

Managing the School Counseling Program

The ASCA National Model provides the following organizational assessments and tools to help manage a K-12 comprehensive school counseling program. These assessments and tools help the school counselor develop, implement, and evaluate their school counseling program based on clear priorities addressing the educational, social/emotional, and career needs of students.

An organizational process and tools are needed to guarantee the program is organized, reflective of the school's needs, and clearly defined. An effective management system defines the following questions: WHO will implement the program? WHEN will they deliver the activities or curriculum? WHY will certain activities or curricula be used? WHAT authority will guide the overall program?

School Counselor Competencies Assessment

The school counselor competencies assessment helps school counselors assess the attitudes, skills, and knowledge necessary to do their job. The ASCA School Counselor Competencies outline the knowledge, attitudes, and skills that ensure school counselors are equipped to meet the rigorous demands of the profession and the needs of pre K-12 students. (See page 148, *ASCA National Model Framework for School Counseling Programs*.)

School Counselor Program Assessment

The School Counselor Program Assessment helps school counselors self-evaluate their program in comparison with the ASCA National Model. (See page 59, *ASCA National Model Framework for School Counseling Programs*.)

Use-of-Time Assessment

The Use-of-Time Assessment helps the school counselor know how much time is spent in each program component of the model. It is recommended school counselors spend 80% of their time in direct and indirect service to students. The remaining 20% of their time is for program management and support services.

Managing Program Tools

Annual Agreement

Management agreements define the responsibilities of the administrator for the operation of a comprehensive school counseling program. These agreements are renewed each year and may include the Iowa Individual Teacher Professional Development Plan. Any financial resources needed to ensure full implementation can be addressed here.

School Data Profile

The school data profile template can be used to organize and disaggregate data.

Advisory Council

An advisory council is a group of people appointed to review guidance program results and make recommendations to the school counseling department, the administration, and the school board. A mix of community leaders, parents, administrators, and students should be considered.

Program Results Data

This data shows if the school counseling program has attained its goals and if it's made a difference. Process data answers the question, "What did you do for whom?" Perception data answers the question, "What do people think they know or believe they can do?" Outcome data shows the impact of the program and answers the question, "So what?"

Calendars

Master and weekly calendars are developed and published to ensure that stakeholders know what is scheduled and that planned activities are accomplished.

Action Plans

Action plans are used to address three areas: school counseling curriculum, small groups, and closing-the-gap activities. The templates for all three are similar. Examples can be found at www.educateiowa.gov.