



UTAH COLLEGE AND CAREER READINESS SCHOOL COUNSELING PROGRAM



On-Site Review Performance Self-Evaluation for Existing Programs

School:

District:

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Utah's College and Career Readiness School Counseling Program

Preparing Each Student to be College, Career Ready

The [Utah College and Career Readiness Program Model](#) provides a comprehensive framework for school counselors to promote a whole child approach to academic/learning, life/career, multicultural/global citizenship, and social/emotional development for each student. This K-12 framework is also systemic in that it ensures student supports are deeply ingrained in the system to improve outcomes for students, not only academically but also for lifelong success. Taking a comprehensive and systemic approach offers school counselors, teachers, administrators, other school personnel, and policymakers a range of strategies and practical tips to work more effectively in their schools and communities. Effective collection, analysis, and use of data ensure counselors are accountable for personal and program implementation while meeting the individual needs of students. The data-driven process helps all stakeholders select and implement intentional supports and interventions that close equity gaps, demonstrate program effectiveness, and raise achievement levels for each student.

Meeting the Needs of Diverse Students

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

Indicators have been incorporated into standards to focus on the five ethnic diversity groups recognized by the federal government: American Indian/Alaskan Native, African American, Asian American, Hispanic/Latino, and Pacific Islander. **The purpose of *Standard 1: Each Student* is to show that the school counselor understands the ways in which each student differs and that modifications have been made to the implementation of the School Counseling Program to accommodate individualized student needs.**

What Makes American Indian Tribes so Different from Other Ethnic Minorities?

Tribal Government as Sovereign Nations

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

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

"Indian tribes have held a unique position in the history of the American government as well as in contemporary affairs.

The basis for that position is the fact that Indian tribes were recognized as sovereign from the time of discovery and recognition continues today."

(Nancy M. Tuthill)

Review Protocol for Existing College and Career Readiness School Counseling Programs

According to [R277-462](#), school counseling programs are required to be evaluated annually. A formalized accountability process of annual program evaluation is established through program self-evaluations, Interim, and Formal On-Site Reviews. This manual is a tool to use for those evaluations in a formal and informal setting.

1. Annual Self-Evaluation: Complete this document with your team at the end of each school year. A copy of the completed document should be saved in the school counseling electronic evidence box.
2. Interim On-Site Review: Complete this document with your team and provide results and evidence to the review team for the Interim On-Site Review (Year 3).
3. Formal On-Site Review: Complete this document with your team and provide results and evidence to the review team for the Formal On-Site Review (Year 6).

On-Site Review Process

The on-site review is a process developed within the Utah College and Career Readiness School Counseling Program framework to ensure that the school counseling team has implemented the program elements described in the review standards.

The on-site review for the School Counseling Program serves to:

- celebrate the College and Career Readiness School Counseling Program;
- recognize program strengths and accomplishments;
- identify goals and areas for improvement;
- minimize identified gaps in the areas of access, attainment, and achievement; and
- ensure program implementation promotes a whole child approach to academic/learning, life/career, multicultural/global citizenship, and social/emotional development for all students.

Essential Elements for the On-Site Review Process

To be prepared for a successful performance evaluation, a school program must have the following two items in place:

1. A completed Performance Self-Evaluation (this document in a fillable PDF format) of the School Counseling Program.
2. Documentation in the form of an electronic evidence box that supports program management, team effectiveness, and program evaluation and accountability.

General Format for the Annual Performance Self-Evaluation

Each year, the school counseling team completes a copy of the Performance Self-Evaluation (this document). Completing the annual self-evaluation allows for honest reflection of the School Counseling Program and provides genuine opportunities for program improvement. The school counseling team should mark the *level of performance* box for each indicator as it applies to the school counseling program. Upon completion, this document should be saved in

the school counseling program electronic evidence box under Assurances – School Counselor Checklist. The saved copy of this document will be documentation that this requirement has been completed and will be accounted for in both the interim and formal review process.

General Format for the Interim On-Site Review Process (Year 3)

1. At least one month prior to the interim review, the school counseling team completes a copy of the **Performance Self-Evaluation** and submits the completed document to the LEA school counseling leader. Charter schools will work with a resident district to complete their Interim On-site Review and follow the same process with the district leadership. Completing a self-evaluation allows for honest reflection of the School Counseling Program and provides genuine opportunities for program improvement. The school counseling team should mark the *level of performance* box for each indicator as it applies to the school counseling program.
2. At least one month prior to the on-site review, the school counseling team submits the completed **Electronic Evidence Box** through either *Google Drive* or *Adobe Acrobat Pro PDF Portfolio on a USB drive* that can be delivered to the LEA school counseling leader. Charter schools will submit their electronic evidence box directly to the resident school district who will be completing the interim review.
3. Prior to the on-site review, district leadership will establish a review team. Team members include an LEA CTE Director and/or an LEA School Counseling Director, school principal, school counseling team, and one district school counselor from the same grade levels as the program being reviewed. If no other school exist within the LEA of the same grade levels, one counselor from another school district/charter would be required. In the case of charter schools, the College and Career Readiness School Counseling Program is evaluated by a team from the resident district.
4. The following time frame is recommended for the Interim On-Site Review (this process should take no more than two hours):
 - a. One to two hours for the school counseling and review team to discuss the school counseling program and Performance Self-Evaluation. A discussion based on items found in the electronic evidence box will show that each activity implemented as part of the school counseling program is developed from careful analysis of student needs, achievement and related data in support of school improvement goals. After the discussion, the review team will highlight program strengths and provide feedback for areas of improvement.
5. After the on-site review, leadership overseeing the review will acquire signatures from team members and district leadership on the Interim Reporting Document. In Charter school program reviews, the school counseling team will acquire appropriate charter leadership signatures. The interim reporting document must be submitted to a USBE School Counseling Program Specialist by May 1.

General Format for the Formal On-Site Review Process (Year 6)

1. At least one month prior to the on-site review, the school counseling team completes a copy of the **Performance Self-Evaluation** and submits the completed document to the LEA school counseling leader, who will provide it to a USBE School Counseling Program Specialist. Charter schools will submit their completed document directly to a USBE School Counseling Program Specialist. Completing a self-evaluation allows for honest reflection of the School Counseling Program and provides genuine opportunities for program improvement. The school counseling team should mark the *level of performance* box for each indicator as it applies to the school counseling program.
2. At least one month prior to the on-site review, the school counseling team submits the completed **Electronic Evidence Box** through *Google Drive* or *Adobe Acrobat Pro PDF Portfolio on a USB drive* that can be delivered to the LEA school counseling leader, who will submit it to a USBE School Counseling Program Specialist. Charter schools will submit their electronic evidence box directly to a USBE School Counseling Program Specialist.
3. According to the School Counseling Program approval process, as outlined in the program model, the review team members include an LEA CTE Director and/or an LEA School Counseling Director, school principal, school counseling team, and a USBE School Counseling Program Specialist.

- a. Team members should recognize that the on-site review is a formal process requiring professional etiquette. Schedules should be arranged to give full attention to the school counseling team.
4. The following time frame is recommended for the formal on-site review (this process should take no more than two hours):
 - a. One to two hours for the school counseling and on-site review teams to discuss the school counseling program and Performance Self-Evaluation. A discussion based on items found in the electronic evidence box will show that each activity implemented as part of the school counseling program is developed from careful analysis of student needs, achievement and related data in support of school improvement goals. After the discussion, the school counseling program specialist and team will highlight program strengths and provide feedback for areas of improvement.
5. After the on-site review, district leadership will acquire signatures from LEA administration, including the superintendent, on the Results and Signature Page. In Charter school program reviews, the school counseling program team will acquire appropriate charter leadership signatures. The Results and Signature page must be submitted to a USBE School Counseling Program Specialist within 30 days of the review.

General Format for Elementary School Counseling Programs Self-Evaluation Process

It is the goal of USBE to have 100 percent of students in grades K-12 receive support from a College and Career Readiness School Counseling Program. This document may be used as a self-assessment to ensure effective implementation of a comprehensive elementary school counseling program. Elementary school counseling programs are not expected to complete a formal on-site review. However, using this document as a self-evaluation will aid elementary school counselors in meeting the expectations of the Utah College and Career Readiness School Counseling Program Model in order to support the earliest learners.

Level of Performance Rating Scale

Ratings include careful consideration of all indicators for each standard.

MEETS Standard:

An overall *Meets Standard* rating indicates a FULLY functional level of development and implementation of the College and Career Readiness School Counseling Program.

APPROACHING Standard:

An overall *Approaching Standard* rating indicates a limited level of development and implementation of the College and Career Readiness School Counseling Program. Goals/recommendations are established to address the approaching standard rating to improve the development and implementation of the Program.

ACTION ITEM:

An overall *Action Item* rating indicates no evidence of development and implementation of the College and Career Readiness School Counseling Program. A specific action plan will be outlined by a USBE School Counseling Program Specialist and monitored by the LEA school counseling leader.

What does this mean for program approval?

- **Standards 1-4** must reflect an overall “Meets Standard” rating and **a total six out of seven** overall “Meet Standard” ratings are required for the School Counseling Program to be considered fully functioning.
- An “Approaching Standard” overall rating in standards 1-4, or two “Approaching Standard” overall ratings in standards 5-7, requires a re-review by a review team. An action plan will be outlined by a USBE School Counseling Program Specialist and monitored by the LEA leadership. The re-review will be scheduled within one year from the review date.
- An “Action Item” overall rating in any standard requires a re-review by a review team. An action plan will be outlined by a USBE School Counseling Program Specialist and monitored by the LEA leadership. The re-review will be scheduled within one year from the review date.

Program Approval Rating Scale Overview

Standard 1: Each Student Standard 2: Data Effectiveness & Program Improvement Standard 3: Plan for College and Career Ready Process Standard 4: Career Literacy	Overall rating of “Meets Standard” required for ALL standards
Standard 5: Collaborative Classroom Instruction Standard 6: Systemic Approach to Dropout Prevention with Social/Emotional Supports Standard 7: Alignment	Overall rating of “Meets Standard” required for 2 of the 3 standards
Assurances	Required components to be reviewed annually

Related Policies and Guidelines

Plan for College and Career Readiness

53E-2-304. School district and individual school powers—Plan for college and career readiness definition.

- 2(b) (i) As used in this title, “plan for college and career readiness” means a plan developed by a student and the student’s parent or guardian, in consultation with school counselors, teachers, and administrators that:
- (A) is initiated at the beginning of grade 7;
 - (B) identifies a student’s skills and objectives;
 - (C) maps out a strategy to guide a student’s course selection; and
 - (D) links a student to post-secondary options, including higher education and careers.
- (ii) Each local school board, in consultation with school personnel, parents, and school community councils or similar entities shall establish policies to provide for the effective implementation of an individual learning plan or a plan for college and career readiness for each student at the school site.
- (iii) The policies shall include guidelines and expectations for:
- (A) recognizing the student's accomplishments, strengths, and progress toward meeting student achievement standards as defined in the core standards for Utah public schools;
 - (B) planning, monitoring, and managing education and career development; and
 - (C) involving students, parents, and school personnel in preparing and implementing an individual learning plan and a plan for college and career readiness.
- (iv) A parent may request a conference with school personnel in addition to an individual learning plan or a plan for college and career readiness conference established by local school board policy.
- (v) Time spent during the school day to implement an individual learning plan or a plan for college and career readiness is considered part of the school term referred to in Subsection 53F-2-102.

R277-462-5. Planning for College and Career Readiness.

- (6) An LEA shall ensure the implementation for a plan for college and career readiness is consistent with the LEA’s program goals and includes the following conference meetings:
- (a) at least one individual and one group conference meeting during:
 - (i) 7th and 8th grades: minimally one individual and one group conference during the two years;
 - (ii) 9th and 10th grades: minimally one individual conference and one group conference during the two years;
 - (iii) 11th and 12 graders: minimally one individual conference and one group conference during the two years; and
 - (b) other meetings as needed.

Related Policies and Guidelines to Qualify for Funding School Counselor to Student Ratio and Time/Task Allocation

R277-462-6. School Counselor to Student Ratio.

(1) To qualify for funding described in Section R277-462-6, an LEA shall have at least one school counselor for every 350 students.

Actual Student Ratio – Enter the current school counselor to student ratio

- Current ratio 1 /

R277-462-3. Incorporation of College and Career Readiness School Counseling Program Model

(1) This rule incorporates by reference the Utah College and Career Readiness School Counseling Program Model (Third Edition), 2020. To qualify for funding in accordance to Section R277-462-3. A minimum of counselor time should reflect at least 85% in direct services to students, with a maximum of 15% of counselor time in indirect services to students.

Recommended Distribution of Total School Counseling Time

System Area	Elementary School % of Time	Middle School % of Time	High School % of Time
Plan for College and Career Readiness	5-10%	35-45%	45-55%
Collaborative Classroom Instruction	35-45%	25-35%	15-25%
Systemic Approach to Dropout Prevention	30-40%	25-30%	15-20%
Systemic Program Management	10-15%	10-15%	10-15%

Actual Time Allocation – Enter the actual percentage of time spent in each area based on time/task study.

Plan for College and Career Readiness (direct services)

Collaborative Classroom Instruction (direct services)

Systemic Support to Dropout Prevention with Social Emotional Supports (direct services)

Systemic Program Management (indirect services)

STANDARD 1: Each Student. Program elements are designed to recognize and address the diverse needs of each student. Access, attainment, and achievement data for academic and non-academic student needs are used to guide the College and Career Readiness School Counseling Program. This standard provides the framework for the school counseling program to reach each student as individuals. *Modification to program implementation based on identified gaps from this standard should be reflected in the remaining standards.*

Level of Performance					
Mark the level of performance for each indicator: MEETS standard (fully functioning level of development and implementation) APPROACHING standard (limited level of development and implementation) ACTION ITEM (no evidence of development and implementation)			Meets	Approaching	Action Item
Indicators	Description				
1. Identification & Analyses of Diverse Populations / Students	A. Counselors have <i>identified and analyzed</i> student populations according to their diversity and services in the areas of access, attainment and achievement. This includes, but <u>not limited to</u> : <ul style="list-style-type: none"> • Students who need academic support • Students from low-income families or experiencing homelessness • Students of ethnically or culturally diverse backgrounds • Students with disabilities • Students who need academic enrichment • Students who are learning English (EL)/emergent bilingual • Students from refugee, immigrant, or undocumented families • Students who are first-generation college-going • Students of American Indian/Alaska Native backgrounds 				
2. Equitable Educational Opportunities	A. Counselors use disaggregated access, attainment and achievement data to compare school demographics to student populations participating in courses and school programs to provide equitable educational opportunities for each student. B. Counselors use relevant, longitudinal, closing-the-gap data to analyze trends in student outcomes.				

Overall Rating for this Standard:

STANDARD 2: Data Effectiveness and Program Improvement. To improve outcomes for students, the College and Career Readiness School Counseling Program collects and analyzes current school data, including a formal student, parent, and teacher systemic assessment. Data projects are developed and implemented based on the data results to close access, attainment and achievement gaps and evaluate program effectiveness.

Levels of Performance				
Mark the level of performance for each indicator:		Meets	Approaching	Action Item
MEETS standard (fully functioning level of development and implementation) APPROACHING standard (limited level of development and implementation) ACTION ITEM (no evidence of development and implementation)				
Indicators	Description			
1. Administration of Systemic Assessment	A. An appropriate formal School Counseling Program Systemic Assessment is completed every 3 years. <ul style="list-style-type: none"> Includes feedback from a significant representation of parents, students and teachers Participants are reflective of school demographics Completed 1 year prior to review 			
2. Analysis and Implementation of Systemic Assessment and Other Data Sources	A. Counselors identify top gaps and student needs based on data analysis (e.g., Systemic Assessment, SOAR, other data sources). B. Program goals and interventions are developed and prioritized for identified gaps, based on an analysis of the Systemic Assessment, school data, and the School Counseling Program Delivery System.			
3. Data Projects for Program Effectiveness	A. A data project is completed annually <ul style="list-style-type: none"> Designed and implemented based on the analysis of multiple data sources and targeted top needs Aligned to school improvement goals Interventions support a multi-level, systemic approach 			
4. Sharing of Data & Student Outcomes	A. Data projects, Systemic Assessment results, and other data analyses including outcome data and school improvement alignment are shared and discussed with school faculty and other stakeholders.			

Overall Rating for this Standard:

STANDARD 3: Plan for College and Career Ready Process. Programs shall establish Plans for College and Career Readiness for each student. Each student will be involved in planning for college and career readiness by participating in, but not limited to, individual and group meetings. *Please note that Standard 3 is guided by 53E-2-304 and R277-462 and must be met according to the rules and laws (see page 7).*

Levels of Performance																								
Mark the level of performance for each indicator: MEETS standard (fully functioning level of development and implementation) APPROACHING standard (limited level of development and implementation) ACTION ITEM (no evidence of development and implementation)							Meets	Approaching	Action Item															
Indicators	Description																							
1. Student and Parent Engagement in Plan for College and Career Readiness	<p>A. Counselors conduct Plan for College and Career Readiness meetings in accordance with R277-462. Mark the box indicating when individual and group meetings are offered for each grade level:</p> <table border="0"> <tr> <td>• Individual Planning Meetings</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> <td>11</td> <td>12</td> </tr> <tr> <td>• Group Planning Meetings</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> <td>11</td> <td>12</td> </tr> </table> <p>B. Documentation of student and parent participation is maintained.</p> <p>C. Tiered interventions have been made to include a parent in the planning process.</p>							• Individual Planning Meetings	7	8	9	10	11	12	• Group Planning Meetings	7	8	9	10	11	12			
• Individual Planning Meetings	7	8	9	10	11	12																		
• Group Planning Meetings	7	8	9	10	11	12																		
2. Plan for College and Career Readiness Process	<p>A. Students are involved in planning for college, career and life readiness by participating in the Plan for College and Career Readiness process. This process is personalized to individual student goals and shall include, but not limited to:</p> <ul style="list-style-type: none"> • Student academic and non-academic well-being • College affordability (e.g., financial aid, scholarships) • Post-secondary exploration and training options (e.g., Keys to Success) • Post-secondary admission processes (e.g., admission exams, application process) • CTE Pathway completer and concentrator information and options <p>B. Through the 4-year course plan and next-step planning process, counselors help students develop a plan beyond graduation requirements and understand a rigorous program of study that prepares them for one, two, or four-year degrees to ensure planned coursework is intentional and aligns with individual goals. This plan is developed before the end of 8th grade in accordance with R277-462-5.</p>																							

Overall Rating for this Standard:

STANDARD 4: Career Literacy. The College and Career Readiness School Counseling Program provides career literacy assistance for each student to make informed decisions about choosing a career and next-step planning to reach their goals.

Levels of Performance				
Mark the level of performance for each indicator: MEETS standard (fully functioning level of development and implementation) APPROACHING standard (limited level of development and implementation) ACTION ITEM (no evidence of development and implementation)		Meets	Approaching	Action Item
Indicators	Description			
1. College and Career Awareness Course (Grade 7 or 8) N/A	A. Counselors collaborate with CTE College and Career Awareness (CCA) teachers to effectively implement classroom instruction that aligns with the CCA Strands and Standards as outlined by the USBE CTE College and Career Awareness Program.			
2. Career Literacy and CTE Collaboration	A. Career exploration and activities are provided for all students at each grade level to support career literacy (e.g., Keys to Success, YouScience activities, CTE Pathway activities, career fair, college tours). B. Activities are provided to increase employability skills and support next-step planning (e.g., college application, job application, resume). C. Counselors work with the Work Based Learning (WBL) Coordinator to facilitate supports for students in internships, or other career exploration activities (e.g., Job Shadows), that align with student’s goals as outlined in their Plan for College and Career Readiness. D. Counselors collaborate with CTE teachers to increase understanding of the connection between pathways and entry into careers to best guide students during the 4-year planning process.			

Overall Rating for this Standard:

STANDARD 5: Collaborative Classroom Instruction. The program delivers a developmental school counseling curriculum in harmony with content standards identified in the College and Career Readiness School Counseling Program Model. The curriculum is prioritized according to the results of the school Curriculum Delivery Survey, Systemic Assessment, and other data analyses to improve academic and non-academic student outcomes.

Levels of Performance					
Mark the level of performance for each indicator: MEETS standard (fully functioning level of development and implementation) APPROACHING standard (limited level of development and implementation) ACTION ITEM (no evidence of development and implementation)			Meets	Approaching	Action Item
Indicators	Description				
1. Curriculum Delivery Survey	A. Teachers have completed the Curriculum Delivery Survey to determine which of the identified Student Mindsets and Competencies they are teaching. Results are compiled every 3 years and are used to provide meaningful analysis to drive classroom curriculum implementation.				
2. Curriculum	A. Counselors provide school counseling presentations/lessons that target Mindsets and Competencies not being covered by the classroom teachers as identified in the Curriculum Delivery Survey and other data sources. B. Tier 1 curriculum supports schoolwide goals and promotes student academic and non-academic development.				

Overall Rating for this Standard:

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

Levels of Performance				
Mark the level of performance for each indicator:		Meets	Approaching	Action Item
MEETS standard (fully functioning level of development and implementation) APPROACHING standard (limited level of development and implementation) ACTION ITEM (no evidence of development and implementation)				
Indicators	Description			
1. Responsive Services	A. Provisions have been made for counselor availability and timely response to student, staff, and parent needs. For example, a counselor schedule rotation during Plan for College and Career Readiness meetings has been established. B. Counselors effectively follow-up with students as needed following a responsive services contact.			
2. Tiered Model of Student Supports	A. Counselors use a systemic tiered approach (e.g., MTSS, RTI Model) that addresses non-academic supports to empower students to successfully navigate developmental challenges and life events (e.g., suicide prevention, anxiety, stress management)			
3. Prevention	A. Counselors use dropout data (academic, attendance and behavior) to monitor and help students who are not on target for grade promotion and high school graduation. An individualized plan is developed to meet the needs of the student. B. Counselors effectively collaborate with school, community, and family resources to ensure wraparound services are available to support students.			
4. Intervention	A. Academic and non-academic supports have been implemented that address issues identified from data analysis, including the Systemic Assessment. B. The school counseling program implements and/or collaborates with outside resources to provide ongoing effective group counseling (e.g., grief, divorce, transitions, bullying) in response to school data and identified needs.			

Overall Rating for this Standard:

STANDARD 7: Alignment. To decrease gaps in the areas of access, attainment, and achievement, school counseling programs must systemically communicate, collaborate, and coordinate programs and goals with feeder systems, schools and stakeholders (K-12).

Levels of Performance				
Mark the level of performance for each indicator: MEETS standard (fully functioning level of development and implementation) APPROACHING standard (limited level of development and implementation) ACTION ITEM (no evidence of development and implementation)		Meets	Approaching	Action Item
Indicators	Description			
1. K-12 Collaboration	A. Counselors have planned, formal, calendared meetings within feeder system(s). Agenda and minutes should include, but not limited to: <ul style="list-style-type: none"> • Transition activities, including specific activities for diverse populations • Individual student needs for dropout prevention and responsive services • Curriculum and tiered interventions • Plan for College and Career Readiness process and materials • Review of student data (e.g., Systemic Assessment) 			

Overall Rating for this Standard:

Program at a Glance Overview

After the school counseling team has thoroughly evaluated each standard and indicator, use the Program at a Glance to identify strengths and set goals for areas of improvement in order to strengthen program implementation and student outcomes.

Program Strengths

Use this section to identify areas of strengths for each standard based on standard and indicator ratings.

Areas of Improvement

This section is a place to *set goals to improve the quality of services provided by a comprehensive school counseling program*. Based on standard and indicator ratings and needs assessment data (e.g., perception data), set goals that will help strengthen the implementation of the school counseling program to ensure quality services are in place to best meet the needs of the students. IT IS NOT REQUIRED TO SET A PROGRAM GOAL FOR EACH STANDARD. Recommendations from your interim and formal reviews can also be used as guidance to establish program improvement goals.

Measurable Goals Based on Data Analyses and Identified Top Gaps

This section is a place to *set goals to improve student outcomes*. Based on data analyses and identified top gaps (Standards 1-2), **set two to three measurable goals** (e.g., SMART Goal: specific, measurable, attainable, relevant, and time-bound). IT IS NOT REQUIRED TO SET A MEASURABLE GOAL FOR EACH STANDARD. Remember, measurable goals should be intentional and target specific identified gaps to improve student outcomes in the areas of access, attainment, and/or achievement.

How to write a measurable goal:

Example: Increase Latinx students' FAFSA completion rate by 10 percent by the end of the year.

1. Direction	2. Group	3. Data Element(s)	4. Expected Outcome	5. Date of Outcome
Increase	Latinx students	FAFSA completion rate by	10% by	End of the year
Direction (1)	Group (2)	Data element (3)	Expected outcome (4)	Date of outcome (5)

Figure 2.3 (Lee,2012)

Alignment to School Goals

The school counseling program is most impactful when aligned to the overall goals of the school. Specify how measurable goals align to school improvement goals. YOU ONLY NEED TO IDENTIFY ALIGNMENT TO SCHOOL GOALS FOR THE IDENTIFIED MEASURABLE GOALS.

Program at a Glance

Standards	Program Strengths	Areas of Program Improvement	Measurable Student Outcome Goals	Alignment to School Goals
Standard 1: Each Student				
Standard 2: Data Effectiveness and Program Improvement				
Standard 3: Plan for College & Career Readiness Process				
Standard 4: Career Literacy				
Standard 5: Collaborative Classroom Instruction				
Standard 6: Systemic Approach to Dropout Prevention with Social/Emotional Supports				
Standard 7: Alignment				

ASSURANCES:

Monitored annually by the local CTE Director/School Counseling Leadership

Required Components to be Reviewed Annually. To implement an effective school counseling program, all Assurances should be in place and are the responsibility of the school counseling and school administration team. Evidence of Assurances should be maintained in the electronic evidence box for effective program management and interim/formal reviews.

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

Approval

- Written evidence that the board has adopted the College and Career Readiness School Counseling Program as a K-12 model for school counseling programs.

Communication

- LEA school counseling leadership provide an annual written report to the local board of education/governing board regarding student achievement related to the College and Career Readiness School Counseling Program. This report describes how each school is adhering to the LEA's Plan for College and Career Readiness policy and includes data on program effectiveness.

2. Structural Components. Structural components and policies support the College and Career Readiness School Counseling Program. This includes adequate resources and support for the school counseling facilities, materials, equipment, clerical staff, and school improvement processes.

Student Ratio

- Student/licensed school counselor ratio in terms of percentage of contract time devoted to school counseling activities is 350:1 or less.

Structural Components

- The school counseling team has worked with the LEA and the school administration to establish a budget that adequately supports the School Counseling Program.
- The School Counseling Program facilities include separate offices, an inviting outer welcoming area, a conference room, and a Career Center.
- Sufficient clerical staff to support school counseling program activities, which includes scheduling Plan for College and Career Readiness.
- Up-to-date computer facilities, software and assessment tools to meet the needs of students and personnel.
- The school counseling program effectively uses all available strategies, including technology, to communicate with parents/guardians, students, and staff (e.g., translation services, email, technology platforms, etc.)
- The school counseling website is updated regularly to provide accurate and timely resources to students, parents and other stakeholders. A full-year calendar is posted, updated regularly, and available to parents and students on the school counseling program webpage.
- Counselors are current regarding applicable laws (e.g., FERPA, and AI/AN Utah residency regulations). Required forms are used when applicable.
- LEA and school crisis response plans are in place and updated. Counselor training has been provided and counselors are fully aware of the execution of crisis response plan.
- Extended days or hours aimed to be responsive to students' and parents'/guardians' needs are available and funded adequately.

3. Administrative Assurances. Administration (CTE Director/School Counseling Leadership and building administrators) understands the value of the College and Career Readiness School Counseling Program and its relationship to school improvement goals.

Support

- Administration support counselors in accessing individual classrooms to deliver school counseling curriculum activities.
- Administration and counselors meet regularly. Discussion topics should reflect, but not limited to data for improved student outcomes (e.g., identified gaps from disaggregated data), program-at-a-glance and alignment to school improvement goals, program management (e.g., ratios, roles and responsibilities, budget, time allocation, calendar, website, etc.), and training for faculty.
- Administration is part of an annual program evaluation process, has reviewed the checklist of appropriate and inappropriate activities, and works to eliminate the amount of counselors' time spent in non-counseling duties.

4. Use of Data. The school counseling program uses multiple data sources (e.g., systemic assessment, achievement, demographic, program and perception data, etc.) for strategic program implementation to improve student outcomes.

Use of Data

- Access to relevant school-wide data is available and considered in the implementation of the school counseling program.

5. Program Leadership and Management. Structures and processes are in place to ensure effective program management, including an advisory committee (a representative group of persons appointed to advise and assist the College and Career Readiness School Counseling Program within a school). School counselors are considered leaders and are an integral part of the school leadership team.

Advisory

- The College and Career Readiness School Counseling Program Advisory Committee includes members from a diverse representation of counselors, administration, faculty, parents, community members, business partners, and students. The membership represents the diverse populations in the community. The advisory committee supports and assists the school counseling program in developing specific guidelines and goals for student achievement based on an assessment of student needs and other measurable data and is consistent with school improvement goals. The advisory committee meets at least quarterly.

Program Leadership

- The school counseling team provides training for the staff related to the School Counseling Program, including student outcomes in the areas of access, attainment and achievement. The school counseling team also provides training for the staff related to non-academic student supports (e.g., suicide prevention, diverse populations, dropout prevention).

School Leadership Team

- The school counseling team is actively involved with the administration, school staff, and community council in designing, implementing, and evaluating goals that support the TSSA plan.

6. Time Allocation. In accordance to R277-464, 85% of aggregate counselor's time is devoted to DIRECT services to students through a balanced program of Plan for College and Career Readiness, Collaborative Classroom Instruction, and Systemic Approach to Dropout Prevention with Social/Emotional Supports consistent with the results of school systemic assessment and other data sources.

Target Time Allocation

- Time/task analysis is charted by each counselor (e.g., one day each week or one week per month – at least ten sample days).

- Target time based on program model recommendations are customized to meet the individual needs of the school based on the data analyses.
- Non-counseling activities are eliminated from every counselor’s duties through a strong integration with the College and Career Readiness School Counseling Program Model.
 - Counselors have no responsibility for standardized test administration or coordination.
 - Counselors serve as advisors and provide input for the master schedule, but do not have primary responsibility of master schedule building.

Calendar

- A full-year calendar is posted, updated regularly, and available to parents and students on the school counseling program website.
- A full-year school counseling program calendar is completed annually that includes items required, such as: extended time activities, advisory committee and other team meetings, Plan for College and Career Readiness meetings, 7th grade College and Career Awareness lessons (if applicable), small group counseling, and cone feeder school meetings.

7. College and Career Readiness School Counseling Program Training. Regular participation of counseling team members in USBE sponsored College and Career Readiness School Counseling Trainings.

School Counseling Program Training & Updates

- All counseling team members, district, and school administrators have participated, within the last 6 years, in USBE-sponsored Updates and Essentials Training to support the integration of the Utah College and Career Readiness School Counseling Program with the school goals.

Professional Development

- All counseling team members have regularly accessed state professional learning opportunities. Counselors also participate in school/district professional development activities to support school improvement goals and desired results for student learning.
- Counselors have membership in and participate in professional organizations.

Advanced Professional Development

- *College and Career Readiness Certificate* - Counselors are working toward fulfilling the components of the College and Career Readiness Certificate.
- *Supporting American Indian/Alaska Native (AI/AN) Microcredential* - Counselors are working toward earning the AI/AN Microcredential. (See pg. 2)

8. School Counselor Checklist. School counseling programs annually evaluate program implementation and effectiveness to meet accountability requirements.

School Counselor Checklist

- Annual evaluation of the School Counseling Program through completion of the performance review self-evaluation document (this document).
- Electronic evidence box provides clearly defined evidence of working documents that fully support program implementation and Assurances. Evidence box is updated annually for program effectiveness and efficiency.

Formal Review Results and Recommendations

Standard 1:

Strengths:

Recommendations:

Standard 2:

Strengths:

Recommendations:

Standard 3:

Strengths:

Recommendations:

Standard 4:

Strengths:

Recommendations:

Standard 5:

Strengths:

Recommendations:

Standard 6:

Strengths:

Recommendations:

Standard 7:

Strengths:

Recommendations:

Assurances:

Strengths:

Recommendations:

Electronic Evidence Box:

Strengths:

Recommendations:

Formal On-Site Review Results and Signature Page

School Name: _____

Date: _____

Based on rating expectations, standards must be met to be an approved College and Career Readiness School Counseling Program. Schools on provisional status may be held harmless without losing funding, provided the program passes a re-review.

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

- Pass:** Minimum of six overall “Meets Standard” ratings, indicating a fully functioning program. Including “Meets Standard” overall rating in Standards 1-4, and a minimum of two of three “Meets Standard” overall ratings in Standards 5-7.
 - Next Interim review will take place in the school year: 20_____ -20_____
 - Next On-site review will take place in the school year: 20_____ -20_____

- Provisional:** One or more “Approaching Standard” overall ratings in Standards 1-4, two “Approaching Standard” overall ratings in Standards 5-7, or an “Action Item” overall rating in any standard requires a re-review by an on-site review team. An action plan will be outlined by a USBE School Counseling Program Specialist and monitored by the LEA leadership.
 - **Follow up re-review date:** 20_____

School Counseling Team Member Signatures:

LEA Approval Signatures:

School Administrator:	LEA CTE/School Counseling Director:	LEA Superintendent:
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This form must be received by a USBE School Counseling Specialist within 30 days of the on-site review.

Review Team Signatures:

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Formal On-Site Re-Review Results and Signature Page

for programs on provisional status only

School Name: _____

Date: _____

Based on the implementation of the outlined action plan and on-site re-review, standards must be met to remain an approved College and Career Readiness School Counseling Program.

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

- Pass:** Minimum of six overall “Meets Standard” ratings, indicating a fully functioning program. Including “Meets Standard” overall rating in Standards 1-4, and a minimum of two of three “Meets Standard” overall ratings in Standards 5-7.
 - Next Interim review will take place in the school year: 20_____ -20_____
 - Next On-site review will take place in the school year: 20_____ -20_____

- Fail:** One or more “Approaching Standard” overall ratings in Standards 1-4, two “Approaching Standard” overall ratings in Standards 5-7, or an “Action Item” overall rating in any standard requires a re-review by an on-site review team. An action plan will be outlined by a USBE School Counseling Program Specialist and monitored by the LEA leadership.
 - **Second re-review date:** 20_____
 - Removal of approved school counseling funding, effective 20 _____; LEA Leadership Initials _____
School Counseling Program can be re-considered for approval status following the steps outlined in the School Counseling Program Model

School Counseling Team Member Signatures:

LEA Approval Signatures:

School Administrator:	LEA CTE/School Counseling Director:	LEA Superintendent:
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This form must be received by the USBE School Counseling Specialist within 30 days of the on-site review.

Review Team Signatures:

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