

# Utah K-12 Comprehensive School Counseling Program Components

## Electronic Working Files Guide

**Purpose:** Electronic working files are an ongoing resource of shared files that support program management, team effectiveness, program evaluation, and accountability of the school counseling program.

**Organization of the Electronic Working Files:** Each year, the school counseling team reviews their electronic working files to ensure that all documents are included and up to date. Each component should have its own folder that is clearly labeled with the title of the component.

- **Organizational Do's**

- *Do* keep your program data and materials up-to-date and stored in a central electronic location (example: a team-shared Google Drive) 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.
- *Do* eliminate/reduce the need to scan documents by creating and saving everything electronically.
- *Do* consider use 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?

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- **Organizational Don'ts**

- *Don't* duplicate documents in more than one folder.

**Electronic Working Files Recommendations:** The following guide is designed to help school counselors identify key pieces of information needed to support the program performance review. Please remember, this is not an exhaustive list of every item that should be collected by the school counseling team during the review cycle. It is important that each School Counseling Program determines what documentation is necessary to demonstrate your program meets standards and is being implemented according to each standard. **Remember, duplication of files, within multiple components, is not necessary.**

**Each Student** – *Show who your students are and what you have identified through data analysis.*

Possible evidence may include:

- School profile report that includes disaggregated data by student populations\*
- Comparative analysis of school demographics to disaggregated student populations participating in school programs and activities
- 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 component should be reflected in evidence provided throughout the remaining components.*

**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.*

**USBE Required Documentation: Data Project and Systemic Assessment. USBE Rule 277-462-4**

Possible evidence may include:

- Copy of most recent 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 (e.g., narrative, bulleted outline, graphs, tables, etc.)
  - 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
- School Data Summary to show analysis of top gaps, and interventions to address these gaps
- 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 Component 1
- Data projects for the last 3 years

**Plan for College and Career Ready Process** – *Show the Plan for College and Career Readiness process for your students, including the 4-year plan and next-step planning activities.*

**USBE Required Documentation: Narrative on the CCR Process** [Utah Code 53E-2-304](#), USBE Rule R277-462

Possible evidence may include:

- Forms and materials used in PCCR meetings
- Copy of four-year plan which shows a connection between student future goals, course-taking patterns and post-secondary preparation (e.g., CTE Pathways, rigorous coursework, career interests, assessment data information, etc.)
- Content that addresses:
  - Student strengths as well as academic and non-academic well-being
  - College affordability
  - Post-secondary exploration and training options
  - Post-secondary admission processes
  - CTE Pathway completer and concentrator information and options
- Documentation of participation of both students and parents in PCCR meetings, including percentages of participation disaggregated by groups
- Process for including parents in PCCR meetings

**Career Literacy** *Show how the counseling program offers multiple career exploration and development activities, at each grade level, to increase career literacy for each student.*

Possible evidence may include:

- Calendar for College and Career Awareness lessons, calendar, and team meeting agendas/minutes (Grade 7 or 8 only)
- List of career exploration and development activities and next step planning not already covered in Standard 3.
- Evidence of collaboration with CTE teachers, WBL coordinators, etc.

**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 (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
- School data to guide classroom curriculum
- Mindsets and Competencies Action Plan Template
- Lesson Plan and Results Report Template
- Collaborative Classroom Instruction Lesson Plans not included in previous components

**Dropout Prevention and Responsive Service and Supports** – *Through a tiered approach, show prevention and intervention efforts in place that meets the identified needs of your students.*

**UBSE Requirement: Narrative on MTSS process for Academic and Behavioral Supports**

Possible evidence may include:

- A plan showing counselor availability for responsive services supports, especially during Plan for College and Career Readiness meetings
- A tiered diagram that outlines students supports available from the school counseling program, school, and community for each tier
- List of activities to monitor and help students not on track for high school graduation
- 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 of dropout prevention

**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 feeder grades 7-12 (aligning K-12 is considered best practice and exceeds expectation) school counseling programs

**Board Adoption and Approval**-*Show how your board supports the school counseling program.*

- Board adoption and approval (district/charter school board will provide)
- Annual board presentations or reports regarding data, program goals, and data projects for the last 3 years

**Structural Components**- *Show that your school counseling program has adequate resources and support.*

- Current student-to-counselor ratio
- Copy of current budget
- Documentation demonstrating effective communication with students, parents, and staff
- School counseling program website
- Copy of district permission for school counseling services (i.e., PPRA)
- Copy of school crisis plan and/or professional development training

**Administrative Assurances-Show how school counselors support SIP goals and collaborate with administrators.**

**USBE Requirement: Administrator/School Counselor Agreement 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)

**Program Leadership and Management-Show how you are a leader in your school and community.**

- Advisory Council Agenda/Minutes
  - List of advisory council members, including identification of representation (e.g., parent, business/industry, faculty member, student, etc.)
- School Counseling Program Team/Department Meetings Agenda/Minutes
- School Leadership Team 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.**

**USBE Requirement: Completed time/task analysis for each counselor – at least 10 sample days for the last 3 years. USBE R277-464**

- 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 component

## College and Career Readiness School Counseling Program Training

### **USBE Requirement: Midas transcript with completed Updates and Essentials USBE R277-462 462-3**

*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 Secondary 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 required School Counseling Program Updates and Essentials Training within the last 6 years
- College and Career Readiness Certificate/Endorsement
- Copy of current membership in professional associations for each counselor

## School Counselor Checklist-School Counseling Program Self-Evaluation

### **USBE Requirement: Copy of completed annual Performance Review Self-Evaluation USBE R277-462-4**

*Show how you, with the support of the administration, thoroughly evaluate the effectiveness of the school counseling program each year using the Performance Review Self-Evaluation document.*