

## Glossary

**Academic Achievement:** Attainment of educational goals as determined by data such as standardized achievement test scores, grades on tests, report cards, grade point averages, and state and local assessments of academic progress.

**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. Responsibility for counselor performance, program implementation, and results.

**Action Plan:** How the counselor, or others, intend to achieve the desired result or competency; items in an action plan include: domain, standard and competency, actual activity and curriculum, time of completion of activity, data used, means of evaluation, and the expected result for the student(s).

**Advisory Council:** An advisory council is a representation of all elements of the school and community appointed to audit 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:** Evaluation instrument containing competencies, indicators, and descriptors.

**AP Tests:** Advanced placement assessments.

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

**ASCA:** American School Counselor Association.

**ASCA National Standards:** A set of national educational standards established to identify and prioritize the specific attitudes, skills, and knowledge that students should be able to demonstrate as a result of participating in a school counseling program.

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

**Audit:** An overall assessment of the school counseling program in comparison with ASCA's National Model for School Counseling Programs. Audits serve to set the standard for the school counseling program; it is initiated when the program is being designed and then evaluated on a yearly basis.

**Benchmarks:** Clear and specified levels of performance, proficiencies, or outcomes against which an institution, group, or individual might be compared.

**Career Cluster:** A group listing of occupations in a specific field of work that require similar skills and similar or related knowledge, competencies, and training.

**Career Cluster Assessment:** An assessment that identifies a group of related occupations requiring similar or related knowledge, competencies, and training.

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**Career Development:** The necessary skills and attitudes for successful transition from school to work or post-secondary training or education.

**Career-ready:** Means that high school graduates can read, comprehend, interpret, and analyze complex technical materials; can use mathematics to solve problems in the workplace; and can pass a state-approved industry certificate or licensure exam in their field.

**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.

**College-ready:** Means a high school graduate has the ready, writing and math knowledge and skills to qualify for and succeed in entry-level, credit bearing, college-degree courses without the need for remedial classes.

**Competencies:** Knowledge, attitudes, or skills that is observable and can be transferred from a learning situation to a real-life situation and that involve the production of a measurable outcome.

**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.

**Counseling:** A special type of helping process implemented by a professionally trained and certified person, involving a variety of techniques and strategies that help students explore academic, career, and personal/social issues impeding healthy development or academic progress.

**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.

**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 specific variables such as ethnicity, gender, and socioeconomic status.

**Domains:** Broad areas of knowledge base (academic, career, and personal/social) that promote the

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learning process.

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

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

**Four Year Plan:** An education- and career-planning tool that is designed to assist students in completing their educational goals. The Four Year Plan is initiated during the 8<sup>th</sup> grade school year, updated yearly, and finalized in the last year of high school.

**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.

**I Have A Plan Iowa:** A statewide community web portal that provides free access, information, and resources for all Iowans seeking assistance with education and career planning.

**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.

**Intentional Counseling Groups:** An intentional guidance intervention implemented through the use of select counseling groups created after identification and analysis of specific results-data.

**Interest Profiler Assessment:** An assessment tool measuring work-related interests.

**Iowa Core Curriculum:** Essential concepts and skill sets that each and every Iowa student must learn in literacy, mathematics, science, social studies, and 21<sup>st</sup> century skills to prepare for college, work, and life.

**ISCA:** Iowa School Counselor Association.

**Management Agreement:** A statement of responsibility negotiated between the principal and counselor that includes office organization, how a program is carried out, and accountability criteria and specific results.

**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.

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**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 the program operates.

**NAEP Tests:** National Assessment of Educational Progress assessment.

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

**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.

**Portfolio:** A purposeful collection of student documentation that tells the story of the student's efforts, progress, or achievement.

**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 Development:** A comprehensive, sustained, and intensive approach to improving effectiveness in increasing student achievement.

**Professional School Counselor:** State-certified school counselor (may be credentialed or licensed depending on the state). Most school counselors have a master's degree in school counseling.

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

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

**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 needs for referral, consultation, or information.

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

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

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

**Systemic Change:** Change affecting the entire system or that is transformational; change affecting more than an individual or series of individuals. The 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.

**Yearly Program Audit:** An annual evaluation of the school counseling program as it aligns with ASCA's National Model for School Counseling Programs.