

**Utah Model School Counselor Self-Assessment**

Educator: \_\_\_\_\_ School Year: \_\_\_\_\_

<b>Standard 1: Professional Foundation</b>	<b>Growing-</b> I'd like to focus on this element later.	<b>Focusing-</b> I'd like to improve my skills in this area soon.	<b>Confident-</b> I feel good about my skills in this area.	<b>Teacher/Leader-</b> I could teach others about this.	Reflective Comments
PF 1. Applies developmental, learning, counseling, and education theories to support students' development in academic, personal/social, and career domains, while actively pursuing professional development in school counseling.					
PF 2. Demonstrates professional practices with federal and state laws, district policy, and professional standards for school counselors.					
PF 3. Applies legal and ethical principles ensuring equitable access to services for all students.					
PF 4. Maintains high standards in counseling practice aligned with professional guidelines.					
PF 5. Aligns counseling activities with ASCA & Utah Standards to promote student success.					
PF 6. Demonstrate understanding of the impact of cultural, social and environmental influences on student success and opportunities.					
PF 7. Demonstrate leadership through the development and implementation of a school counseling program.					
PF 8. Advocates for school counseling					
PF 9. Create systemic change through the implementation of a school counseling program.					

<b>Standard 2: Direct and Indirect Services</b>	<b>Growing-</b> I'd like to focus on this element later.	<b>Focusing-</b> I'd like to improve my skills in this area soon.	<b>Confident-</b> I feel good about my skills in this area.	<b>Teacher/Leader-</b> I could teach others about this.	Reflective Comments
SS 1. Designs and implements ASCA-aligned instruction across settings to meet diverse student needs.					
SS 2. Provides tailored advisement addressing individual and group needs, encompassing College and Career Readiness, career literacy, the world of work, and essential Tier 1 skills.					

SS 3. Provide short-term counseling in small-group and individual settings.					
SS 4. Refers students to appropriate resources beyond counseling as needed.					
SS 5. Collaborates effectively with stakeholders to support student success.					
SS 6. Works collaboratively with school and community stakeholders to enhance student outcomes.					

<b>Standard 3: Planning and Assessment</b>	<b>Growing-</b> I'd like to focus on this element later.	<b>Focusing-</b> I'd like to improve my skills in this area soon.	<b>Confident-</b> I feel good about my skills in this area.	<b>Teacher/Leader-</b> I could teach others about this.	Reflective Comments
PA 1. Establishes school counseling program vision and mission aligned with school/district goals supporting broader educational objectives.					
PA 2. Identifies gaps in opportunity, achievement, attendance, behavior, and resources.					
PA 3. Establishes clear, data-driven goals to guide school counseling efforts and measure success.					
PA 4. Creates action plans based on data to address identified needs and goals.					
PA 5. Systematically assesses program effectiveness and communicates outcomes to stakeholders.					
PA 6. Manages time & calendar based on student needs and USBE model recommendations. **					
PA 7. Establishes agreement with school administrators to align clear counseling goals and strategies with school leadership and priorities.					
PA 8. Engages stakeholders to provide input and support for counseling program improvement (advisory council).					
PA 9. Use appropriate school counselor performance appraisal process (ASCA & USBE Counseling model).					

<b>Standard 4: Mindset</b>	<b>Growing-</b> I'd like to focus on this element later.	<b>Focusing-</b> I'd like to improve my skills in this area soon.	<b>Confident-</b> I feel good about my skills in this area.	<b>Teacher/Leader-</b> I could teach others about this.	Reflective Comments
M1: Grounded in the belief that every student can learn and succeed.					
M2: Advocates for equitable access to high-quality education and ensures every student graduates prepared for postsecondary opportunities					
M3: Supports universal access to school counseling programs.					
M4: Champions collaboration among school counselors, students, families, educators, and stakeholders.					
M5: Embracing leadership roles, school counselors drive initiatives at the school, district, state, and national levels to promote student academic, career, and social/emotional success.					

To be filled out annually and used for reflection and goal setting. This document allows educators to self-assess, and reflect on their skills, as aligned to the Utah School Counselor Standards.