Standards Self-Assessment

Summary of ASCA's Professional Standards & Competencies Assessment · page 1 of 3: blank

Mark each competency on ASCA's form, then count here: S = secure · D = developing · N = not yet · NA in the note

School counselor	School	School year	Completed on	Shared with, date

Count your marks for each standard and note the evidence or the gap

Code	Standard (shortened)	#	S	D	N	Evidence, or the letters still to grow
Mindsets: beliefs (7, no competencies)						
M 1	Every student can learn and succeed	-	☐	☐	☐	
M 2	Access to a high-quality education	-	☐	☐	☐	
M 3	Graduate prepared for postsecondary	-	☐	☐	☐	
M 4	Access to a school counseling program	-	☐	☐	☐	
M 5	School counseling is collaborative	-	☐	☐	☐	
M 6	School counselors are leaders	-	☐	☐	☐	
M 7	Academic, career, social/emotional	-	☐	☐	☐	
Professional Foundation (9 standards, 58 competencies)						
B-PF 1	Theories (incl. MTSS)	6	☐	☐	☐	
B-PF 2	Systems, policy, research, trends	9	☐	☐	☐	
B-PF 3	Legal and ethical principles	8	☐	☐	☐	
B-PF 4	Professional standards, competencies	4	☐	☐	☐	
B-PF 5	Uses the ASCA Student Standards	5	☐	☐	☐	
B-PF 6	Cultural, social, environmental	6	☐	☐	☐	
B-PF 7	Leadership	9	☐	☐	☐	
B-PF 8	Advocacy	7	☐	☐	☐	
B-PF 9	Systemic change	4	☐	☐	☐	
Direct and Indirect Student Services (6 standards, 33)						
B-SS 1	Instruction	8	☐	☐	☐	
B-SS 2	Appraisal and advisement	8	☐	☐	☐	
B-SS 3	Short-term counseling	6	☐	☐	☐	
B-SS 4	Referrals	3	☐	☐	☐	
B-SS 5	Consultation	4	☐	☐	☐	
B-SS 6	Collaboration	4	☐	☐	☐	
Planning and Assessment (8 standards, 49)						
B-PA 1	Vision and mission alignment	4	☐	☐	☐	
B-PA 2	Identifies gaps	4	☐	☐	☐	
B-PA 3	Achievement gap plans annually	14	☐	☐	☐	
B-PA 4	Assesses and reports impact	6	☐	☐	☐	
B-PA 5	Use of time	6	☐	☐	☐	
B-PA 6	Agreement with the administrator	6	☐	☐	☐	
B-PA 7	Advisory council	6	☐	☐	☐	
B-PA 8	Appraisal process	3	☐	☐	☐	

Competencies (of 140): ___ S ___ D ___ N ___ NA Mindsets (of 7): ___ shown ___ developing

Codes from the ASCA School Counselor Professional Standards & Competencies; titles shortened. S, D, N are our marks, not ASCA's.

Standards Self-Assessment

Filled example (fictional school) · page 2 of 3: Maple Hollow Elementary, Sept 6, 2028

Mark each competency on ASCA's form, then count here: S = secure · D = developing · N = not yet · NA in the note

School counselor	School	School year	Completed on	Shared with, date
J. Rivera	Maple Hollow Elementary	2028-2029	Sept 6, 2028	A. Brooks, Sept 14

Count your marks for each standard and note the evidence or the gap

Code	Standard (shortened)	#	S	D	N	Evidence, or the letters still to grow
Mindsets: beliefs (7, no competencies)						
M 1	Every student can learn and succeed	-	S			Reading Strong gap plan drafted for 15 readers
M 2	Access to a high-quality education	-	S			Spanish family letters; bus route concern logged
M 3	Graduate prepared for postsecondary	-	S			Career lessons, grades 3 to 5, on delivery plan
M 4	Access to a school counseling program	-	S			Lessons in every grade, K to 5
M 5	School counseling is collaborative	-	S			Advisory council; teacher data meetings
M 6	School counselors are leaders	-		D		On improvement team, but I only attend
M 7	Academic, career, social/emotional	-	S			Delivery plan covers all three domains
Professional Foundation (9 standards, 58 competencies)						
B-PF 1	Theories (incl. MTSS)	6	5	1	0	e: career development theory is thin
B-PF 2	Systems, policy, research, trends	9	7	2	0	a, d: governance and history rusty
B-PF 3	Legal and ethical principles	8	8	0	0	Ethics PD certificate; confidentiality posted
B-PF 4	Professional standards, competencies	4	3	1	0	d: no written yearly PD plan yet
B-PF 5	Uses the ASCA Student Standards	5	5	0	0	Standards on delivery plan and all plans
B-PF 6	Cultural, social, environmental	6	5	1	0	d: brochure and calls in English only
B-PF 7	Leadership	9	7	2	0	a, g: crisis plan role not written down
B-PF 8	Advocacy	7	5	2	0	e, f: testing coordination is still mine
B-PF 9	Systemic change	4	3	1	0	d: no plan for resistance to change
Direct and Indirect Student Services (6 standards, 33)						
B-SS 1	Instruction	8	8	0	0	Lesson plans and data reports, K to 5
B-SS 2	Appraisal and advisement	8	3	2	3	b, d, h: no inventories, no follow up
B-SS 3	Short-term counseling	6	6	0	0	Small-group plans and data reports
B-SS 4	Referrals	3	1	2	0	a, b: list from 2026; brochure English only
B-SS 5	Consultation	4	3	1	0	d: no workshop for families or staff
B-SS 6	Collaboration	4	3	0	0	d: no intern this year (marked NA)
Planning and Assessment (8 standards, 49)						
B-PA 1	Vision and mission alignment	4	4	0	0	Beliefs statement revised Aug 2028
B-PA 2	Identifies gaps	4	4	0	0	Disaggregated grade 4 reading data
B-PA 3	Achievement gap plans annually	14	13	1	0	m: research sampling concepts
B-PA 4	Assesses and reports impact	6	5	1	0	f: presenting results to staff
B-PA 5	Use of time	6	3	3	0	b, d, e: 76.1% (2027-28); no weekly calendar
B-PA 6	Agreement with the administrator	6	6	0	0	Conference template signed Aug 24, 2028
B-PA 7	Advisory council	6	6	0	0	Agendas and minutes, both meetings
B-PA 8	Appraisal process	3	1	2	0	a, b: first year using ASCA's appraisal

Competencies: 114 secure, 22 developing, 3 not yet, 1 NA (of 140). Mindsets: 6 shown, M 6 developing. Not averaged.

Codes from the ASCA School Counselor Professional Standards & Competencies; titles shortened. S, D, N are our marks, not ASCA's.
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Professional Development Plan

Two or three growth areas from the self-assessment · page 3 of 3

Self-assess in late August or September · plan within a week · mid-year check · end of year review · repeat yearly

School counselor	School year	Plan written on	Shared with, date

1. How I chose (tick what applies to each area)

- ☐ Any legal or ethical gap goes first
- ☐ Supports a school improvement goal
- ☐ Small enough for this year
- ☐ Has a date and a person to check with
- ☐ Linked to student data or a gap
- ☐ Matches an appraisal growth goal
- ☐ Has evidence I can file
- ☐ Builds on a strength, not only a gap

2. Growth areas: what I will learn, do and show

Code, letters	Why (what I saw)	What I will learn and do	Support (who)	Evidence I will file	By when
Area 1					
Area 2					
Area 3					

3. Checks: where each area stands

Area	Mid-year (date: _____)	End of year (date: _____)	Next step or carry over
Area 1			
Area 2			
Area 3			

4. Learning log: what I did, when, and for which area

Date	Activity (course, reading, consultation, supervision)	Area	Hours	Where the proof is filed

5. Strengths to keep using, and notes for next year's self-assessment

ASCA publishes no PD plan template; this layout is ours. Competency codes from the ASCA Professional Standards & Competencies.

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