars as a result of the school counselors' interactions with others including referrals for additional assistance, consultation and collaboration with parents and guardians, teachers, other educators and community organizations. There are multiple supports that scholars receive from direct and indirect services. Instruction provides a method by which every scholar receives school counseling instruction content in a systematic way.

Program Planning

Program planning enables the school counseling process to be effective through planning, leadership, advocacy, consultation, collaboration, program management and professional development.

ASCA (2019)

What is your understanding of the ASCA Model of Counseling and what is defined as direct and indirect service versus program planning in practice?

Assess

Results Reports

Results reports which include participation, Mindsets & Behaviors or WA SEL standards, and outcome data, ensure programs are carried out, analyzed for effectiveness, and modified as needed. Immediate, intermediate and long-range results are collected and analyzed for program improvement. Sharing the results reports with stakeholders is necessary to advocate for scholars and the comprehensive school counseling program.

ASCA National Model

- School Counselor Assessment and Appraisal (from the Professional Standards & Competencies)
- the School Counselor Performance Appraisal

FWPS

- Counselor Performance Evaluation Rubric (and the "look fors"—see Appendix C) can be used as a tool to support the Performance Evaluation process outlined in the Goal Setting Form.

School and District Administrators

- Guide the recruitment and selection of competent school counselors
- Develop or inform meaningful school counselor performance evaluation

School Counselor Education Programs

- Establish benchmarks for ensuring school education scholars graduate with the knowledge, skills and attitudes needed for developing comprehensive school counseling programs

Program Assessment

The program assessment is used to assess the school counseling program's alignment with the ASCA National Model. A program assessment is a checklist that helps define the current status of the comprehensive school counseling program. The primary purpose for collecting this information is to guide future actions within the program and to improve future results for scholars. Program assessments are first performed when a school counseling program is being designed and then annually to appraise the progress of program development. Program implementation and results findings allow strengths and areas of growth to be recognized, and program needs to be determined for the following school year. Federal Way Public Schools counselors will be expected to conduct yearly program assessments of their program. School Counselors have multiple ways to appraise and assess their program. The ASCA National Model can be used to support the evaluation process. School Counselors self-assess their own competencies and formulate an appropriate professional development plan.

- School counselors analyze school and school counseling program data to determine how scholars are different as a result of the school counseling program.
- School counselors use data to show the impact of the school counseling program on scholar achievement, attendance and behavior and analyze school counseling program assessments to guide future action and improve future results for all scholars.
- The performance of the school counselor is evaluated on basic standards of practice expected of school counselors implementing a comprehensive school counseling program.

The Assess Component responds to the question: "How are scholars different as a result of the school counseling program?" School counselors are challenged to demonstrate the effectiveness of the school counseling program in measurable terms. To evaluate the program and to hold it accountable, school counselors must collect and use data that link the counseling program to scholar achievement. School counselors utilize the Professional Learning Communities (PLCs) at a building and district level. More specifically, school counselors create strategic plans to create, monitor, and analyze the impact of interventions on scholar achievement.

Data Regarding Communication

Engaging with School and Community

It is a priority in school counseling to make sure there is effective communication among all stakeholders. This includes fellow staff and school members, parents, students, and all community members. School counselors provide different components and means of communication to community members.

Examples of Methods of Communication

- Chats—Newsletter Emails
- School Websites
- District Website
- Infographics
- Handouts
- Presentations

> *When will the program assessment be conducted and how will the results be used to improve the counseling program?*

Program Results Data

Aligning with District Goals

School counselors are data-driven, every equitable decision that a counselor makes is based on quantitative and qualitative data, to ensure that all scholars are receiving the right services and support for their needs. Data is the key ingredient in transitioning from reactive counseling services to proactive, student-centered best practices that ensure the counselors are meeting the needs of more students. When evaluating interventions through the use of data-driven decision-making, counselors conceptualize the data in three primary categories: process, perception and outcome data.

- Process data is descriptive in nature and communicates what happened during the intervention and who was impacted.
- Perception data is meaningful because it provides answers to how students are different because of the intervention.
- Outcome data best highlights the results of the intervention because it relates to how the intervention affected identified goals, areas of growth and achievement gaps.

Counselors are not the primary source of collecting data. Data is collected through all stakeholders and collaborated among all stakeholders to ensure that the scholar is receiving the right services for their needs.

School Improvement Process

School improvement efforts nationwide continue to emphasize the need for data-informed practice. To evaluate the program and demonstrate accountability, school counselors must collect and use data that link the program to both student achievement and school improvement. School counselor accountability includes measurement, data collection, decision making, and evaluation focusing on student achievement and contributing to the school and system improvement goals.

Needs Assessment and Results

List most significant results of needs from students and staff. Review school data, disaggregate data and outline patterns. Then how do we design our yearly SMART Goals from needs assessment areas. Discuss when we do this and how we design the needs assessment. Discuss school data results that we use to align our yearly goals as well (discipline, grade, test scores, graduation rates, attendance, etc.)

Plan interventions based on data by utilizing templates such as but not limited to "Closing-the-Gap Results Action Plan/Results Reports;" "Classroom and Group Mindsets & Behaviors Results Report;"

What is the agreement on the expectations of a counselors evaluation and what data or artifacts are counselors expected to produce to determine the effectiveness of the program on scholar achievement?

WA SEL Standards/ Mindsets & Behaviors Data
(attitudes (beliefs), knowledge, and skills learned; standards & competencies):

- Pre/post surveys (counselor created)
- Student Needs Assessment: every year (Fall)
- Stakeholder Perception Survey: every year
- Grade monitoring: monthly or quarterly
- Homework completion
- Absences: monthly or quarterly
- School Climate (Panorama)
- (Secondary) Healthy Youth Survey —every two years
- (Secondary) Interest Survey (Maia Learning)

Participation Data *(Who, What, When, Where, Which class):*

- # of students
- Grade level(s)
- Activities (class lesson, small group)
- Materials, Resources and/or Curriculum
- Start/End Dates
- Class (teacher's name/period/ subject)

Outcome/Results Data
(Achievement, attendance or behavior impacted):

- Use-of-Time data (Fall & Spring)
- Test scores (i.e. SBA, PSAT, SAT, ACT, ASVAB)
- IRLA levels
- I-ready scores
- Report cards/grades
- Attendance
- Discipline: yearly
- Closing the Gap: yearly
- [Secondary] Algebra Passing rate
- [HS] On-track Graduation Status: yearly
- [HS] Graduation Rates
- [HS] FAFSA Completion: yearly

- *School Counseling Program Assessment*

- *Annual Administrative Conference*

- *Annual Calendar*

- *Closing-the-Gap Action Plan & Results Report*

- *Lesson Plan Template*

- *Classroom & Group Mindsets & Behaviors Action Plan*

- *Classroom & Group Results Report*

- *Use-of-Time 5-Day Calculator*

Tools

Electronic copies of these tools are available on www.schoolcounselor.org/About-School-Counseling/ASCA-National-Model-for-School-Counseling-Programs/Templates-Resources

5 *Persistence To Graduation:*
HIGH SCHOOL GRADUATION THROUGH SUCCESSFUL TRANSITIONS

Every student scholar will successfully navigate the critical transitions in their schooling, and will graduate from high school ready for college, career, and post-secondary experiences.

Ramp Certification

See *https://www.schoolcounselor.org/Recognition/RAMP*

RAMP

- Is based on the ASCA National Model.
- Is a recognition program for individual schools, not districts or school counselors.
- Gives you the confidence that your program aligns with a nationally accepted and recognized model.
- Helps you evaluate your program and areas for improvement.
- Increases your skills and knowledge.
- Enhances your program's efforts to contribute to scholar success.

RAMP research has yielded encouraging results about the potential impact of RAMP programs on scholar achievement, particularly at the elementary level.

RAMP Benefits

- An engraved plaque, suitable for display on your office wall.
- Communication sent to your school's principal and superintendent informing them of your exemplary school counseling program.
- Template press release to individualize and send to local press.
- Use of RAMP logo for business cards, letterhead, Web site or printed materials
- School recognition at ASCA's annual conference.
- Two tickets to the RAMP awards celebration at ASCA's annual conference.
- Free conference registration for RAMP school principal the year RAMP is awarded.
- Recognition in ASCA School Counselor magazine and on the ASCA website.

If your school's program successfully answers the question, "How are scholars different because of what school counselors do?" then you're ready to show the world that your school's program is "ramped up." Apply for the RAMP designation today.

Job Characteristics

School counselors provide universal learning support for all scholars, often positioned to be the first school-employed professionals to recognize and address scholars' social/emotional, career, and academic needs. They function as advocates, collaborators, and leaders to bring about the systemic changes necessary to provide an equitably administered CSCP aligned with the district's vision, mission, and school improvement goals. In alignment with ASCAs ethical standards for school counseling, practitioners are compelled to deliver services in a universally accessible, strengths-based, and unbiased manner. School counseling staff demonstrate their commitment to promoting equitable scholar outcomes by examining their own personal biases and engaging in professional development to recognize and break patterns of bias. They also authentically engage with their entire school community, advocating and collaborating to remove systemic barriers to help all students feel safe, valued, and supported in their academic, career, and social/emotional development.

Position Summary

The school counselor works with the principal and the CTE and CCR department in carrying out the comprehensive school counseling program of Federal Way Public Schools and in alignment with the American School Counselor Association National Model: A Framework for School Counseling Programs. The counselor is responsible for the professional quality of the program in individual schools and for the consistency of the program as it relates to established policies and procedures of the Federal Way Public Schools. School counselors promote the success of all scholars through the implementation of this comprehensive school counseling program that address the academic, career, and social and emotional needs of scholars. The school counselor is culturally competent and a leader for equity and social justice for each Federal Way Public Schools scholar.

In what way do these job characteristics align to current practices?

Essential Duties and Responsibilities include the following. *This list is meant to be representative, not exhaustive. Some incumbents may not perform all the duties listed while in other cases related duties may also be assigned. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

Instruction

- Delivers and implements effective instructional skills and careful planning of structured classroom lessons as needed and based on data
- Provides instruction through classroom lessons, large and small group counseling
- Provides leadership and collaborates with other educators in the schoolwide integration of the School Counseling Instruction
- Implements developmentally appropriate and prevention oriented group activities to meet scholar needs and school goals in service of the strategic plan
- Conducts effective classroom presentation to scholars in collaboration with administration and teachers that align to the school and district goals

Appraisal & Advisement

- Assists all scholars, individually or in groups with developing academic, career and social and emotional skills, goals and plans, accurately and appropriately interprets and utilizes student data through frequent progress monitoring efforts to inform decisions
- Collaborates with parents/guardians and educators to assist scholars with educational, college and career planning
- Ensures the smooth transition between levels as well as to post-secondary options
- Consults with teachers on individual scholars, on development stages of youth and on intervention and prevention strategies

Counseling

- Provides individual and group counseling to students with identified concerns and needs
- Consults and collaborates effectively with parents/guardians, teachers, administrators and other educational/community resources regarding students with identified concerns or needs
- Advocates for equity and access for all scholars
- Provides staff with resources to accommodate individual differences and needs of scholars
- Implements an effective referral and follow up process
- Manages and communicates a clear means for counseling referral and other access to counseling services
- Accurately and appropriately uses assessment procedures for determining and structuring individual and group counseling services
- Monitors student academic performance, behavior and attendance and assists with appropriate preventions/intervention services
- Understands and applies response to intervention, positive behavior intervention supports, and restorative practices and multi-tiered system of supports

Collaboration, Consultation & Referrals

- Provides appropriate information to staff related to the school counseling program
- Informs staff of services provided by the school counselor and how to access those services
- Assists teachers, parents/guardians and other stakeholders in interpreting and understanding student data
- Actively participates in PLCs teams with teachers and administrators
- Participates in professional development activities to improve knowledge and skills

- Uses available technology resources to enhance the school counseling program
- Adheres to laws, policies, procedures and ethical standards of the school counseling profession
- Participates on school guidance team and serves on building and district committees
- Monitors/supervises student activities as appropriate
- Advocates and collaborates to create systemic change to improve the academic and career success of all students
- Work cooperatively with others in achieving common goals supporting Professional Learning Communities.

The preceding list of responsibilities is not exhaustive and may be supplemented as necessary.

Required Qualifications

- School counselors are certified/licensed Washington Educational Staff Associates (ESAs) (or Washington State Licensed Social Worker) with a minimum of a master's degree in school counseling
- If Washington State Licensed Social Worker, must be actively pursuing Washington State ESA certificate

Preferred Qualifications

- Experience with a comprehensive school counseling program
- Demonstrates understanding of the American School Counselor Association framework for School Counseling programs
- Maintain a current ESA Certified Washington State Certificate

Knowledge of

School board policies and procedures

Adapted based on ASCA National Model 4th ed. (2019)

Ability to

- Organize and perform job responsibilities efficiently and independently without close supervision and able to pay strict attention to detail
- Speak, read and follow written or verbal communications
- Practice effective safety and security within individual work routines
- Develop and maintain positive customer relations with staff and service providers
- Work collaboratively with District staff and promote teamwork with co-workers
- Practice ethical and professional standards of conduct including the requirements of confidentiality
- Relate effectively with parents, staff, students and the public in a multicultural and multiracial community
- Perform job responsibilities with or without reasonable accommodations

Required Knowledge, Skills and Abilities Related to Cultural Competence and Equity

- Knowledge/awareness of own cultural identity and how this influences behavior, and desire to learn about the cultural identity of others.
- Ability to establish and nurture an environment that promotes cultural competence and equitable treatment of staff, students, and patrons of the District.
- Ability to understand and hold self and others accountable for promoting the Federal Way Public Schools' commitment to "Each Scholar: A Voice. A Dream. A Bright Future."
- Ability to recognize that each person is a unique individual even as we celebrate their group cultural heritage.

Physical Demands

- The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- While performing the duties of this job, the employee is regularly required to sit. The employee frequently is required to use hands to finger, handle, or feel; reach with hands and arms; and talk or hear. The employee is occasionally required to stand and walk. The employee must regularly lift and/or move up to 10 pounds and occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, and ability to adjust focus.

Work Environment

- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- While performing the duties of this job, the employee regularly works in indoor conditions and regularly works near video display. The noise level in the work environment is usually moderate.

Work Schedule

This position typically works Monday through Friday, 180 days per year and most often 7.5 hours/day.

Reporting Relationship

This position reports to, and is evaluated by the Principal or Designee.

Representation

Federal Way Education Association

Level of Compensation

Current state salary schedule

Use of Extended Time (Supplemental Contract)

- Examples include: Discipline re-entry conferences, harassment training, new scholar enrollment, secondary scheduling, promotion/retention conferences, graduation verification, case management, program and calendar planning, transition liaison.
- Per diem days (extended days) vary by level. See the Collective Bargaining Agreement (CBA) to identify specific number of days.

Professionalism, Ethics, and Legal Mandates

- Certified school counselors and social workers develop a professional identity congruent with knowledge of all aspects of professional functions, professional development, and state and national school counselor organizations. They adhere strictly to the profession's codes of ethics, especially those that have been established by the American Counseling Association (ACA), the American School Counselor Association (ASCA) and other relevant codes of ethics. They are familiar with district, state and federal policies, laws, and legislation relevant to school counseling.
- Solicit feedback from scholars, staff, and parents for the purpose of evaluating and improving the Counseling Program at both the building and district levels.

Appendices

Appendix A: Required CSCP Components

Information taken from OSPI website:
Comprehensive School Counseling Programs | OSPI
(www.k12.wa.us)

Component #1: Alignment with State and National Standards

Comprehensive school counseling programs should align with the **ASCA Mindsets and Behaviors for Student Success** (link is external) standards, which includes the three domains of School Counseling:

- **Academic Development**
  - » Promote strategies and activities for elementary, middle, and high school counseling that optimize the learning potential of each learner and support the relationship between academic development and readiness for career, college, and life.
- **Career Development**
  - » Assist students in the early exploration and development of their postsecondary plan and goals.
- **Social Emotional Development**
  - » Provide a proven foundation of social-emotional growth that helps students manage their emotions and develop effective interpersonal skills.

Component #2: Provide a Process for Identifying Student Needs

Incorporate the following tools and strategies:

- Use-of-Time data
- Program results data
- Stakeholder engagement data (data about communications with administrators, parents, students, and stakeholders)

Component #3: Explain How Direct & Indirect Services Will Be Delivered

This process may align well with the existing school and district MTSS continuum of student supports, evidence-based practices, team-driven shared leadership, and family, student, and community engagement. Incorporating school counseling activities into the school's and district's MTSS is an important step to coordinating student support.

Component #4: Establish an Annual Review and Assessment Process

- Using the data collected to identify student needs that drive the interventions and supports provided during the year. School counselors report their outcomes and results to administrators and interested parties.
- The American School Counselor Association (ASCA) recommends that school counselors use the following 2 templates to evaluate their program:
  - » **Classroom and Group Mindsets & Behaviors Results Report template**
  - » **Closing-the-Gap Results Report template**
- Data to consider may include participation, mindsets and behaviors changes, and student outcomes, including but not limited to, changes in attendance, discipline rates, postsecondary pathway attainment, grades, course choices, and behavior across all student groups.

Implementation Details

- Must be implemented by a certified school counselor or other qualified certified ESA staff.
- For the time staff are contracted to implement the CSCP, they must allocate 80% of their work time to providing direct and indirect services to students.

Appendix B: **Counselor Performance Evaluation Rubric**

COMPETENCY 1: SCHOOL COUNSELING PROGRAM Certified school counselors develop, lead, and evaluate a data-driven school counseling program that is comprehensive, utilizes best practices, and advances the mission of the school.				
Indicators	**Unsatisfactory**	**Meets Basic Expectations**	**Meets Full Expectations**	**Exceeds Expectations**
A. **Implements a comprehensive and culturally responsive school counseling program aligned with the FWPS and school improvement plan**	Does not implement a comprehensive school counseling program aligned with the mission of the district and school.	Implements a comprehensive school counseling program aligned with the mission of the district and school.	Designs and leads a comprehensive school counseling program with the mission of the district and school.	Leads in the continuous improvement of a sustainable and evolving comprehensive school counseling program aligned with the mission of the district and school.
B. **Works with stakeholders to define, use, and communicate appropriate, measurable benchmarks/ outcomes in the areas of career, personal/social, and academic.**	Rarely or never works with stakeholders to define, use, and communicate appropriate, measurable benchmarks/outcomes in the areas of career, personal/social, and academic.	Defines, uses, and communicates appropriate, measurable benchmarks/outcomes in the areas of career, personal/social, and academic.	Works with stakeholders to define, use, and communicate appropriate, measurable benchmarks/outcomes in the areas of career, personal/social, and academic.	Leads others to define, use, and communicate appropriate, measurable benchmarks/outcomes in the areas of career, personal/social, and academic.
C. **Seeks and uses a variety of data to respond to the individual and system needs.**	Rarely or never uses data to respond to the individual and system needs.	Uses data to respond to the individual and system needs.	Works with stakeholders to use a variety of data to respond to the individual and system needs.	Leads analysis of data to respond to the individual and system needs.
D. **Follows district expectations and guidelines to provide an aligned program.**	Rarely or never follows district expectations and guidelines to provide an aligned program.	Follows district expectations and guidelines to provide an aligned program.	Follows and has a comprehensive understanding of district expectations and guidelines to provide an aligned program.	Follows and has a comprehensive understanding of district expectations and guidelines to provide an aligned program and is considered a mentor to peers.

COMPETENCY 2: STUDENT LEARNING AND ASSESSMENT Use knowledge of pedagogy, child development, cultural and individual differences, learning barriers, and Washington State learning requirements to support student learning. Work effectively with other educators to monitor and improve student success.				
Indicators	**Unsatisfactory**	**Meets Basic Expectations**	**Meets Full Expectations**	**Exceeds Expectations**
A. Analyze and utilize assessment information to facilitate interventions that promote student growth.	Rarely or never analyzes or utilizes assessment information to facilitate interventions that promote student growth.	Analyzes and utilizes some assessment information to facilitate interventions that promote student growth.	Analyzes and utilizes a broad array of assessment information to facilitate interventions that promote student growth.	Utilizes a broad array of assessment information and strategies to consult, plan, and advocates effectively with and for students.
B. Apply strategies, methods, and results in working with other educators and families to support student learning needs.	Rarely or never consults with educators and families to support student learning needs.	Consults with educators and families to support student learning needs.	Applies strategies, methods, and results in working with other educators and families to support student learning needs.	Participates in and build effective teams of educators and families to support student learning needs.
C. Recognize and respond accurately to the multiple factors that may affect student success.	Rarely or never assesses the barriers that impede students' academic development.	Assesses the barriers that impede students' academic development and develop plans to address these barriers.	Recognizes and responds accurately to the multiple factors that may affect student success.	Convenes, leads, and collaborates with others in addressing systemic barriers to learning.
D. Collaborates with appropriate stakeholders to support and implement strength-based programs that promote student career development and life readiness.	Rarely or never collaborates with appropriate stakeholders to support and implement strength-based programs that promote student career development and life readiness.	Collaborates with appropriate stakeholders to support and implement strength-based programs that promote student career development and life readiness.	Collaborates with appropriate stakeholders to support and implement strength-based programs that promote student career development and life readiness and prepares students for a range of post-secondary options.	Leads and collaborates with appropriate stakeholders to support and implement strength-based programs that promote student career development and life readiness and prepares students for a range of post-secondary options.

COMPETENCY 3: COUNSELING THEORIES AND ACTIONS Use a variety of research-based and culturally responsive counseling approaches to provide prevention, intervention, and responsive services to meet academic, personal/social and career development needs of all students.				
Indicators	**Unsatisfactory**	**Meets Basic Expectations**	**Meets Full Expectations**	**Exceeds Expectations**
A. **Builds respective and positive relationships with students, families, and staff members in order to effectively support student development and facilitate transitions.**	Rarely or never establishes an environ-ment of respect and rapport with students, families and staff.	Establishes an enviro-nment of respect and rapport in order to serve the needs of all students.	Builds respective and positive relationships with students, families, and staff members in order to effectively support student development and facilitate transitions.	Builds effective partnerships across stakeholder groups and K–12 systems to support student development and facilitate transitions.
B. **Effectively applies best- practices to respond to a range of students and disruptions to the learning environment.**	Rarely or never responds and/or leads others through crisis and disruption of the learning environment.	Responds effectively and leads others through crisis and disruption of the learning environment.	Effectively applies best practices to respond to a range of student needs and disruptions to the learning environment.	Implements and leads others to take a systemic approach to students' needs and responsive services according to best current research practices.
C. **Identifies student needs through consultation and assessment; develops individual and group interventions to promote academic and life success.**	Rarely or never conducts individual and/or group counseling to meet identified student needs.	Conducts individual and group counseling to meet identified student needs.	Identifies student needs through consultation and assessment; develops individual and group interventions to promote academic and life success.	Develops identification systems that are predictive and responsive to the academic, personal/social, and career development needs of students.
D. **Leads in the planning and implementation of research-based school counseling programs designed to meet the identified needs of the students.**	Rarely or never imple-ments procedures for the assessment and management of high-risk behaviors.	Implements procedures for the assessment and management of high-risk behaviors.	Works with the stakeholders to respond and facilitate successful student outcomes; distinguishes underlying issues in addressing behavior concerns.	Collaborates and consults with staff and community partners to coordinate services for students who need intensive support services to be successful in school.

		COMPETENCY 4: EQUITY, ADVOCACY, and DIVERSITY Understand cultural contexts in a multicultural society, demonstrate fairness equity, and sensitivity to every student, and advocate for equitable access to instructional programs and activities.		
Indicators	**Unsatisfactory**	**Meets Basic Expectations**	**Meets Full Expectations**	**Exceeds Expectations**
A. **Collaborate with stakeholders in providing culturally relevant counseling, instruction, and communication.**	Rarely or never provides culturally relevant counseling, instruction, and communication.	Provides culturally relevant counseling, instruction, and communication.	Collaborates in providing culturally relevant counseling, instruction, and communication.	Leads others in providing culturally relevant counseling, instruction, and communication.
B. **Collaborate with stakeholders to integrate the language needs of students in comprehensive school counseling practice.**	Rarely or never collaborates with educators to address the language needs of students.	Collaborates with educators to address the language needs of students.	Collaborates with educators and families to integrate the language needs of students in comprehensive school counseling practice.	Leads others to integrate the language needs of students in comprehensive school counseling practices.
C. **Collaborate with stakeholders in the development of school policies, programs, and services that are equitable, responsive, and prevent harassment and marginalizing behaviors.**	Rarely or never advocates for school policies, programs, and services that are equitable, responsive, and prevent harassment and marginalizing behaviors.	Advocates for school policies, programs, and services that are equitable, responsive, and prevent harassment and marginalizing behaviors.	Collaborates in the development of school policies, programs, and services that are equitable, responsive, and prevent harassment and marginalizing behaviors.	Leads in the development of school policies, programs, and services that are equitable, responsive, and prevent harassment and marginalizing behaviors.

COMPETENCY 5: SCHOOL CLIMATE AND COLLABORATION Collaborate with colleagues, families, and community members to establish and foster an inclusive, culturally responsive, nurturing, and physically safe learning environment for students, staff, and families.				
Indicators	**Unsatisfactory**	**Meets Basic Expectations**	**Meets Full Expectations**	**Exceeds Expectations**
A. **Builds collaborative relationships with school, family, and community stakeholders to foster a positive school learning environment.**	Rarely or never engages in positive and productive relationships with colleagues, students, families, and community partners.	Engages in positive and productive relationships with colleagues, students, families, and community partners.	Builds collaborative relationships with school, families, and community stakeholders to foster a positive school learning environment.	Leads collaborative partnerships with school district and community stakeholders to foster a positive learning environment.
B. **Monitors data indicating student needs to identify school-wide needs and safety concerns; communicates effective school counseling program response to concerns.**	Rarely or never assesses and articulates school-wide needs and safety concerns.	Assesses and articulates school-wide needs and safety concerns.	Monitors student needs data to identify school-wide needs and safety concerns; communicates effective counseling program response to concerns.	Develops processes to monitor student needs data, identify concerns, and effectively implement counseling program responses.
C. **Utilizes data and systems change theory to advocate for school policies, programs, and services that enhance a positive school climate.**	Rarely or never advocates for school policies, programs, and services that enhance a positive school climate.	Advocates for school policies, programs, and services that enhance a positive school climate.	Utilizes data and systems to advocate for school policies, programs, and services that enhance a positive school climate.	Utilizes data and systems to advocate for, and collaborate with, district personnel for school policies, programs, and services that enhance a positive school climate.
D. **Supports teams to address school-wide needs for crisis response.**	Rarely or never supports teams to address school-wide needs for crisis response.	Supports teams to address school-wide needs for crisis response.	Facilitates teams to address school wide needs for crisis response.	Facilitates teams to address school wide needs for crisis response and provides resources and interventions for crises in partnership with school/district administration.

COMPETENCY 6: PROFESSIONAL IDENTITY AND ETHICAL PRACTICE Engage in continuous professional growth and development and advocate for appropriate school counselor identity and roles. Adhere to ethical practices and to the Washington State and federal policies, laws, and legislation relevant to school counseling.				
Indicators	**Unsatisfactory**	**Meets Basic Expectations**	**Meets Full Expectations**	**Exceeds Expectations**
A. Engages in professional growth planning as a habit of practice, accessing the expertise of peers and professional associations.	Rarely or never engages in professional growth planning and trainings.	Engages in professional growth planning and trainings as a habit of practice, accessing the expertise of peers and professional associations.	Consistently engages in professional growth planning and trainings as a habit of practice, accessing the expertise of peers and professional associations.	Consistently engages in professional growth planning and trainings as a habit of practice, accessing the expertise of peers and professional associations and leads others to build systems of professional learning.
B. Models reflective practice and modification of behavior to peers.	Rarely or never reflects upon the impact of their own practice, strengths, limitations, and biases.	Reflects upon the impact of their own practice, strengths, limitations, and biases and adjusts as needed.	Reflects upon the impact of their own practice, strengths, limitations, and biases and adjusts as needed. Models reflective practices and modifications of behavior to peers.	Reflects upon the impact of their own practice, strengths, limitations, and biases and adjusts as needed. Models reflective practices and modifications of behavior to peers and leads others to create an environment of reflective practice.
C. Facilitates conversations and rationale for the school counselor program.	Rarely or never articulates, advocates, or models for the rationale of the school counselor program.	Articulates and advocates for an appropriate school counselor program.	Articulates, models, and facilitates conversations for an appropriate school counselor program.	Articulates, models, and facilitates conversations for an appropriate school counselor program, and works in partnership with district leadership to enhance the counselor programs.
D. Collaborates with others to assure adherence to ethical and legal standards in school counseling, including prevention and reporting of child abuse and neglect, harassment, intimidation, and bullying.	Rarely or never applies and adheres to the ethical and legal standards in school counseling, including prevention and reporting of child abuse and neglect, harassment, intimidation, and bullying.	Applies and adheres to the ethical and legal standards in school counseling, including prevention and reporting of child abuse and neglect, harassment, intimidation, and bullying.	Collaborates with others to assure adherence to ethical and legal standards in school counseling, including prevention and reporting of child abuse and neglect, harassment, intimidation, and bullying.	Leads in the design of curriculum, structures, and policy to assure adherence to ethical and legal standards in school counseling, including prevention and reporting of child abuse and neglect, harassment, intimidation, and bullying.

COMPETENCY 7: CAREER AND POST-SECONDARY READINESS				
Indicators	**Unsatisfactory**	**Meets Basic Expectations**	**Meets Full Expectations**	**Exceeds Expectations**
A. Provides leadership in personalized planning and development of the High School and Beyond Plan.	Rarely or never meets with scholars to provide personal planning and development of the High School and Beyond Plan through individual meeting, classroom lessons and resources.	Meets with scholars to provide personal planning and development of the HSBP through individual meeting, classroom lessons and resources and supports the completion of the High School and Beyond Plan grade level expectations for each student.	Meets with scholars to provide personal planning and development of the HSBP through individual meeting, classroom lessons and resources and facilitates the completion the High School and Beyond Plan grade level expectations for each student.	Meets with scholars to provide personal planning and development of the HSBP through individual meeting, classroom lessons and resources and leads and facilitates the completion of the High School and Beyond Plan grade level expectations for each student.
B. Utilizes current and accurate career and post-secondary information in career and post-secondary planning and counseling.	Rarely or never maintains and utilizes current knowledge of accurate career and post-secondary info in career and post-secondary planning and counseling.	Maintains and utilizes current knowledge of accurate career and post-secondary information in career and post-secondary planning and counseling.	Maintains and utilizes current knowledge of accurate career and post-secondary information and collaborates with students, staff and families in post-secondary planning and counseling.	Maintains and utilizes current knowledge of accurate career and post-secondary information and leads collaboration with students, staff, families and community and post-secondary stakeholders in post-secondary planning and counseling.
C. Partners with families and school community.	Rarely or never partners with families and school community.	Occasionally partners with families and school community.	Consistently partners with families and school community.	Maintains a system for consistently partnering with families and school community.
D. Demonstrates cultural competency in career and post-secondary planning and counseling.	Rarely or never demonstrates cultural competency in career and post-secondary planning and counseling.	Occasionally demonstrates cultural competency in career and post-secondary planning and counseling and utilizes disaggregated data to inform career and post-secondary planning and counseling.	Demonstrates cultural competency in career and post-secondary planning and counseling, utilizes disaggregated data to inform career and post-secondary planning and counseling and provides targeted interventions.	Demonstrates cultural competency in career and post-secondary planning and counseling, utilizes disaggregated data to inform career and post-secondary planning and counseling and leads schoolwide targeted interventions in partnership with school and district admin.

COMPETENCY 8: CLOSING THE GAP Demonstrate a commitment to closing the opportunity gap.				
Indicators	**Unsatisfactory**	**Meets Basic Expectations**	**Meets Full Expectations**	**Exceeds Expectations**
A. Identifies barriers to achievement and uses resources to work toward closing resulting gaps.	Rarely or never identifies barriers to achievement and uses resources to work toward closing resulting gaps.	Identifies barriers to achievement and uses resources to work toward closing resulting gaps.	Identifies barriers to achievement and uses resources to work toward closing resulting gaps and collaborates with the staff, students and families to plan, implement and monitor interventions.	Identifies barriers to achievement and uses resources to work toward closing resulting gaps and leads collaborations with the staff, students and families to plan, implement and monitor interventions.
B. Demonstrates a commitment to close the opportunity gap using evidence-based school counseling practices.	Rarely or never demonstrates a commitment to close the opportunity gap using evidence-based school counseling practices.	Occasionally demonstrates a commitment to close the opportunity gap using evidence-based school counseling practices through data collection and using the ASCA Close the Gap Action Plan.	Consistently demonstrates a commitment to close the opportunity gap using evidence-based school counseling practices through data collection and using the ASCA Close the Gap Action Plan in collaboration with staff and students.	Consistently demonstrates a commitment to close the opportunity gap using evidence-based school counseling practices through data collection and using the ASCA Close the Gap Action Plan and leads collaboration with staff, students and community stakeholders.
C. Provides evidence of growth in students' career, academic and/or social emotional learning.	Rarely or never provides evidence of growth in students' career, academic and/or social emotional learning.	Provides evidence of growth for some students' career, academic and/or social emotional learning through the collection of qualitative and quantitative data.	Provides evidence of growth for most students' career, academic and/or social emotional learning through the collection of qualitative and quantitative data.	Provides evidence of growth for all or nearly all students' career, academic and/or social emotional learning through the collection of qualitative and quantitative data.

Appendix C: Counselor Performance Evaluation Look Fors Tool

COMPETENCY 1: SCHOOL COUNSELING PROGRAM
Develop, lead, and evaluate a data-driven school counseling program that is comprehensive, utilizes best practice and advances the mission of the school.

A. Implements a comprehensive and culturally responsive school counseling program aligned with the FWPS and school improvement plan

B. Works with stakeholders to define, use, and communicate appropriate measurable benchmarks/ outcomes in the areas of career, personal/social, and academic.

C. Seeks and uses a variety of data to respond to the individual and system needs.

D. Follows district expectations and guidelines to provide an aligned program.

INDICATOR LOOK FORS

Note: Each list of "look fors" for each competency is not exhaustive, and it is not expected of counselors to exhibit all listed look fors in order to meet full expectations for each competency.

- Facilitates or collaborates with stakeholders to provide classroom lessons, small group counseling, and individual counseling that addresses: (a) socioemotional (b) academic and (c) career and post-secondary development

- Participates in student support team, student-led conferences and attendance conferences as needed

- Shares artifacts that demonstrate familiarity with all the domains (socioemotional, academic and career and post-secondary development) of the ASCA model (e.g., presentations, brochures, newsletters to onboard students, parents, staff, and community members)

- Completes all ASCA Required Documents:
  - ☐ Annual Calendar
  - ☐ Annual Student Outcomes Goal Plan
  - ☐ Annual Administrative Conference
  - ☐ Classroom and Group Mindsets and Behaviors Action Plan
  - ☐ Classroom and Group Mindsets and Behaviors Results Report
  - ☐ Closing the Gap Action Plan and Results Report
  - ☐ Lesson Plans in ASCA Domains (socioemotional, academic and career and post-secondary development)
  - ☐ School Counseling Advisory Agenda
  - ☐ School Counseling Advisory Minutes
  - ☐ School Counseling Weekly Calendar
  - ☐ School Counseling Program Assessment
  - ☐ School Data Summary
  - ☐ School Counseling Performance Appraisal
  - ☐ School Counseling Standards Competencies Checklist
  - ☐ Use-of-Time Calculator

- Aligns School Counseling Program goals with School Improvement Plan and Strategic Plan

- Utilizes valid Social and Emotional (SEL) screeners (e.g., Social Emotional and Climate Surveys and Counseling Grade Level Needs Assessments)

- Shows appropriate use of data to promote equity through counseling initiatives (e.g., disaggregation of data that analyzes the equitability of systems in the schools, triangulation of multiple forms of data such as attendance, discipline, School Wide Improvement Systems, Socioemotional Screeners, and district generated data)

- Utilizes interim data to identify program effectiveness (e.g., semester, mid and end of year goal reports)

- Creates and presents data to stakeholders

- Records systematically counselor activities which include, but are not limited to: scholar meeting times, hours dedicated to program and system development, small group sessions

(continued)

- Supports in the implementation and development of Tier I Core Curriculum to all classrooms which may include but are not limited to: involvement of PBIS and MTSS, referencing Tier I supports in supporting scholars in scholar support meetings, and modeling Tier I practices during classroom presentations and lessons

- Collaborates and consults with in-school, family and community stakeholders to address scholar concerns (e.g., outside counseling referrals, community organizations that support family homelessness and facilitate access to resources)

- Develops annual calendar that includes plans for curriculum, support services, responsive services, individual planning and professional learning

- Provides direct and indirect counseling services, references ASCA domains mindsets and behaviors and demonstrates the services' alignment to the SIP and Strategic Plan

- Collaborates with all relevant stakeholders including students, parents, administrators, staff, and community in systemwide initiatives and individual and group scholar support

COMPETENCY 2: STUDENT LEARNING & ASSESSMENT
Use knowledge of pedagogy, child development, cultural and individual differences, learning barriers, and Washington State learning requirements to support student learning. Work effectively with other educators to monitor and improve student growth.

A. Analyze and utilize assessment information to facilitate interventions that promote student growth

B. Apply strategies, methods, and results in working with other educators and families to support individual student learning needs.

C. Recognize and respond accurately to the multiple factors that may affect student success.

D. Collaborates with appropriate stakeholders to support and implement strength-based programs that promote student career development and life readiness.

INDICATOR LOOK FORS

Note: Each list of "look fors" for each competency is not exhaustive, and it is not expected of counselors to exhibit all listed look fors in order to meet full expectations for each competency.

- Shares artifacts that show counselor involvement in attendance interventions which may include but not limited to: student contracts that illustrate concrete action plans; student, parental, and in some cases, other educator, and community member involvement in the development of the action plan; and a list of tiered interventions to support student attendance

- Maintains up to date 504 plans with data and communication that show progress-monitoring and advocacy for the needs of students with 504 plans, especially around testing windows

- Attends student meetings as applicable, which include, but not limited to: SLC participation, parent- initiated meetings, and new referrals

- Provides referrals to outside agencies

- Participates in School Intervention Teams, which include but not limited to: MTSS, SST, PBIS

- Supports the school-wide efforts of Tier II interventions by collaborating with stakeholders in developing plans for students that require additional support to Tier I academic instruction and/or behavioral supports

- Creates individualized support plans for grade level transitions from elementary to middle, middle to high and high to post-secondary school

- Uses valid assessments to collaborate with stakeholders to promote student growth addressed through MTSS

- Advocates for students' appropriate placement in courses or classroom placements based on academic/personal needs

- Shares artifacts that demonstrate individual planning with students of their academic and personal goals (e.g., graduation assurance documents, student socioemotional growth plan)

- Collaborates with school Special Education and English Language Learner teams

- Conducts a valid Needs Assessment annually to identify individual student needs (e.g. Social Emotional and Climate Surveys and Counseling Grade Level Needs Assessments)

- Co-teaches with teachers, performs informal walk throughs, and observes lessons and provides feedback to classroom teachers on lessons such as emotion management, empathy, problem solving, and bullying prevention

- Participates in development of Behavior Intervention Plans by assisting in determining function of behavior, and writing behavior interventions alongside behavior specialists

- Coaches teachers and staff in their efforts to implement Second Step as the Second Step Coach in Elementary

COMPETENCY 3: COUNSELING THEORIES AND TECHNIQUES
Use a variety of research-based and culturally responsive counseling approaches to provide prevention, intervention, and responsive services to meet academic, personal/social and career development needs of all students.

A. Builds respective and positive relationships with students, families, and staff members in order to effectively support student development and facilitate transitions.

B. Effectively applies best practices to respond to a range of student needs and disruptions to the learning environment.

C. Identifies student needs through consultation and assessment; develops individual and group interventions to promote academic and life success.

D. Leads in the planning and implementation of research-based school counseling programs designed to meet the identified needs of students.

INDICATOR LOOK FORS

Note: Each list of "look fors" for each competency is not exhaustive, and it is not expected of counselors to exhibit all listed look fors in order to meet full expectations for each competency.

- Utilizes solution-focused counseling, brief intervention and motivational interviewing (short-term, not long-term therapy)

- Coordinates with feeder schools for transition activities (e.g., field trips, course registration paperwork, creating an information letter to share with parent/guardians about feeder school transition, co-coordinating school planning nights and classroom lessons)

- Provides support toward prevention, intervention and responsive services (e.g., de-escalation of students, staff and/or parents)

- Meets individually with each student on caseload each year

- Develops small group counseling to address concerns that surfaced from needs assessment (e.g., friendship, personal space, grief, leadership, etc.)

- Reviews and provides interventions based on the needs assessment results

- Documents communication about student needs/concerns with staff and families (e.g., email thread, meeting follow up, phone /contact log, etc.)

- Creates student development plan with action steps, success plan, and next steps

- Shares evidence of individual, classroom and group counseling/intervention

- Provides referrals for students based on multiple data points not solely on teacher referral (e.g. triangulation of attendance, grades, and SWIS data)

- Involved in MTSS, PBIS, or other student intervention teams

- Attends district PD for counseling relevant topics such as threat assessments, suicide prevention, intervention, & postvention, mental health support, etc.

- Involves appropriate stakeholders (e.g., students, parents, other educators, community members) in creating an action plan to support student growth

- Supports the implementation of Second Step as a coach at the elementary level

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COMPETENCY 4: EQUITY, ADVOCACY AND DIVERSITY
Understand cultural contexts in a multicultural society, demonstrate fairness, equity, and sensitivity to every student, and advocate for equitable access to instructional programs and activities.

A. Collaborate with stakeholders in providing culturally relevant counseling, instruction, and communication.
B. Collaborate with stakeholders to integrate the language needs of students in comprehensive school counseling practice.
C. Collaborate with stakeholders in the development of school policies, programs, and services that are equitable, responsive, and prevent harassment and marginalizing behaviors.

INDICATOR LOOK FORS
Note: Each list of "look fors" for each competency is not exhaustive, and it is not expected of counselors to exhibit all listed look fors in order to meet full expectations for each competency.

- Uses materials to promote equitable access for all students to rigorous course work (e.g. use of AP Potential and SBA scores to encourage student to access rigorous courses, intentional conversations with students and parents/guardians about rigorous courses)

- Analyzes Needs Assessment results through equity lens to personalize support

- Serves as the McKinney Vento liaison for the building

- Advocates for materials to be translated into multiple languages and interpreters to be present when needed

- Uses inclusive communication practices such as providing information in written form, utilizing the language line, and creating visual supports

- Collaborates with Special Education and English Language Learners teachers to meet student needs

- Advocates for instructional access based on student needs

- Participates in the following teams: PBIS, MTSS, building leadership teams, scholar support teams, attendance teams and 504 case management, among other building organizations that aim to promote equity in school systems and direct services

- Disaggregates data and ensures that items associated with historically underrepresented youth (e.g. Black and Latinx students and discipline rates) are explicitly addressed and that intervention is culturally responsive

- Facilitates the partnership of student, family members, community members, and educators

- Acts as a cultural mediator for families who need support navigating the school system and educating staff to be cultural mediators

- Assists with staff development on equity and diversity issues

- Supports bullying prevention efforts

- Monitors that posters and school materials in the school environment are representative of student diversity.

- Ensures that resource referrals are culturally responsive

- Uses data driven practices to inform scheduling decisions

- Facilitates student access to extra-curricular activities, rigorous courses, financial-aid options, post-secondary options, and STAMP-ALTA testing

COMPETENCY 5: SCHOOL CLIMATE AND COLLABORATION Collaborate with colleagues, families, and community members to establish and foster an inclusive, culturally responsive, nurturing, equitable, and physically safe learning environment for students, staff, and families.
A. Builds collaborative relationships with school, family, and community stakeholders to foster a positive school learning environment. B. Monitors data indicating student needs to identify school-wide needs and safety concerns; communicates effective school counseling program response to concerns. C. Utilizes data to advocate for equitable school policies, programs, and services that enhance a positive school climate. D. Supports teams to address school-wide needs for crisis response.
INDICATOR LOOK FORS *Note: Each list of "look fors" for each competency is not exhaustive, and it is not expected of counselors to exhibit all listed look fors in order to meet full expectations for each competency.*

- Demonstrates involvement in school committees (e.g., MTSS, Attendance Committee, PBIS, SLT, Leadership Team, Pre-Referral Teams, etc.)

- Collaborates in a PLC with clear objectives and action plan

- Utilizes needs assessment results and develops a corresponding action plan

- Monitors discipline, grade and achievement data through organizational partnerships such as PBIS and MTSS

- Advocates for mental health services for scholars in conjunction with all stakeholders (e.g., parent, teacher, counselor, etc.) and provides resources to approved outside community and mental health agencies

- Demonstrates knowledge about post-crisis and trauma and collaborates with other departments to assist with disasters and crises to meet the needs of students, families and staff

- Provides evidence of collaboration with school staff, families, stakeholders (e.g., 504/IEP/intervention meetings, collaboration with McKinney Vento, BECCA, mental health agencies, Multi-Service Center, Communities in Schools, other district and community resources)

- Collaboration with teams to use data systems to identify and provide intervention to students in need of additional supports (e.g., Data Dashboards, Student Information Systems, School Wide Interventions Systems, Climate Survey Data, Academic Data, Grad Assurance data and etc.)

- Participates in family engagement activities (e.g., Reading Night, coffee with principal, PTA, Multicultural Night, Transition Nights, Reading with the Stars, Open House, Ready For K, School Carnival, etc.)

- Supports teachers and families during SLCs (e.g. attendance conferences, 504 Plans, providing resources, behavior plans/concerns)

- Participates in district crisis response team

- Participates on the school threat assessment team

- Acts as CPS Liaison in collaboration with administrators

- Collaborates with community outside agencies such as churches, Multiservice Center, mental health organizations

- Participates in Home visits in collaboration with admin and other support staff

- Implements Second Step, Kelso's Choice, Zones of Regulation or other SEL programs at the elementary levels

COMPETENCY 6: PROFESSIONAL IDENTITY AND ETHICAL PRACTICE
Engage in continuous professional growth and development and advocate for appropriate school counselor identity and roles. Adhere to ethical practices and to the Washington State and federal policies, laws, and legislation relevant to school counseling.

A. Engages in professional growth planning as a habit of practice, accessing the expertise of peers and professional associations.

B. Models reflective practice and modification of behavior to peers.

C. Facilitates conversations and rationale for the school counselor program.

D. Collaborates with others to assure adherence to ethical and legal standards in school counseling, including prevention and reporting of child abuse and neglect, harassment, intimidation, and bullying.

INDICATOR LOOK FORS

Note: Each list of "look fors" for each competency is not exhaustive, and it is not expected of counselors to exhibit all listed look fors in order to meet full expectations for each competency.

- Attends District and Monthly Counselor Professional Development opportunities

- Shares relevant resources with staff after a training

- Meets with administrators to identify program goals

- Completes annual program planning

- Consults and collaborates with administration regularly

- Creates an individual growth plan, and revisits it through the year to refine practices using ASCA materials such as the ASCA School Counseling Program Assessment and the Closing the Gap Action Plan

- Participates in Professional Learning Community

- Communicates and interacts with staff, families, and students respectfully

- Follows and has knowledge of district HIB protocols and state laws

- Follows and has knowledge of district Child Protective Services protocols. Maintains CPS reporting and documentation. Trains staff or assists with CPS reporting procedures and provide consultation.

- Maintains confidential record taking and keeps up with current laws as it pertains to ASCA

- Uses the Use-of-Time Calculator

- Advocates for appropriate versus inappropriate counselor tasks to ensure appropriate use of counselor time

- Consults with district professionals on legal issues and policies

- Educates staff, students, families and community partners on school counselor role

- Train staff on mandated reporting, self-harm risk, suicide risk, and CPS procedures

- Supports teaching of Second Step Bullying Unit in elementary

COMPETENCY 7: CAREER AND POST-SECONDARY READINESS Engage in continuous professional growth and development and advocate for appropriate school counselor identity and roles. Adhere to ethical practices and to the Washington State and federal policies, laws, and legislation relevant to school counseling.

A. Provides leadership in personalized planning and development of the High School and Beyond Plan.

B. Utilizes current and accurate career and post-secondary information in developmentally appropriate career and post-secondary planning and counseling.

C. Partners with families and school community.

D. Demonstrates cultural competency in career and post-secondary planning and counseling.

INDICATOR LOOK FORS

Note: Each list of "look fors" for each competency is not exhaustive, and it is not expected of counselors to exhibit all listed look fors in order to meet full expectations for each competency.

- Demonstrates awareness of different cultural expectations of college and career readiness
- Facilitates students' access to post-secondary programs
- Prepares students for all post-secondary programs of their choice as to not limit their options
- Supports coordination of college/career fairs
- Attends professional development to have up-to-date career and college information
- Attends cultural competency professional development and maintains awareness of different cultural expectations of college and career readiness
- Shares multiple perspectives and cultures through books, pamphlets, guest speakers related to college and career readiness
- Assists teachers in finding ways to incorporate college and career activities and language into academic curriculum
- Supports a post-secondary education and career-going culture
- Implements strategies and activities to support and maximize each student's ability to learn to be prepared for any post-secondary plan of their choice
- Connects socioemotional skills to future career skills (e.g., listening, problem-solving, emotion management, etc.)
- Collaborates with staff to plan Discover U Week
- Administers career and college preparation activities
- Cultivates relationships with local post-secondary institutions
- Supports a post-secondary education and career-going culture
- Facilitates and coordinates K-12 Grade High School and Beyond Plan Expectations
- Promotes AVID mission and vision and advocates, utilizes schoolwide AVID strategies and supports student entry and success in the AVID program
- Guides students on where and how to research Employment, Apprenticeships, Post-Secondary Programs, scholarships and other post-secondary opportunities

HIGH SCHOOL:

- Facilitates access to FAFSA/WASFA and other financial assistance for post-secondary programs
- Collaborates with College and Career Specialist surrounding post-secondary education to students
- Ensures schedules reflect graduation requirements and high school and beyond plans
- Ensures seniors know about college application deadlines, processes, scholarship timelines, and post-secondary resources
- Coordinates with advisory, AVID, career and college prep teachers to ensure state high school and beyond plan actions are covered for all grades

COMPETENCY 8: CLOSING THE GAP Demonstrate a commitment to closing the opportunity gap.
A. Identifies barriers to achievement and uses resources to work toward closing resulting achievement gaps. B. Demonstrates a commitment to close the opportunity gap using evidence-based school counseling practices. C. Provides evidence of growth in students' career, academic and/or social emotional learning.
INDICATOR LOOK FORS *Note: Each list of "look fors" for each competency is not exhaustive, and it is not expected of counselors to exhibit all listed look fors in order to meet full expectations for each competency.*

- Completes ASCA Closing the Gap Template

- Plans activities based on triangulation of multiple data such as needs assessment, process/perception data, attendance, grades, access to scholarships, etc.

- Uses Use-of-Time Calculator data to show direct student services

- Participates in MTSS/PBIS Team

- Uses disaggregated data to understand gaps between populations of students and plan for interventions around specific needs

- Collects data on individual, group, and school wide counseling services on a regular basis (e.g., data on attendance, academic, behavior, etc.)

- Participates on teams that identify students in need of support (e.g., SST, MTSS, Attendance team, PBIS Tier 2 Team and etc.)

- Advocates and utilizes schoolwide AVID strategies and provides equitable access to the AVID program, and student-wide access to AVID learning

- Collaborates with multiple stakeholders to identify and develop interventions

- Uses data to evaluate the effectiveness of the interventions implemented and adjusts interventions as needed

- Implements counselor-based interventions when warranted by the data

- Uses pre/post surveys and/or assessments that show student growth in varying areas (e.g., attendance, grades, discipline)

Appendix D: Employee Goal Setting Form

(Non-Rep, NON-CEL Certificated, E-START and FWESP)
Federal Way Public Schools

FEDERAL WAY
PUBLIC SCHOOLS

Employee Name: _____   Meeting Date: _____

Job Title: _____   School Year: _____

During the formative and summative evaluation meetings, the employee will have the opportunity to share with the evaluator progress toward the goals set at the beginning of the year.

A good starting place for setting goals is to consider your accountabilities to support the goals for your school, department or the district, growth areas from previous evaluations, and what responsibilities make up the bulk of your work.

Create goals that are related to your School Improvement Plan, department's success, and/or the District Strategic Plan.

You may set up to three goals. The template below is designed to help you to create goals.

GOAL TEMPLATE	
Strategic Plan Goal:	*What Strategic Plan Goal is aligned to your professional goal?*
Professional Goal:	*After completing a self-assessment using your evaluation and rubric (rubric as applicable), identify a skill, strategy, and/or behavior that is required for you to successfully grow your work performance.*
Actions:	*What specific actions are required to achieve your goal?*
Indicators of Success:	*How will you know you are successful (what metrics will you use—qualitative and/or quantitative)?*
Resources and/or Support Needed:	*What resources and/or support will you need to accomplish your goal?*

GOAL #1	
Strategic Plan Goal:	
Professional Goal:	
Actions:	
Indicators of Success:	
Resources and/or Support Needed:	

GOAL #2	
Strategic Plan Goal:	
Professional Goal:	
Actions:	
Indicators of Success:	
Resources and/or Support Needed:	

GOAL #3	
Strategic Plan Goal:	
Professional Goal:	
Actions:	
Indicators of Success:	
Resources and/or Support Needed:	

Appendix E: References

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