



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. Within each folder, subfolders may be used to help define the purpose of the supporting documents. For example, you may create a subfolder entitled “Data Projects” within the Standard 2 folder.

- **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* use an archive folder to house documents that you may want to refer to later, but don’t necessarily need to be in the evidence box for the review process. Spring cleaning of the evidence files should happen annually. This will help keep your evidence box straightforward and easy to interpret.
- *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 (e.g., Principal/Counselor Annual Agreement, School Data Summary, Mindsets and Competencies Action Plan, Lesson Plan & Results Report, etc.) 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.
- *Don’t* create separate evidence boxes for each school year. This requires more time and duplication of efforts. You only need one working evidence box that you maintain and keep updated. Most documents will be the most current copy of what you use for program implementation and management (e.g., PowerPoints, handouts, etc.). For some items, evidence of a rolling 3-year span is recommended. The documents that are recommended to keep a rolling 3-years of evidence are indicated in the electronic evidence box recommendation.

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.

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.*
- Copy of any other data sources that have been analyzed and used to set program goals within the last 3-year period (e.g., SOAR, SHARP survey, standardized tests, specific school counseling/school quality assessments, etc.)
- Identify top gaps in the areas of access, attainment and/or achievement and include program goals and modifications to address these gaps (e.g., narrative, bulleted outline, graphs, tables, etc.) based on analysis of student demographics and data sources. ***The School Data Summary template may be used as documentation of this process.***
- Data projects (rolling 3-years of evidence)
- Evidence of sharing data results, including data project results, with faculty and other key stakeholders (e.g., meeting agenda, PowerPoint presentation, etc.) for the last 3 years.

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 for grades K-6 (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:

- Copy of most recent Curriculum Delivery survey results
 - Include an analysis of survey results that identifies top gaps in meeting student mindsets and competencies (e.g., narrative, bulleted outline, graph, table, etc.). *Remember, the intent of the Curriculum Delivery Survey is more than just showing that you completed the administration of the survey. The analysis of the results – how identified gaps align with modifications to collaborative classroom curriculum and instruction – is what needs to be reflected in the evidence box.*
- School curriculum crosswalk that outlines topics being taught by the school counselors in the classroom and aligns to the results of the Curriculum Delivery Survey. **The Mindsets and Competencies Action Plan template may be used as documentation of this process.**
- Examples of Tier 1 curriculum being delivered that promotes both academic and non-academic development (e.g., PowerPoint presentations, lesson plans, etc.) **The Lesson Plan and Results Report template may be used as documentation of this process.**
- Pre/post surveys on effectiveness of classroom instruction

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 (e.g., flyers, handouts, community resource list, etc.)
- Any additional materials used for non-academic student supports (e.g., suicide prevention presentations and activities).
- Identify activities and interventions for a comprehensive system.
- Small group counseling
 - Calendar for groups (**note: to eliminate duplication of documents, a full-year calendar should be saved in the Time Allocation folder, which includes small group counseling**)
 - List of groups being offered
 - Examples of materials being used to advertise and run groups
 - Pre/post surveys on group effectiveness

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

Possible evidence may include:

- Calendar of cone feeder meetings (***note: to eliminate duplication of documents, a full-year department program management calendar should be saved in the Time Allocation folder, which includes cone feeder meetings***)
- Agendas and minutes for cone feeder meetings (rolling 3 years of evidence).
 - Agenda topics could reflect but are not limited to discussions regarding Systemic Assessment results data across cone, curriculum and program alignment, dropout prevention, student registration activities from school to school, transitions of at-risk populations, etc.
- Materials used for transition from school to school (e.g., PowerPoint presentations, school tours, parent/student welcome events, etc.)
- Utilize your school outlines and curriculum crosswalk from standards 3, 4 & 5 to align K-12 school counseling programs across feeder/cone. This may include, but not limited to:
 - Plan for College and Career Ready process
 - Career literacy and CTE Pathway activities
 - Keys to Success activities
 - Financial awareness/college affordability
 - Dropout prevention and student transition activities
 - Collaborative Classroom Instruction/Mindsets & Competencies
 - Non-academic supports

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 (e.g., examples of documents offered in other languages, coordination of translation services, social media platform links – Remind, Facebook, Twitter, newsletters, etc.)
- 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 (e.g., website link, PowerPoint presentations, meeting agendas, etc.)
- Extended time activities should be noted on the full-year program calendar (***note: to eliminate duplication of documents, a full-year program calendar needs to be saved in the Time Allocation folder, which includes extended time activities***)

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)
 - Agenda topics could reflect but are not limited to discussions regarding data for improved student outcomes (e.g., identified gaps from disaggregated data), program at a glance and alignment to school goals, program management (e.g., roles and responsibilities, budget, time allocation, calendar, website, etc.), training for faculty, and review of the inappropriate and appropriate checklist. ***A Principal/Counselor Agreement Template may be used as documentation for agreed understanding.***

Use of Data – Access to relevant data is included as part of the Assurances to help facilitate discussion with Administration and School Counseling Leadership if needed. Evidence demonstrating the use of data is accounted for in Standard 2: Data Effectiveness and Program Improvement.

Program Leadership and Management – Show how you are an advocate and leader in your school and community.

- Advisory Committee (rolling 3-years of evidence)
 - List of advisory committee members, including identification of representation (e.g., parent, business/industry, faculty member, student, etc.)
 - Copy of agendas and minutes that clearly reflect the School Counseling Program meeting objectives. *Do not get bogged down in providing one for every meeting but more importantly provide what you have. A rolling 3-years of evidence documents discussions and decisions that may be referred to later.*
 - Current copy of school improvement goals.
 - Agenda topics may reflect but are not limited to discussions regarding Systemic Assessment results data, data project goals/results, curriculum and programming alignment with school improvement goals, dropout prevention, etc.
- School Leadership Team (rolling 3-years of evidence)
 - Any evidence that reflects specific school counseling participation in the design and development of school goals that support the TSSA plan (e.g., admin/counselor meetings, building leadership meetings, etc.) *Don't get bogged down in providing one for every meeting but more importantly provide what you have. Rolling 3-years of evidence documents discussions and decisions that may be referred to later.*
 - Current copy of school improvement goals
- Documentation (agendas/minutes, PowerPoint, etc.) of faculty trainings related to school counseling program implementation of both academic and non-academic supports (e.g., academic: access, attainment, achievement; non-academic: suicide prevention, dropout prevention, trauma-informed and restorative practices, etc.)

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) (rolling 3-years of evidence).
- Percentages of time/task allocation for the department
- Full-year calendar posted on website for students and parents.

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 showing completed trainings. If the training is evident in MIDAS, you do not have to provide additional training certificates, agendas, flyers, etc.
 - Any additional trainings to support professional growth that are not evident in MIDAS within the last 3 years (e.g., College and Career Readiness Certificate)
- MIDAS transcript showing evidence that your administrator attended the Elementary School Counseling Program Updates & Essentials training.

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. (rolling 3-years of evidence).

Archive Folder – Documents no longer necessary for the program review management, but useful for historical context, can be kept in an archive folder.