

## MA Model for Comprehensive School Counseling Self-Study

*Directions:* The self study assesses the degree to which the school counseling program is aligned with the key components of *MA/ASCA Model for Comprehensive School Counseling*. The self study guides program design and development and appraises annual progress. The results of the self study informs those responsible for the development and implementation of the school counseling program to evaluate progress, identify gaps, and assess strengths and weaknesses. Additionally, the information gained can be used to revise annual goals and establish baselines for accountability.

School \_\_\_\_\_

Date \_\_\_\_\_

Implementation Team Members: \_\_\_\_\_  
 \_\_\_\_\_

### TO WHAT DEGREE HAS THIS OBJECTIVE BEEN MET:

Objective	Not at all	In process	Fully implemented
<b>Getting Ready</b>			
The school counselors are aware of the expectations of No Child Left Behind.			
The school counselors are aware of the changes in school counseling programs and implementation skills that include: the ASCA National Standards, the MA Model for Comprehensive School Counseling, the ASCA National Model, and the Transforming School Counseling Initiative.			
The school counselors are fully informed of the regulations that drive school improvement in Springfield, the statutes and the impact of the regulations on school counseling programs.			
<b>Building the Foundation</b>			
The program has a mission statement that is aligned with the school mission statement.			
A series of belief statements strongly influence the ability of the program to help every student to achieve and succeed.			
The program uses the MA/ASCA national standards and/or the National Career Development Guidelines as the basis for the content of the school counseling program.			
The identified competencies and implementation strategies are organized developmentally and sequentially by school level and/or grade level.			
Student progression towards achieving the competencies is evaluated annually.			
<b>Delivering the School Counseling Program</b>			
<i>Individual Student Planning</i>			
School counselors coordinate activities that assist students individually to establish academic, career, and personal-social goals.			
The school counseling program provides opportunities for students to plan, monitor, and evaluate their progress.			
School counselors participate in the development and			

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monitoring of student educational and career plans with teachers, students and parent/guardians.			
School counselors ensure that every student has a career plan that is commensurate with their educational coursework and goals.			
<i>Prevention, Intervention, and Responsive Services</i>			
Intervention services are delivered through individual and/or group counseling.			
Prevention and intervention services are delivered in collaboration with teachers, administrators, and student services staff and/or community services and resources.			
School counselors use the consultation process to help students succeed in their academic, career, and personal-social development.			
<i>School Counseling Curriculum</i>			
The school counseling curriculum is integrated across the content areas.			
The school counseling curriculum is delivered to all students and supports the competencies and standards, and the goals of school improvement.			
<i>System Support</i>			
School counselors participate in agreed upon fair share responsibilities that do not detract or jeopardize their ability to deliver the school counseling program.			
School counselors provide professional development and information to faculty and staff on student related issues.			
<b>Managing Your School Counseling Program</b>			
The School Counseling Advisory Council provides input and feedback to the school counseling program.			
There is a mechanism in place for school counselors to assess how their time is allocated to deliver the program.			
School counselors maintain a monthly and yearly calendar to organize activities and plans.			
The school counselors have a plan to manage the program.			
There are appropriate resources are in place to implement the program.			
<b>Measuring Student Success and School Counselor Accountability</b>			
The school counseling program supports the goals of school improvement.			
The school counseling program is data driven and uses data to determine the need for continuous improvement.			
School counselors use a process such as MEASURE to develop an action plan and demonstrate accountability.			
<b>Transformed Skills in Practice</b>			
School counselor are committed to develop and enhance skills in leadership, advocacy, teaming and collaboration, and using data to inform decision-making.			
School counselors, teachers, and administrators collaborate on the day to day delivery of the program.			

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<b>Moving Towards a Comprehensive Program</b>			
The school counseling program addresses the academic, career, and personal-social development needs of every student.			
School counselors support every student's right to participate in a school counseling program.			
School counselors gather input from key stakeholders, including students, on the school counseling program			
The program is mapped and aligned with the MA/ASCA National Standards and/or the National Career Development Guidelines.			
The program supports the goals of school improvement.			
School counselors abide by the ASCA Ethical Standards (2004) at all times.			
The school counseling program addresses and respects all aspects of diversity which includes but is not limited to: gender, culture, ethnicity, race, religion, learning ability/disability, and sexual orientation.			

What I/we learned from the self study:

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How I/we will utilize this information:

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My/our priorities for the next school year:

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My/our next steps:

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