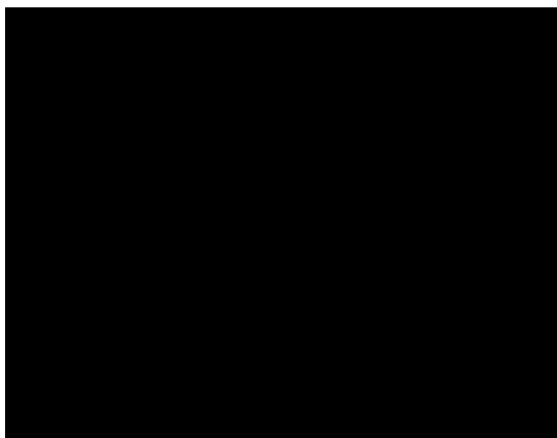


Ohio School Counselor Evaluation System (OSCES)



2013



**Resources
For
Evidence**



Table of Contents

Annual Agreement Template	3
Counseling Department Master Calendar	5
Small Group Action Plan	6
Closing The Gap Action Plan	6
Lesson Plan Template	7
School Counseling Core Curriculum Action Plan	8
School Data Profile Template	8
School Counseling Program Assessment	11



Annual Agreement Template

School Counselor _____ Year _____

School Counseling Program Mission Statement

School Counseling Program Goals

The school counseling program will focus on the following achievement, attendance, behavior and/or school safety goals this year. Details of activities promoting these goals are found in the curriculum, small-group and closing-the-gap action plans.

Program Goal Statements	
1	
2	
3	

Use of Time

I plan to spend the following percentage of my time delivering the components of the school counseling program. All components are required for a comprehensive school counseling program.

	Planned Use			Recommended
Direct Services to Students	____%	of time delivering school counseling core curriculum	Provides developmental curriculum content in a systematic way to all students	80% or more
	____%	of time with individual student planning	of time with individual student planning	
	____%	of time with responsive services	Addresses the immediate concerns of students	
Indirect Services for Students	____%	of time providing referrals, consultation and collaboration	Interacts with others to provide support for student achievement	
Program Planning and School Support	____%	of time with foundation, management and accountability and school support	Includes planning and evaluating the school counseling program and school support activities	20% or less

Advisory Council

The school counseling advisory council will meet on the following dates.

Planning and Results Documents

The following documents have been developed for the school counseling program.

- Annual Calendar
- Closing-the-Gap Action Plans
- Curriculum Action Plan
- Results Reports (from last year's action plans)
- Small-Group Action Plan

Professional Development

I plan to participate in the following professional development based on school counseling program goals and my school counselor competencies self-assessment.

Professional Collaboration and Responsibilities Choose all that apply.

Group	Weekly/Monthly	Coordinator
A. School Counseling Team Meetings		
B. Administration/School Counseling Meetings		
C. Student Support Team Meetings		
D. Department Chair Meetings		
E. School Improvement Team Meetings		
F. District School Counseling Meetings		
G. (Other		

Budget Materials and Supplies

Annual Budget \$_____ Materials and supplies needed:

School Counselor Availability/Office Organization

The school counseling office will be open for students/parents/teachers from ____ to ____

My hours will be from _____ to _____ (if flexible scheduling is used)

The career center will be open from _____ to _____

Role and Responsibilities of Other Staff and Volunteers

School Counseling Department Assistant _____

Attendance Assistant Clerk _____

Data Manager/Registrar _____

Career and College Center Assistant _____

Other Staff _____

Volunteers _____

School Counselor Signature _____

Principal Signature _____

Date _____

Counseling Department Master Calendar

SITE: _____ SCHOOL YEAR: _____

<u>August</u>	<u>January</u>
<u>September</u>	<u>February</u>
<u>October</u>	<u>March</u>
<u>November</u>	<u>April</u>
<u>December</u>	<u>May</u>

Small Group Action Plan

Target _____
 Group _____
 Data to Identify Students _____

School Counselor(s)	ASCA Domain, Standard and Student Competency	Outline of Group Sessions to be Delivered	Resources Needed	Process Data (Projected number of students affected)	Perception Data (Type of surveys to be used)	Outcome Data (Achievement, attendance and/or behavior data to be collected)	Project Start/Project End



CLOSING THE GAP ACTION PLAN

School Name _____ Year: _____
 Goal: _____
 Target Group: _____
 Data to Identify Students _____

School Counselor(s)	ASCA Domain, Standard and Student Competency	Type of Activities to be Delivered in What Manner?	Resources Needed	Process Data (Projected number of students affected)	Perception Data (Type of surveys to be used)	Outcome Data (Achievement, attendance and/or behavior data to be collected)	Project Start/Project End



AMERICAN
SCHOOL
COUNSELOR
ASSOCIATION

Lesson Plan Template

School Counselor: _____ Date: _____

Activity: _____

Grade(s): _____

ASCA Student Standards (Domain/Standard/Competencies):

Learning Objective(s):

1. _____

2. _____

3. _____

Materials: _____

Procedure: _____

Plan for Evaluation: How will each of the following be collected?

Process Data: _____

Perception Data: _____

Outcome Data: _____

Follow Up: _____



School Counseling Core Curriculum Action Plan

Goal _____

Lessons and Activities Related to Goal:

Grade Level	Lesson Topic	Lesson Will Be Presented In Which Class/Subject	ASCA Domain, Standard and Competency	Curriculum and Materials	Projected Start/End	Process Data (Projected number of students affected)	Perception Data (Type of surveys/assessments to be used)	Outcome Data (Achievement, attendance and/or behavior data to be collected)	Contact Person



School Data Profile Template

SCHOOL DATA PROFILE							
SCHOOL YEAR							
		#	%	#	%	#	%
Enrollment							
Total enrollment							
Gifted (school-based)							
ESOL							
Special education services							
SCHOOL YEAR							
Dropout Rate		%		%		%	
All students							
Asian or Pacific Islander							
Black							
Hispanic/Latino							
White							
Students with disabilities							
Students identified as disadvantaged							
Limited-English-proficiency students							
Graduation Rate		%		%		%	
All students							
Asian or Pacific Islander							
Black							

Hispanic/Latino						
White						
Students with disabilities						
Students identified as disadvantaged						
Limited-English-proficiency students						
SCHOOL YEAR						
Attendance	%	%	%			
All Students						
Asian or Pacific Islander						
Black						
Hispanic/Latino						
White						
Students with disabilities						
Students identified as disadvantaged						
Limited-English-proficiency students						
SCHOOL YEAR						
Students with Disabilities	#	%	#	%	#	%
All Students with disabilities						
Asian or Pacific Islander						
Black						
Hispanic/Latino						
White						
Other						
SCHOOL YEAR						
School Safety	#	%	#	%	#	%
Weapons offenses						
Offenses against students						
Offenses against staff						
Alcohol, tobacco, drug offenses						
Disorderly or disruptive behavior						
Technology offenses						
SCHOOL YEAR						
Engagement Data	#	%	#	%	#	%
Students in rigorous courses						
Students graduating without retention						
Students in extracurricular activities						
Student detentions						
Student suspensions						
SCHOOL YEAR						
Achievement	#	%	#	%	#	%
All students with disabilities						
Asian or Pacific Islander						

Black						
Hispanic/Latino						
White						
Other						
SCHOOL YEAR						
Achievement	#	%	#	%	#	%
All students with disabilities						
Asian or Pacific Islander						
Black						
Hispanic/Latino						
White						
Other						
SCHOOL YEAR						
Achievement	#	%	#	%	#	%
All students						
Asian or Pacific Islander						
Black						
Hispanic/Latino						
White						
Other						
SCHOOL YEAR						
Achievement	#	%	#	%	#	%
All students						
Asian or Pacific Islander						
Black						
Hispanic/Latino						
White						
Other						
SCHOOL YEAR						
Achievement	#	%	#	%	#	%
All students						
Asian or Pacific Islander						
Black						
Hispanic/Latino						
White						
Other						

School Counseling Program Assessment



FOUNDATION			
CRITERIA	No	In Progress	Yes
Beliefs			
a. Indicates an agreed-upon belief system about the ability of all students to achieve			
b. Addresses how the school counseling program meets student developmental needs			
c. Addresses the school counselor's role as an advocate for every students			
d. Identifies persons to be involved in the planning, managing, delivery and evaluation of school counseling program activities			
e. Includes how data informs program decisions			
f. Includes how ethical standards guide the work of school counselors			
Vision Statement			
a. Describes a future where school counseling goals and strategies are being successfully achieved			
b. Outlines a rich and textual picture of what success looks like and feels like			
c. Is bold and inspiring			
d. States best possible student outcomes			
e. Is believable and achievable			
Mission Statement			
a. Aligns with the school's mission statement and may show linkages to district and state department of education mission statements			
b. Written with students as the primary focus			
c. Advocates for equity, access and success of every student			
d. Indicates the long-range results desired for all students			
Program Goals			
a. Promote achievement, attendance, behavior and/or school safety			
b. Are based on school data			
c. Address schoolwide data, policies and practices to address closing-the-gap issues			
d. Address academic, career and/or personal/social development			
ASCA Student Standards and Other Student Standards			
a. Standards, competencies and indicators from ASCA Student Standards are identified and align with program mission and goals			
b. Standards and competencies selected from other standards (state/district, 21st Century, Character Ed, etc.) align with ASCA Student Standards, program mission and goals as appropriate			

School Counselor Professional Competencies and Ethical Standards			
a. ASCA School Counselor Competencies have been reviewed			
b. ASCA Ethical Standards for School Counselors have been reviewed			
PROGRAM MANAGEMENT			
CRITERIA	No	In Progress	Yes
School Counselor Competencies Assessment			
School counselor competencies assessment has been completed			
School Counseling Program Assessment			
School counseling program assessment has been completed			
Use-of-Time Assessment			
a. Use-of-time assessment completed twice a year			
b. Direct and indirect services account for 80 percent of time or more			
c. Program management and school support activities account for 20 percent of time or less			
Annual Agreement			
a. Created and signed by the school counselor and supervising administrator within the first two months of school			
b. One agreement per school counselor			
c. Provides rationale for use of time based on data and goals			
d. Reflects school counseling program mission and program goals			
e. Lists school counselor roles and responsibilities			
f. Identifies areas for school counselor professional development			
Advisory Council			
a. Membership includes administrator and representatives of school and community stakeholders			
b. Meets at least twice a year and maintains agenda and minutes			
c. Advises on school counseling program goals, reviews program results and makes recommendations			
d. Advocates and engages in public relations for the school counseling program			
e. Advocates for school counseling program funding and resources			
Use of Data			
a. School data profile completed, tracking achievement, attendance, behavior and safety data			
b. School data inform program goals			
c. School counseling program data (process, perception, outcome) are collected and reviewed and inform program decisions			
d. Organizes and shares data/results in a user-friendly format (e.g., charts)			
Action Plans (Curriculum, Small Group and Closing the Gap)			
a. Data are used to develop curriculum, small-group and closing-the-gap action plans using action plan templates			

b. Action plans are consistent with the program goals and competencies			
c. Projected results (process, perception and outcome) data have been identified			
d. Projected outcome data are stated in terms of what the student will demonstrate			
Curriculum Lesson Plan			
Curriculum lesson plan templates are used to develop and implement classroom activities			
Calendars (Annual and Weekly)			
a. Indicate activities of a comprehensive school counseling program			
b. Reflect program goals and activities of school counseling curriculum, small-group and closing-the-gap action plans			
c. Are published and distributed to appropriate persons			
d. Indicate fair-share responsibilities			
e. Weekly calendar aligns with planned use of time in the annual agreement			
DELIVERY			
CRITERIA	No	In Progress	Yes
Direct student services are provided (Strategies to include instruction, group activities, appraisal, advisement, counseling and crisis response)			
a. Deliver school counseling curriculum lessons to classroom and large groups			
b. Provide appraisal and advisement to assist all students with academic, career and personal/social planning			
c. Provide individual and/or group counseling to identified students with identified concerns or needs			
Indirect student services are provided to identified students (Strategies to include referrals, consultation, collaboration)			
Direct and indirect service provision amounts to 80 percent or more of the school counselor's time			
ACCOUNTABILITY			
CRITERIA	No	In Progress	Yes
Data Tracking			
a. School data profile is analyzed, and implications for results over time are considered			
b. Use-of-time assessment is analyzed and implications are considered			
Program Results (Process, Perception and Outcome Data)			
a. Curriculum results report is analyzed, and implications are considered			
b. Small-group results reports are analyzed, and implications are considered			
c. Closing-the-gap results reports are analyzed, and implications are considered			
d. Program results are shared with stakeholders			
Evaluation and Improvement			
a. School counselor competencies assessment informs self-improvement and professional development			

b. School counseling program assessment informs program improvement			
c. School counselor performance appraisal is conducted and informs improvement			
d. Program goal results are analyzed, and implications considered			