



Counselor-Supervisor Results Agreement Instructions

Purpose of Counselor-Supervisor Results Agreement

A CBA is a results-based approach to school counseling that thrives in a community of dialog, self-reflection and collaboration. It is therefore of the utmost importance that school counselors and their supervisors (e.g., lead counselors, department heads, district directors) collaborate on the results to be achieved by the school counseling program each school year. Student results are the primary focus of the counseling program. All other results are in support of students achieving results that lead to success in school and life.

The Counselor-Supervisor Results Agreement emerges from a genuine dialog wherein needs are accurately assessed, effective solutions identified and delivered, and the impact of delivering a CBA school counseling program is evaluated and continuously improved. To accomplish this, counselors and supervisors need to be on the same page and collaborate with each other to maximize their potential to help students achieve.

The results agreements can be fully integrated with other critical aspects of an effective school counseling program, such as school/district vision and mission statements, accountability systems and counselor (support team personnel) evaluation systems. When these features are in place, the CBA school counseling program evolves as a central component in students' educational experience rather than a marginalized effort with little consequence in student lives.

A results agreement answers two questions: What is expected of us as professional school counselors? What do we expect of ourselves in terms of the substantive contribution we can make to student development, learning and achievement?

Data Elements

The template is completed at the beginning of the school year. It is used to document critical information, agreed upon by counselors and their supervisor and/or principal, about what results the counseling program is intended to achieve by the end of the school year. Data to be collected by the template is described in the table below. Questions/prompts are provided to guide your discussions.

Data Element	Questions
Counselor Name(s)	– Name of counselor or counselors. The agreement can be between a single counselor and a supervisor or between a counseling department and its supervisor(s). In the spirit of a community of dialog and self-reflection, a team approach is recommended. In this case, the names of all the counselors participating would be entered.

Data Element	Questions
Supervisor Name(s)	<ul style="list-style-type: none"> – Name of supervisor. If there is more than one supervisor (e.g., department head, district director, School principal), all names should be entered.
Date	<ul style="list-style-type: none"> – Date of the agreement.
Curriculum Results	<ul style="list-style-type: none"> – What are the results (learning targets) we expect students to achieve? – What results do we expect to achieve by producing a documented CBA core curriculum Scope and Sequence? – What results related to motivation, self-direction, self-knowledge and relationships do we expect students to achieve? – What results do we expect to achieve by delivering the CBA school counseling curriculum (planned interventions)? – What results do we expect to achieve through student assessments embedded in curriculum activities? – What results do we expect to achieve by delivering core CBA curriculum activities to all students? – What results do we expect to achieve by ensuring equity and excellence in our program offerings?
Responsive Services Results	<ul style="list-style-type: none"> – What results do we expect to achieve by providing on-demand responsive services to students? – What results do we expect to achieve in our student referral processes?
Data Management Results	<ul style="list-style-type: none"> – What data are we going to collect to demonstrate the impact of delivering the school counseling program? – What results do we expect to achieve by becoming proficient in the use of data-based decision making? – What results do we expect to achieve by effectively managing school counseling data? – What results do we expect to achieve by evaluating school counseling activities and interventions? – What results do we expect to use in our accountability reports?

Data Element	Questions
Professional Development	<ul style="list-style-type: none"> – What results do we expect to achieve through our professional development opportunities? – What results do individual counselors expect to achieve through self-directed learning opportunities? – How will results achieved by individual counselors contribute to the successful delivery of a CBA school counseling program?
Organizational Support Results	<ul style="list-style-type: none"> – What results do we expect to achieve by clearly defining school counselor roles and accountabilities? – What results do we expect to achieve by ensuring that key constituent groups understand the policies and guidelines that inform the school counseling program? – What results do we expect to achieve by standardizing protocols for delivering the school counseling program? – What results do we expect to achieve through a fluid communication network that distributes vital information in a timely fashion to those who need it to make informed decisions? – What results do we expect to achieve through supervisor-assigned non-counseling activities?
School Counselor Evaluation Results	<ul style="list-style-type: none"> – What results does the district expect in terms of school counselor performance and practice? These should reflect the criteria for school counselor performance identified in the professional support team evaluation rubric.
School Community Results	<ul style="list-style-type: none"> – What results do we expect to achieve by engaging parents/guardians in their children’s education? – What results do we expect to achieve through partnerships with the community? – What results do we expect to achieve through a public relations campaign about the benefits and accomplishments of the school counseling program?

Step-by-Step Instructions for Completing the Template

Step	Action Steps	Description
1	Review the data element questions	<ul style="list-style-type: none"> – Review the questions identified for each of the data elements discussed above. – Add additional questions that address the needs of your students and program.
2	Select and prioritize questions to answer	<ul style="list-style-type: none"> – Select the questions for which you wish to develop result statements. – Prioritize your list. – Take into consideration the amount of time you have to work on your results and make reasonable decisions.
3	Develop and document results statements	<ul style="list-style-type: none"> – Develop one or more result statements related to the questions you have selected to address. – Document your result statements in the Results Agreement template.
4	Develop details for your results statements	<ul style="list-style-type: none"> – Use the three templates in “Generating and Organizing Planning Data” to document details related to your result statements. – Make sure that action steps, sub-steps and evidence to be gathered are clearly defined.
5	Complete the agreement template	<ul style="list-style-type: none"> – Complete the “Counselor-Supervisor Results Agreement” template.
6	Sign the Results Agreement	<ul style="list-style-type: none"> – All participants should sign the agreement to signify that there is a consensus regarding the expected results, action steps to be taken and how the results will be measured. – Signatures by all participants (counselors and supervisors) require a great deal of trust, something that is often lacking in educational environments. It is important to consider that, if a community of dialog and self-reflection is central to maximizing our potential to serve students, then it is worth our investment in building trust and collectively committing ourselves to excellence.

Step	Action Steps	Description
7	Implement the agreement and monitor progress	<ul style="list-style-type: none">– Monitor your activities throughout the year to ensure that progress toward the results is occurring within an acceptable timeframe.– Apply continuous improvement principles and take corrective action as needed to ensure an efficient implementation process.
8	Evaluate your efforts	<ul style="list-style-type: none">– Use the measures identified when the agreement was developed to evaluate your successes and challenges in meeting your specified results.– Use the results of your analysis to update your plans for continued work and to add other results that address the emerging needs of your students and program.

NOTE: Your agreement can be as high-level or detailed as you wish. It is important to have enough information to guide your efforts in terms of results to be achieved, steps to be taken and measures to be used. The agreement should be aligned with the content of your other school counseling strategic and annual plans.