

School Counselor NEPF Glossary of Terms

Advisory Council – is a representative group of stakeholders that reviews and advises the implementation of the school counseling program. It meets a minimum of twice each school year and has an agenda and minutes for documentation.

Annual administrative conference – is a yearly meeting between the school counselor and administrator in charge of the school counseling program designed to discuss and reach agreement upon the school counseling program’s organization and focus.

Annual Calendar – includes all major school counseling activities delivered or coordinated by the school counselor(s). It should include classroom lessons, group lessons, counselor-sponsored assemblies, special events (back-to-school night, parent workshops, college/career events, etc.).

Annual Student Outcome Goals – are statements identifying the measurable impact the school counseling program will have on student achievement, attendance or discipline.

Appraisal – Process through which school counselors work with students to analyze and assess their abilities, interests, skills, and achievement.

ASCA Ethical Standards for School Counselors – Statements of ethical behavior necessary to maintain the highest standard of integrity, leadership and professionalism.

ASCA Mindsets & Behaviors for Student Success: K-12 College-and-Career-Readiness Standards for Every Student: Research-based statements of the knowledge, attitudes, and skills students need to achieve academic success, college and career readiness and social/emotional development.

ASCA School Counselor Professional Standards & Competencies – Statements of the knowledge, skills and attitudes school counselors need to meet the profession’s rigorous demands.

ASCA School Counselor Professional Standards & Competencies Assessment – A self-report instrument used to measure a school counselor’s knowledge, attitudes, and skills related to the school counseling profession

Assess – To determine progress or quality of the school counseling program, particularly to guide future action within the school counseling program and to improve future results for students.

Classroom and Group Mindsets & Behaviors Action Plan – The delivery of school counseling activities and services to students. The classroom and small group Mindsets & Behaviors action plan template helps school counselors create an effective plan to teach students the knowledge, attitudes and skills appropriate for their developmental level, informed by specific ASCA Mindsets & Behaviors, in a variety of settings.

Classroom and Group Mindsets & Behaviors Results Report – The classroom and group Mindsets & Behaviors results report provides the template for documenting specific assessments of selected classroom and group activities and interventions.

Closing-the-Gap Action Plan/Results Report - The closing-the gap action plan/results report serves as a guide to address academic, attendance or behavioral discrepancies existing among student groups. The action plan details the activities and resources employed by school counselors to close the gaps.

Competencies – Specific, measurable expectations that are attained while making progress toward a standard.

Comprehensive School Counseling Program – is 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 social/emotional development that promote academic achievement and meet developmental needs.

Conference – any meeting between the school counselor and another individual, directly or indirectly involved with a student, with discussion centered on helping the student navigate school more effectively.

Consultation – is the collaboration of school counselors with parents, students, teachers, administrators and other helping professionals, both within and outside the school setting. The goal is to empower those involved to assist students in the areas of academic, college/career, and social/emotional development.

Counseling – Professional assistance, support and instruction provided to an individual utilizing a variety of techniques, provided by a specifically trained professional.

Crisis Response – The immediate and follow-up intervention necessary to meet urgent needs and prevent situations from becoming more severe.

Data-informed – Decisions concerning future action that are based on information, survey reports, assessments, statistics or other forms of data.

Data Summary – the school data summary template guides school counselors’ review of school data and helps establish annual school counseling priorities.

Direct Services – are in-person interactions between school counselors and students.

Disaggregated Data – is data separated into component parts by specific variables such as ethnicity, gender, and socio-economic status.

Indirect Services – services provided on behalf of students, as a result, of the school counselors’ interactions with others including referrals for additional assistance, consultation, and collaboration with parents, teachers, other educators and community organizations.

Individual Counseling – addresses concerns of students that require *short-term* individual interventions.

Individual Student Planning – sessions in which school counselors focus on educational planning, including, but not limited to, social skill development, academic planning, course enrollment, graduation planning, and developing individual learning plans.

Mindsets & Behavior Data – information that shows what progress students have made toward attaining the ASCA Mindsets & Behavior standards.

Mission Statement – Provides school counseling program focus and direction and aligns with the school’s mission.

Non-school counseling activity: Any activity or duty not related to the design, implementation or assessment of the school counseling program.

Outcome Data – information related to achievement, attendance and discipline that shows how students are measurably different as a result of the school counseling program.

Participation Data – Information showing which students were involved in which school counseling activities, such as numbers of students served, how much time was devoted to specific activities’ and how many sessions were conducted.

RAMP- Recognized ASCA Model Program -is a recognition program for individual schools, not districts or school counselors. Applying for **RAMP** helps schools evaluate their school counseling program, discover areas for improvement and enhance the program’s efforts to contribute to student success.

Responsive Services – are activities designed to meet students’ immediate needs and concerns of students and parents.

Results Reports – Written presentation of the outcomes of school counseling program activities; contains participation, Mindsets & Behaviors and outcome data.

School Counseling Curriculum – K-12 course of study presented systematically through structured, developmental classroom, group and individual activities designed to assist students in attaining the ASCA Mindsets & Behaviors for Student Success.

School Counseling Program Assessment - Measurement of the school counseling program on the components of the ASCA National Model to guide future action within the program and to improve future results for students.

Small Group Counseling – a short-term intervention that consists of a group of three – ten students meeting four - nine times to address specific needs.

Social/emotional development – Maximizing each student’s individual growth and social maturity in the areas of personal management and social interaction.

Stakeholders – refers to anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, and/or community members.

Use of data – The process of analyzing and action upon data to improve student achievement, attendance, and discipline and the school counseling program; essential to ensuring all students receive the benefits of a school counseling program.

Use of Time Assessment/Calculator – a tool to determine the amount of time spent toward the recommended 80 percent or more of the school counselor’s time to direct and indirect services with students.

Vision Statement – communicates the ultimate outcome for students in the future specifically related to achievement, career, social/emotional or other outcomes. It describes in rich detail what school counselors hope to see in their students in the next five to fifteen years.