

## 1. Direct Student Services

	Yes	Comments
a. Instruction is: <ul style="list-style-type: none"> <li>provided in classroom, large group, small group and/or individual settings and</li> <li>outlined using <a href="#">lesson plans</a>.</li> </ul>	<input type="checkbox"/>	
b. Appraisal & advisement is provided in classrooms, large groups, small groups and/or with individual students.	<input type="checkbox"/>	
c. Small-groups are: <ul style="list-style-type: none"> <li>provided to students for short-term assistance with life-readiness and academic success and</li> <li>outlined using <a href="#">small-group plans</a>.</li> </ul>	<input type="checkbox"/>	
d. Individual counseling is provided to students for short-term assistance with life-readiness and academic success.	<input type="checkbox"/>	

## 2. Indirect Student Services

	Yes	Comment
a. Referrals are provided to students and families.	<input type="checkbox"/>	
b. Consultation occurs between the school counselor(s) and education partners.	<input type="checkbox"/>	
c. Collaborations occur to support identified goals for student success and are reflected on weekly calendars.	<input type="checkbox"/>	

The school counseling program assessment is used to analyze progress toward full implementation of a comprehensive school counseling program and to identify program strengths and areas for improvement. Each section of the program assessment includes benchmarks for program implementation within each component of the ASCA National Model®.

## MANAGE

### 1. The school counselor(s) plan how each and every student will learn strategies and skills for student success.

	Yes	Comments
a. The <a href="#">ASCA Student Standards delivery plan</a> identifies specific standards delivered in Tier 1 and 2 settings.	<input type="checkbox"/>	
b. <a href="#">Lesson plans</a> are completed and include: <ul style="list-style-type: none"> <li>standards for behaviors each and every student will learn in Tier 1 or Tier 2 settings</li> <li>access, life-readiness and contributing factors results.</li> </ul>	<input type="checkbox"/>	
c. <a href="#">Small-group plans</a> are completed and include: <ul style="list-style-type: none"> <li>standards for behaviors students will learn in Tier 2 settings</li> <li>access, life-readiness and achievement results.</li> </ul>	<input type="checkbox"/>	
d. <a href="#">ASCA Student Standards</a> are used to provide focus for individual sessions with students.	<input type="checkbox"/>	

### 2. The school counselor(s) identify and address achievement gaps.

	Yes	Comments
a. <a href="#">School counseling data priorities</a> align with the school improvement plan.	<input type="checkbox"/>	
b. <a href="#">Achievement gap plan(s)</a> address the needs of students who are not reaching achievement goals or benchmarks.	<input type="checkbox"/>	

### 3. The school counselor(s) plan and monitor time.

	Yes	Comments
a. Weekly calendars are used to prioritize, plan and publicize day-to-day work.	<input type="checkbox"/>	
b. The annual calendar, including all major school counseling activities, is publicized to students, families and education partners.	<input type="checkbox"/>	
c. <a href="#">Use of time</a> is monitored at least twice a year.	<input type="checkbox"/>	

d. ASCA recommends school counselors spend at least 80% of their time in direct and indirect services to students and 20% or less in program planning and school support.

**4. The school counselor(s) educate about and advocate for the school counseling program.**

	Yes	Comments
a. <a href="#">The annual administrator conference</a> is held with the administrator in charge of the school counseling program to educate about the program's impact and advocate for its organization, goals, plans and use of time.	<input type="checkbox"/>	
b. <a href="#">Fall</a> and spring <a href="#">advisory council meetings</a> educate about and advocate for the school counseling program with education partners.	<input type="checkbox"/>	
c. School counseling program information is communicated to students and families, and the program's impact is shared with decision-makers and other education partners.	<input type="checkbox"/>	

## ASSESS

	Yes	Comments
1. Achievement Gap, Lesson Plan and Small Group data reports completed.	<input type="checkbox"/>	
2. Achievement Gap, Lesson Plan and Small Group data reports shared with education partners.	<input type="checkbox"/>	
3. School Counseling Program Assessment is completed.	<input type="checkbox"/>	
4. <a href="#">ASCA School Counselor Professional Standards &amp; Competencies assessment</a> is completed.	<input type="checkbox"/>	
5. <a href="#">School Counseling Performance Appraisal</a> is conducted annually.	<input type="checkbox"/>	