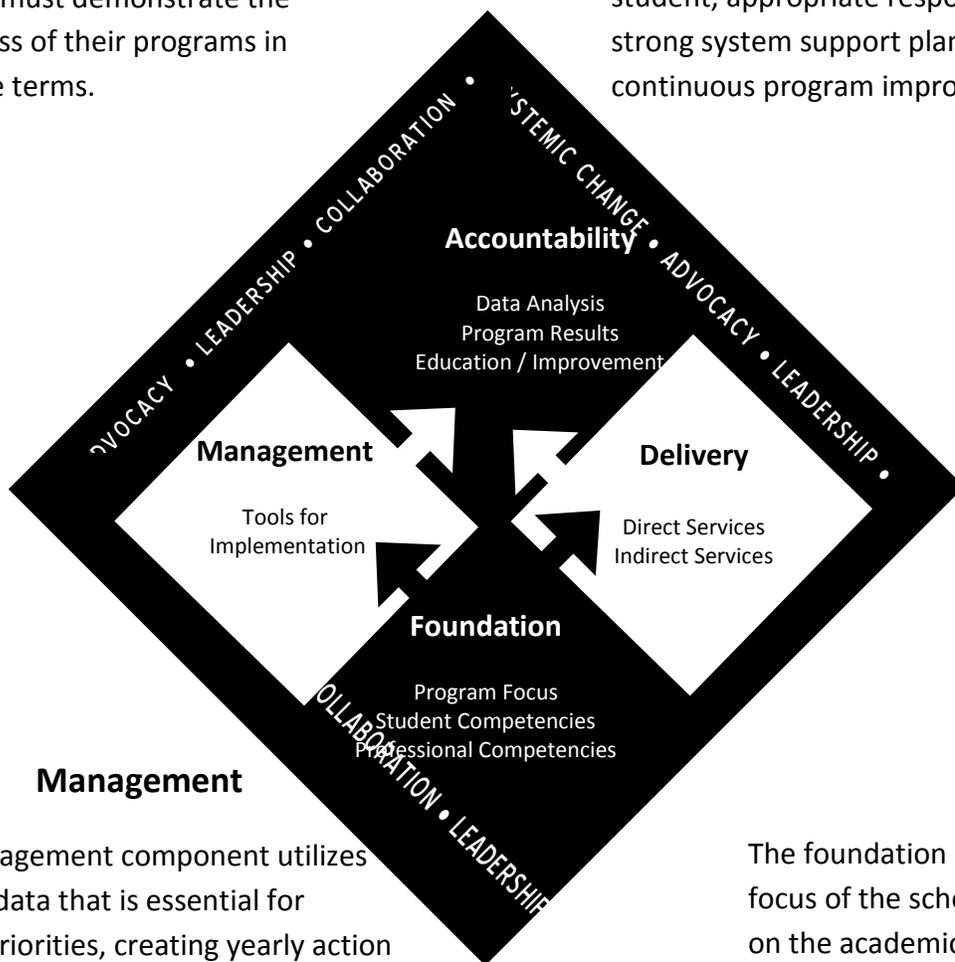


Accountability

Delivery System

The accountability component addresses program effectiveness. To answer the question, “How are students different because of the school counseling program?,” a yearly program audit is an important component of the K-12 program and system. School counselors must demonstrate the effectiveness of their programs in measurable terms.

The delivery component consists of direct and indirect student services. The Delivery System describes methods and strategies for ensuring that all students receive the benefits of the program. Components include a well-defined, articulated, sequential K-12 school counseling curriculum, individual academic and career planning for every student, appropriate responsive services, and a strong system support plan for ensuring continuous program improvement.



Management

Foundation

The management component utilizes student data that is essential for setting priorities, creating yearly action plans, and scheduling the delivery system with the use of an annual calendar. Proficiency in the collection and use of data provides powerful information to plan the most effective programs.

The foundation component establishes the focus of the school counseling program based on the academic, career, and personal/social needs of all students. It is the “what” of the program. It is defined as the student’s attitudes, skills, and knowledge learned because of the school counseling program. Elements include program focus, student competencies, and school counselor competencies.

* Adapted from ASCA National Model: A Framework for School Counseling Programs. 3rd Ed. (2012)

Foundation

Program Focus

The foundation of the Iowa school counseling framework is the basis upon which the counseling program rests. Just as a building structure is only as strong as the foundation upon which it has been built, a strong counseling program rests securely on its foundation. The “why” and the “what” of the school counseling program are answered in the elements of the foundation. Foundation ties into the specific school improvement goals and includes a mission statement, the beliefs and philosophy of the program, the school counseling domains, and the counseling standards and benchmarks. Building a strong foundation is critical for the program to be an essential part of the total educational program.

Beliefs

Beliefs are the guiding forces in the development of an effective program. They are the principles that have been identified by the district counseling team as essential to the development of the program. It is upon these beliefs that school counselors build comprehensive programs. Examples of belief statements and district guidance philosophies are located at www.educateiowa.gov.

Vision

Vision focuses on the future. School Counselors can promote the success of students by developing a vision of learning for all students that supports the district vision and is supported by all stakeholders. Effective vision statements are aligned with school and district visions, future-oriented, bold and compelling, and aspiring and inspiring.

Mission

The mission statement provides the focus and direction to reach the vision creating one focus in implementing a comprehensive program. If someone were to question the reason for the existence of a school counseling program, the counselor should be able to answer this question by citing the mission statement. It is a very precise way of stating why a school counseling program is needed and how it benefits all students. It is a vision of what is desired for every student.

Program Goals

Program goals define how the vision and mission will be measured. Program goals are statements about desirable outcomes. Goal statements promote specific outcomes including improved student achievement, attendance, behavior, and school safety and engagement. Goals are based on school data, and, in many cases, focus on issues related to achievement or opportunity gaps.

