College and Career Readiness School Counseling Program
Elementary Electronic Evidence Box Guide

Purpose: The electronic evidence box is an ongoing resource of shared files that supports program management and implementation. Documentation of programming supports the role of the elementary school counselor and helps answer the questions, "Is the school counseling program making a difference for students, and how can I prove it?"

Organization of the Electronic Evidence Files: Each year, the elementary school counselor reviews the electronic evidence box to ensure that all documents are included and up to date. Each standard, including Assurances, should have its own folder that is clearly labeled with the title of the standard.

- **Organizational Do's**

    - *Do* keep your evidence box up-to-date annually to ensure program effectiveness.
    - *Do* use relevant documents to paint a picture of what your program is all about, including how modifications to program implementation – based on data – impact students' success. Some ideas include but are not limited to graphs, spreadsheets, tables, snapshot/snipping tool, website links, photos, bulleted outlines, brief narratives, etc.
    - *Do* eliminate/reduce the need to scan documents by creating and saving everything electronically.
    - *Do* consider using supporting templates provided by the Utah State Board of Education (USBE) and/or the American School Counselor Association (ASCA) to support documentation of evidence. These documents can be found on the USBE School Counseling Program website.
    - *Do* organize your evidence box for seamless transitions. For example, if you were to walk away from your position tomorrow, could the next school counselor review the evidence files and continue your work? Furthermore, when you step into your new position, what files would you want available to support you in knowing how to best serve your students, school, and community?
- **Organizational Don'ts**
    - *Don't* duplicate documents in more than one folder.

Electronic Evidence Box Recommendations: The following guide is designed to help elementary school counselors identify key pieces of information needed to support the program management and implementation. **Remember, duplication of files, within multiple standards, is not necessary**.

Standard 1: Each Student   *Show who your students are and what you have identified "your aha" through data analysis. Compare disaggregated school demographics to student populations participating in rigorous courses and school programs to identify gaps in educational opportunities.*

Possible evidence may include:
- School profile report that includes disaggregate data by student populations*
- Comparative analysis of school demographics to disaggregated student populations participating in school programs and services*
- Longitudinal data results that track trends indicating growth or change in areas of concern*
- Any other school or district data reports used to guide the School Counseling Program*

 * Include analysis of data

Note: Modification to program implementation based on identified gaps from this standard should be reflected in evidence provided throughout the remaining standards.

Standard 2: Data Effectiveness and Program Improvement   Show *how you use an ongoing process of collecting and analyzing data to make intentional data driven decisions that best meet the identified needs of your students, including the results from the systemic assessment. Clearly identify top gaps based on data analysis.*

Possible evidence may include:
- Copy of most recent Elementary Systemic Assessment results for students, parents, and teachers
    - Include an analysis of survey results that identifies top priorities and gaps for students, parents, and teachers
    - **The analysis of the results – how identified gaps align with program goals, modifications to the school counseling program, and alignment to the overall goals of the school – is what needs to be reflected in the evidence box**
- Copy of any other data sources that have been analyzed and used to set program goals within the last 3-year not already provided in Standard 1
- Data projects for last 3 years
- Evidence of sharing data results with faculty and other key stakeholders

Standard 3: Plan for College and Career Ready Process & **Standard 4: Career Literacy**   *Show how the counseling program promotes the Plan for College and Career Readiness Process and Career Literacy through activities of early awareness, exploration, knowledge, and skills.*

Possible evidence may include:
- Outline specific college and career exploration and development activities (e.g., table, bulleted outline, narrative, supporting documents/flyers, etc.) that support:
    - Post-secondary exploration and training options (College and Career Fairs, UCAW, virtual college tours, etc.)
    - College affordability (e.g., financial aid, scholarships, my 529 savings plan)
    - CTE Pathway information and options

Standard 5: Collaborative Classroom Instruction   *Show how you work collaboratively with teachers to implement a curriculum that aligns with the Utah Mindsets & Competencies (Curriculum Delivery Survey) and identified needs of your students (Elementary Systemic Assessment and/or other data sources).*

Possible evidence may include:
- Curriculum Delivery Survey results and analysis of how it is guiding the School Counseling Program
- Mindsets and Competencies Action Plan Template
- Lesson Plan and Results Report Template
- Collaborative Classroom Instruction Lesson Plans not included in previous standards

Standard 6: Systemic Approach to Dropout Prevention with Social/Emotional Supports   *Through a tiered approach, show prevention and intervention efforts in place that meets the identified needs of your students.*

Possible evidence may include:
- A MTMDSS diagram that outlines students supports available from the school counseling program, school, and community for each tier
- List of ways counselors collaborate with school, district, and community agencies and how families are made aware of relevant resources
- Small group counseling: List of groups being offered, examples of materials being used to advertise and run groups, pre/post surveys on group effectiveness
- Any additional materials used for non-academic student supports
- Identify activities and interventions for a comprehensive system

Standard 7: Alignment   *Show alignment efforts K 12 through communication and collaboration with your cone feeder schools.*

Possible evidence may include:
- Agendas and minutes for cone feeder meetings
- Materials used for transition from school to school
- Utilize your school outlines and curriculum crosswalk from standards 3, 4 & 5 to align K-12 school counseling programs

Assurances   *Subfolders for each of the Assurances are required with the exception of Use of Data (see below for more details)*

Structural Components – *Show that your school counseling program has adequate resources and support.*
- Copy of budgetary needs/requests
- Documentation demonstrating effective communication with students, parents, and staff
- Elementary school counseling program information is available through the school website and is updated regularly to provide accurate and timely resources to students, parents, and stakeholders.
- Copy of school crisis plan and/or professional development training
- Copy of district permission for school counseling services (i.e., PPRA)

Administrative Assurances – *Show how you help school administrators understand the role of a school counselor and the importance of a systemic school counseling program as well as how the school counseling program supports the overall goals of the school.*
- Administrator/Counselor meetings (agendas/minutes)
- ***Principal/Counselor Agreement***

Program Leadership and Management – *Show how you are an advocate and leader in your school and community.*
- Advisory Committee Agenda/Minutes
  - List of advisory committee members, including identification of representation (e.g., parent, business/industry, faculty member, student, etc.)
- School Leadership Team/Department Meetings Agenda/Minutes
  - Any evidence that reflects specific school counseling participation in the design and development of school goals that support the TSSA plan
  - Current copy of school improvement goals
- Documentation of faculty trainings related to school counseling program implementation of both academic and non-academic supports

Time Allocation – *Show how a minimum of 85% of counselor time is devoted to direct services to students.*
- Completed time/task analysis for each counselor (1 day a week or 1 week a month – at least 10 sample days) for last 3 years
- Percentages of time/task allocation for the department
  - Evidence of at least two weeks of calendar examples (one from fall, one from spring) for each school counselor
  - If the individual counselor or school counseling team's time/task analysis does not meet program recommendations, provide a brief statement of justification for use of time.
- Full-year calendar posted on website for students and parents.
- Full-year department program management calendar, if not provided in a previous standard

College and Career Readiness School Counseling Program Training – *Show that you are keeping up to date on best practices through regular participation in professional development and USBE sponsored trainings.*
- MIDAS transcript for each counselor showing completed trainings, including the Elementary School Counseling Program Updates and Essentials Training
  - Any additional trainings to support professional growth that are not evident in MIDAS
- MIDAS transcript for each administrator showing evidence that they completed the Elementary School Counseling Program Updates and Essentials Training within the last 5 years
- Copy of current membership in professional associations for each counselor

School Counselor Checklist – *Show how you, with the support of the administration, thoroughly evaluate the effectiveness of the school counseling program each year using the Elementary School Counseling the Performance Review Self-Evaluation (located in the Elementary School Counseling Program Implementation Guide).*
- Copy of completed annual Performance Review Self-Evaluation document for last 3 years