

## Appendix K: PROGRAM AUDIT

### Arizona Model for School Counseling Programs: A Framework for Competency Based Guidance

This program audit is used to assess your school counseling program in comparison with the American School Counselor Association National Model and the Arizona Model for School Counseling programs. It is suggested that an annual audit be performed for each school to determine strengths and areas of refinement so as to continually improve the program for all students.

School: \_\_\_\_\_ District: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: For items 1-17 below, please mark an "X" in the box that best describes the status of your program relative to the criteria described for each item.

<b>I. Foundation<sup>4</sup></b> <b>Philosophy, Mission, Goals, Competencies</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Targeted for</b>
	<b>No/None</b>	<b>In Progress</b>	<b>Completed</b>	<b>Implemented</b>	<b>2003- 04</b>
1. A statement of Philosophy has been written that includes benefits, implementation and evaluation strategies					
2. A mission statement has been written that includes all students and competencies to be learned.					
3. Goals/standards have been written/adapted according to a structured framework (academic, career, personal/social)					
4. Student competencies and indicators have been written/adopted for each goal.					

<sup>4</sup> Also see ASCA National Model pages 110-112 for additional criteria.

<b>II. Delivery System<sup>5</sup></b> <b>Guidance Curriculum, Individual Student Planning, Responsive Services, System Support</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Targeted for</b>
	<b>No/None</b>	<b>In Progress</b>	<b>Completed</b>	<b>Implemented</b>	<b>2003- 04</b>
5. Guidance Curriculum					
5.1 Guidance curriculum has been written and includes grade level competencies, activities, resources and evaluation					
5.2 Guidance curriculum is aligned and integrated into the academic/career and technical standards of the school.					
6. Individual Student Planning					
6.1 Every student has a written educational/career plan that is updated annually.					
6.2 Individual and/or small group guidance is available to assist student with unique academic, career, personal/social needs.					
7. Responsive Services					
7.1 Students are assisted in solving immediate problems that interfere with their academic, career and per/social development.					
7.2 Individual and small group counseling is provided related to the unique needs of students.					
7.3 Annual written crisis intervention plans are in place.					
7.4 The guidance department maintains and uses an updated list of emergency and community referral agencies.					

<b>II. Delivery System<sup>6</sup></b> <b>Guidance Curriculum, Individual Student Planning, Responsive Services, System Support</b>	<b>0</b> <b>No/None</b>	<b>1</b> <b>In Progress</b>	<b>2</b> <b>Completed</b>	<b>3</b> <b>Implemented</b>	<b>Targeted for 2003- 04</b>
8. System Support 8.1 Resources are available to support the guidance program (staff, clerical, materials)					
8.2 Counselors provide professional development activities.					
8.3 Counselors participate in professional development activities.					
8.4 Counselors serve on curriculum committees, school improvement teams and community councils.					

<b>III. Management System<sup>7</sup></b> <b>Agreements, Advisory Council, Used Data, Action Plans, Used Time, Calendars</b>	<b>0</b> <b>No/None</b>	<b>1</b> <b>In Progress</b>	<b>2</b> <b>Completed</b>	<b>3</b> <b>Implemented</b>	<b>Targeted for 2003- 04</b>
9. School Counselor/Administrator Agreement: Counselors and Administrators agree in writing on assignments and expected results for students, staff, parents, etc.					
10. Advisory Council: An advisory council representative of your school/community demographics is in place and semi annually reviews the program audit, results report and guidance strategic plan.					
11. Use of data and student monitoring: There is an established procedure to monitor students' progress using academic, academic related and student competency data.					
12. Use of data and academic/CTE Success: There is an established procedure to monitor students' progress using academic/CTE competency data.					
13. Action Plans: Written plans that specify the results, curriculum, activity, time, person responsible and evaluation and Close the Gap Plans are on file for the current school year.					
14. Use of time/calendar: A master calendar of events is written and published that effectively plans and promotes the school counseling program.					

<sup>7</sup> Also see ASCA National Model pages 115-118 for additional criteria.

IV. Accountability System <sup>8</sup> Results Reports, Counselor Performance Standards, Program Audit	0 No/None	1 In Progress	2 Completed	3 Implemented	Targeted for 2003- 04
15. Results Reports 15.1 Results based evaluation is conducted to assess process data (# of students), perception data (pre/post competency attainment) and results data (how students are different over time).					
15.2 Written results reports that provide implications as to the meaning behind the data are provided to administration, advisory council and others.					
16. Counselor Performance Standards: 16.1 Counselor performance is evaluated with documents that align to the components of the National Model.					
17. Program Audit 17.1 The counseling program is audited annually and used as the basis for writing program improvement plans.					
17.2 The School Counseling program has been presented and accepted by counselors, administrator, advisory council and the school board.					