

Glossary for the Arizona Professional School Counselor Evaluation

Accountability: Responsibility for one's actions, particularly for objectives, procedures and results of one's work and program; involves an explanation of what has been done. Accountability includes responsibility for counselor performance, program implementation and results attained.

Action Plan: A plan that shows how the counselor or others, intend to achieve the desired results or competencies; items in an action plan include: domain, standard, competency, activity and curriculum, time of completion of activity, data used, means of evaluation and the expected results for the student(s).

Advisory Council: A representation of all stakeholders of the school and community appointed to review the school counseling program goals and to make recommendations to the department, the administration and the school board regarding program priorities.

Advocacy: Actively supporting causes, ideas, or policies that promote and assist student academic, career and personal/social needs. One form of advocacy is the process of actively identifying underrepresented students and supporting them in their efforts to perform at their highest level of academic achievement.

Appraisal: An evaluation instrument containing competencies, indicators and descriptors.

Articulation: A process for coordinating the linking of two or more educational systems within a community.

Assessment: A tool used to measure the criteria; includes competencies, indicators, and descriptors.

Career development: Attaining the necessary skills and attitudes for successful transition from school to work or post-secondary training or education.

Closing the gap: "Closing the gap" refers to the difference in achievement levels generally between privileged students and students of color or low socio-economic status.

Collaboration: A partnership where two or more individuals or organizations actively work together on a project or problem.

Competencies: They define the specific knowledge, attitudes and skills students should obtain.

Comprehensive school counseling program: An integral part of the total educational program that helps every student acquire the skills, knowledge, and attitudes in the areas of academic, career, and personal/social development that promote academic achievement and meet developmental needs.

Consultation: This is the process of sharing information and ideas.

Counseling: Refers to the work done by a school counselor who is a specially trained professional, certified by the State to work in schools. The work involves a variety of techniques and strategies that help students explore the academic, career and personal/social issues which may be impeding healthy development or academic progress. (The school counselor does not engage in mental health counseling).

Credentialed: Arizona school counselors must be certified by the State of Arizona to work as a school counselor in a public K-12 school. School counselors have state certification specific to the state in which they are working. Some states have reciprocity for counseling certification. Some states have licensure as well.

Crosswalk (ASCA National Standards): A matrix used in standards and curriculum alignment. The matrix lists all standards, competencies and indicators; it makes the alignment visible by showing specifically where each competency is taught developmentally by grade or within a guidance lesson.

Data-driven: Decisions concerning future actions that are based on information, survey reports, assessments, statistics or other forms of data.

Data-over-time: Data collected over three different time frames: immediate, intermediate and long range. It gives a true picture of the impact of the school counseling program.

Delivery system: The means around which the counseling program is organized and delivered; includes four components: guidance curriculum, individual student planning, responsive services, and system support.

Developmental counseling program: School counseling curriculum based on the developmental age of the student and conducted on a regular and planned basis to assist students in achieving specified competencies.

Disaggregated data: Data separated into component parts by specified variables such as ethnicity, gender and socioeconomic status.

Domains: Broad areas of knowledge base (academic, career and personal/social) that promote and enhance the learning process.

Evaluation: A process used by an individual or group to determine progress or quality; evaluation is a key element in any improvement process.

Fair Share Responsibility: Refers to the counselor lending a helping hand in school duties or tasks when needed.

Foundation: Includes the beliefs, philosophies, mission, domains and ASCA National Standards and competencies.

Goals: The extension of the mission statement; they provide the desired student results to be achieved by the time the student leaves the school system.

Guidance curriculum: The guidance curriculum component consists of structured developmental lessons designed to assist students in achieving the competencies and is presented systematically through classroom and group activities K-12.

Inappropriate school counseling activities: Any activity or duty not related to the development, implementation, or evaluation of the counseling program.

Indicator: Measurable evidence that individuals have abilities, knowledge or skills for a specific competency.

Individual student planning: The individual planning component consists of school counselors coordinating ongoing systemic activities designed to assist the individual student in establishing personal goals and developing future plans.

Leadership: The capacity or ability to guide others; counselors use their leadership skills in their department and in their advocacy role.

Management System: The management system addresses the allocation of resources to best address the goals and needs of the program. Individual staff responsibilities, accountability and the cooperation among resource persons responsible for program results are outlined.

Master calendar: A master calendar of guidance events is maintained by the school counseling staff and is distributed to teachers, students, and parents on a regular basis. Planning, visibility and credibility are enhanced by effective use of a master calendar.

Mission statement: This is a statement which outlines the purpose or vision of the school counseling program. It is the long range desired outcome for students. This statement must be compatible with the stated purpose or mission of the school system within which the program operates.

Perception data: These data measure what students and others observe or perceive, knowledge gained, attitudes and beliefs held or competencies achieved.

Performance appraisal: An assessment of agreed-upon goals, contributions to the school counseling program, and personal and professional characteristics. Specifies contract status recommendations and indicates summative evaluation of school counselor effectiveness.

Performance evaluation: Auditing the level of guidance and counseling program implementation and status.

Personal/social development: Maximizing each student's individual growth and social maturity in the areas of personal management and social interaction.

Philosophy: A set of principles guiding the development, implementation and evaluation of the program.

Process Data: Method of evaluation using figures, such as number of students served, groups and classroom visits, to show the activities, rather than the results from the activities.

Professional school counselor: A professional school counselor in the State of Arizona is certified by the State Department of Education Certification unit.

Professionalism: Counselors adhere to ethical, legal and professional standards developed by state and national school counseling organizations.

Program: A coherent sequence of instruction based upon a validated set of competencies.

Program audit: Assessment of the school counseling program based on the components of the ASCA National Model; the primary purpose for collecting information is to guide future action within the program and to improve future results.

Program management: Activities that develop, monitor and evaluate the implementation of the comprehensive school counseling program.

Responsive services: Activities that meet students', parents', and teachers' immediate need for referral, consultation or information.

Results: Demonstration of learning, performance or behavioral change after guidance and counseling program participation.

Results data report: Outcome data; how students are measurably different as a result of the program.

Standards: The ASCA National Model addresses four types of standards. They are: content standards, program standards, performance standards and ethical standards. Standards are statements of what should be done in each area.

Student success: A broad term for student achievement.

Systemic change: Change affecting the entire system; transformational; change affecting more than an individual or series of individuals; focus of the change is upon the dynamic of the environment, not the individual.

System support: Consists of the professional development, consultation, collaboration and teaming, and program management and operation activities that establish, maintain, and enhance the total school counseling program.

Use of data: The use of data to effect change within the school system is essential to ensure that all students receive the benefits of a school counseling program. School counselors know how to evaluate data from their school site.

