

SOUTH DAKOTA
COMPREHENSIVE SCHOOL COUNSELING
PROGRAM MODEL

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INTRODUCTION

Recognizing the continued changes in the field of education, the SD Department of Education presents the third edition of the South Dakota Comprehensive School Counseling Program Model. Due to the new developments in the school counseling field and continued emphasis on accountability, school counselors need to continue to evaluate their program to ensure it is meeting the needs of all students. The guidelines, worksheets, and suggestions contained in this model serve as an evaluation guide for a school counseling program and make the necessary revisions to align it with current standards.

This manual serves as a planning and implementation model. The process involves examination of a current counseling program, identification of student needs, and utilization of data to guide the selection of activities, strategies, and services. The process is used to ensure that students achieve the necessary skills as they progress from prekindergarten through graduation in preparation for the future.

The South Dakota Comprehensive Counseling Model enables school districts to:

- Develop a vision of what students should know and be able to do as a result of participating in a standards-based program.
- Use results of data and program analysis to develop and implement activities, strategies, and services.
- Demonstrate the impact of school counseling programs on student achievement and success.

Professional school counselors are certified/licensed professionals with a masters' degree or higher in school counseling and are uniquely qualified to address the developmental needs of all students. Professional school counselors deliver a comprehensive school counseling program that encourages all students' personal/social, academic, career and life planning development and helps all students maximize their achievement.

As an extension of the work of the 20/20: A Vision for the Future of Counseling initiative, sponsored by the American Counseling Association and American Association of State Boards of Counseling, The ACA School Counseling Task Force has expanded the definition of counseling (ACA, 2010) to describe the work of professional school counselors:

Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, and education and career goals. Through the application of counseling theories and techniques in context, school counselors accomplish these goals by fostering educational and social equity, access, and success. The professional school counselor serves as a leader and an assertive advocate for students, consultant to educators, families and the community and collaborator and team member with teachers, administrators and other school personnel to help each student succeed. (ACA, 2013)

American Counseling Association. (2010). 20/20 consensus definition of counseling. Retrieved from

<http://www.counseling.org/knowledge-center/20-20-a-vision-for-the-future-of-counseling/consensus-definition-of-counseling>

School counseling is an educational program in and of itself. It is a specialized curriculum that leads students to effectively take charge of their lives and to plan for their futures. For the purpose of this model, school counseling refers to educational services designed to affect the personal/social, academic, and career and life planning development of students.

The delivery of the South Dakota School Counseling Program Model focuses on school counseling curriculum, responsive services and individual planning. These elements are aimed at the developmental and educational needs of all students. Within the counseling program, there is a balanced emphasis of personal/social development, academic development and career planning.

The focus on advancing/teaching/achieving student competencies and meeting student needs is essential to the development and implementation of a comprehensive school counseling program and to this program guide. Using students' needs as the primary focus for program development, the South Dakota Comprehensive School Counseling Program Model has been designed for counselors, teachers, and administrators to assist in developing school counseling programs for their schools. By incorporating the American School Counselor Association (ASCA) National Model themes of *leadership*, *advocacy*, *collaboration* and *systemic change*, professional school counselors assume leadership roles in the school and the community. School counselors also promote equity and access to opportunities and rigorous educational experiences for all students.

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FRAMEWORK

THE ROLE OF THE SCHOOL COUNSELOR

The professional school counselor is a certified/licensed educator holding a master's degree or higher in school counseling who possesses unique qualifications and skills to address all students' academic, personal/social and career development needs. Professional school counselors implement a comprehensive school counseling program that promotes and enhances student achievement. Professional school counselors are employed in elementary, middle/junior high and high schools and in district supervisory, counselor education and post-secondary settings. Their work is differentiated by attention to developmental stages of student growth.

Professional school counselors support a safe learning environment and work to safeguard the human rights of all members of the school community. Collaborating with other stakeholders to promote student achievement, professional school counselors address the needs of all students through prevention and intervention programs that are a part of a comprehensive school counseling program. To achieve maximum program effectiveness, the American School Counselor Association recommends a counselor-to-student ratio of 1:250.

THE SCHOOL COUNSELING PROGRAM

The comprehensive school counseling program reflects an approach to program foundation, management, delivery and accountability. The model provides the mechanism with which school counselors and school counseling teams will design, coordinate, implement, manage and evaluate their programs for students' success. When implementing a comprehensive school counseling program, school counselors switch their emphasis from service-centered for some of the students to program-centered for every student. This switch not only answers the question, "What do school counselors do?" but also requires school counselors to respond to the question, "How are students different as a result of what we do?"

A high-quality school counseling program is comprehensive in scope, preventative in design and developmental in nature. A school counseling program organized and administered in this comprehensive approach ensures that every student benefits from the program. All comprehensive school counseling programs, at both the state and local levels, should contain a description of student expectations that result from an effective school counseling program. A useful guide on advocating and promoting this program, as well as highlighting school counseling program benefits is provided in **Appendix A**.

Comprehensive in Scope

School counseling programs which are designed and implemented in a comprehensive fashion focus on what all students need to know and understand in order to be able to be successful. A quality school counseling program is organized around three domains:

academic, career, and personal/social. The emphasis on academic success is paramount for every student. A comprehensive school counseling program assists all students in finding success in school which in turn allows them to become contributing members of our society.

Preventive in Design

A comprehensive school counseling program provides students the opportunity to learn specific skills in a proactive, preventive manner. To provide this quality experience, certified school counselors need to use their time and skills on program delivery and direct counseling services.

Developmental in Nature

Comprehensive school counseling programs meet the needs of students at various growth and development stages. By establishing goals, expectations, support systems, and experiences for all students, school counselors enhance student learning. Student content standards are public statements of what students should know and be able to do as a result of participating in a school counseling program.

The South Dakota Counseling Model is based upon the ASCA National Model which:

1. establishes the school counseling program as an integral component of the academic mission of a school;
2. ensures equitable access to the school counseling program for all students provided by a certified school counselor;
3. identifies the knowledge and skills all students might acquire as a result of the preK-12 school counseling program;
4. ensures the school counseling program is comprehensive in design and delivered in a systematic manner to all students;
5. establishes data-driven decision making;
6. is provided by a certified school counselor.

STUDENT CONTENT STANDARDS

The content of a comprehensive school counseling program is the overall umbrella of services and curriculum provided to students. Content standards are designed around the three domains: Academic, Career, and Personal/Social.

SD MODEL DOMAINS
Academic Development
Career Development
Personal/Social Development

Each student content standard is followed by a student competency and a list of indicators enumerating desired student learning outcomes. Student competencies define the specific knowledge, attitudes, and skills students should obtain or demonstrate as a result of participating in a comprehensive school counseling program. This listing is not meant to be all-inclusive, nor is any individual program expected to include all of the competencies. The competencies offer a foundation for what a standards-based program

should address and deliver. These can be used as a basis to develop measurable indicators of student performance.

Academic Development

The standards for academic development guide the school counseling program to implement strategies and activities to support and maximize student learning. Academic development includes acquiring attitudes, knowledge and skills that contribute to effective learning in school and throughout life. Important components include employing strategies to achieve school success and understanding the relationship of academics to the world of work.

Career Development

The standards for career development guide the school counseling program to provide a foundation for the acquisition of skills, attitudes, and knowledge to make successful transitions from school to post-secondary training to the world of work throughout the life span. Employing strategies to achieve future career success, job satisfaction, and an understanding of the relationship between personal qualities, education and the world of work is an integral part of this domain.

Personal/Social Development

The standards for personal/social development provide a foundation for the school counseling program to assist students as they progress through school and into adulthood. Personal/social development contributes to academic and career success. The acquisition of skills, attitudes, and knowledge that helps students understand and respect self and others, acquire effective interpersonal skills, understand safety and survival skills and develop into contributing members of our society are key to this domain.

ASCA NATIONAL MODEL THEMES

Professional school counselors serve a vital role in maximizing student achievement. By incorporating the ASCA National Model themes of *leadership*, *advocacy*, *collaboration* and *systemic change*, professional school counselors assume leadership roles in the school and the community and promote equity and access to opportunities and rigorous educational experiences for all students. They work with internal and external stakeholders as part of the comprehensive school counseling program and strive for positive impact that eliminates systemic barriers.

Based on these four themes, the professional school counselor:

- promotes the academic success of every student;
- promotes equity and access for every student;
- takes a leadership role within the counseling department, the school setting and the community;
- understands reform issues and works to close the achievement gap;
- collaborates with teachers, parents and the community to promote academic success of students;
- builds effective teams by encouraging collaboration among all school staff;

- uses data to recommend systemic change in policy and procedures that limit or inhibit academic achievement.

FOUNDATION

Professional school counselors identify personal beliefs as to how all students benefit from the school counseling program and act on these beliefs to guide the development, implementation and evaluation of a comprehensive school counseling program based on a future-oriented vision. Professional school counselors create a mission statement supporting the school's mission and identify specific goals and desired outcomes of students' academic, career and personal/social development.

PROGRAM FOCUS

Beliefs

Beliefs are statements regarding the contribution the program makes to student success and are identified early in the development phase of the program. Not only do beliefs define the direction and structure of the school counseling program but they also create an accurate portrait of the school counseling team. This portrait demonstrates the school counseling team's knowledge, experience, and expectations of the planning, management, delivery, and evaluation of the school counseling program activities.

The South Dakota School Counseling Model believes that a comprehensive school counseling program:

- *is a comprehensive program designed to meet the needs of all children, prekindergarten through grade 12;*
- *is an integral part of students' total educational experience;*
- *is essential to a student's personal growth and development and therefore essential to academic success;*
- *is an equal partner in the education process and promotes the achievement of all students;*
- *is based on standards and student competencies (indicators of success);*
- *will be regularly and systematically evaluated in light of its elements and standards;*
- *provides a link to the total instructional program of the school;*
- *has structured activities based on student needs;*
- *contains measurable student outcomes for all education levels;*
- *provides developmental, preventive, and remedial services;*

- *includes professional development necessary to maintain a quality program;*
- *depends upon the support and collaboration of administrators, teachers, other school personnel, students, and the community;*
- *contains curricular elements which clearly identify the knowledge, attitudes, and skills to be acquired through regularly assessed needs of the students;*
- *is coordinated and implemented by certified school counselors;*
- *adheres to the ASCA Ethical Standards for School Counselors.*

Vision **

A vision is future-oriented, builds on previously identified beliefs, provides a foundation for a program and aligns with a mission statement. The vision the South Dakota School Counseling Model is as follows:

South Dakota believes that school counseling programs are an important and integral part of the overall education process.

Since students develop emotionally, socially, and academically, the school counseling program must address issues of growth and development. Growth and learning are developmental; therefore, school counseling must be developmental and sequential.

The PreK-12 developmental program is concerned with all students while recognizing the fact that individuals have needs that will continue to require special attention. As a result, the comprehensive school counseling program is for all students, with the goal of being proactive as well as crisis-oriented.

Mission **

The mission statement is a clear statement of the purpose of the school counseling program and how it relates to the overall mission of the school district. It defines the framework through which services are provided to students.

The mission is to address the needs of all students by helping them to acquire competencies in academic, career, and personal/social development domains. Working together with teachers, administrators, parents and the community, the school counselor will assist all students in becoming successful life-long learners.

****Adapted from the ASCA National Model**

Program Goals **

Goals are the extension of the vision and mission and focus on specific outcomes that fit within the academic, career and personal/social development of students. Goals, based on school data, can range from outcomes on student achievement to attendance, behavior and school safety. Usually program goals are set at the beginning of the school year.

The ASCA National Model recommends utilizing the SMART goal format (Doran, 1981) to set specific, measurable, attainable, results-oriented, and time bound goals and specifies a four-pronged approach to goal-setting:

1. Examine school data to identify academic gaps by considering race/ethnicity, gender, age or grade level.
2. Identify activities and interventions as they apply to the three domains (academic, career and personal/social).
3. Select a school improvement plan goal that aligns with the school's accountability goals.
4. Utilize the SMART goals worksheet provided below.

Sample School Counseling Program SMART Goals Worksheet

Specific Issue What is the specific issue based on our school's data?	
Measurable How will we measure the effectiveness of our interventions?	
Attainable What outcome would stretch us but is still attainable?	
Results-Oriented Is the goal reported in results-oriented data (process, perception and outcome)?	
Time Bound When will our goal be accomplished?	

STUDENT COMPETENCIES

ASCA Student Standards

Content standards are designed around the three domains: Academic, Career, and Personal/Social. Each student content standard is followed by the student competency and a list of indicators enumerating desired student learning outcomes. Student competencies define the specific knowledge, attitudes, and skills students should obtain or demonstrate as a result of participating in a comprehensive school counseling program. This listing is not meant to be all-inclusive, nor is any individual program expected to include all of the competencies. The competencies offer a foundation for what a standards-based program should address and deliver. These can be used as a basis to develop measurable indicators of student performance. For a complete list of the ASCA Student Standards, refer to **Appendix B**.

SD Content Standards and Graduation Requirements

Professional school counselors are encouraged to take into account other student standards that may be applicable and relevant to the comprehensive school counseling program including state and district initiatives, the SD Graduation Requirements, and the state content standards of the various curricular areas.

PROFESSIONAL COMPETENCIES

ASCA School Counselor Competencies

The newly-developed ASCA School Counselor Competencies address the knowledge, attitudes and skills that are necessary for professional school counselors planning and implementing comprehensive school counseling program. **Appendix C** provides a listing of those competencies that serve not only as benchmarks for necessary competencies in the school counseling field, but also as a guide towards identifying professional development needs.

ASCA Ethical Standards for School Counselors

Professional school counselors practice ethical principles of the school counseling profession in accordance with the ASCA Ethical Standards for School Counselors (2010). Although there are several ethical decision-making models, ASCA's Ethical Standards recommend the following nine-steps for guiding decisions.

1. Define the problem emotionally and logically
2. Apply relevant ASCA Ethical Standards and laws
3. Take into account the student's age and development
4. Apply the moral principles
6. Determine possible actions and consequences
7. Evaluate the chosen action
8. Consult
9. Implement the course of action

For a complete listing of the ASCA Ethical Standards for School Counselors refer to **Appendix D**.

MANAGEMENT

Professional school counselors incorporate assessments, tools and strategies that are concrete, clearly delineated and reflective of the school's needs in order to effectively develop, implement and evaluate the comprehensive school counseling program.

ASSESSMENTS

School Counselor Competencies Assessment

This type of assessment aids school counselors in assessing their own knowledge, attitudes and skills that are essential in performing activities that fall under the four components of the school counseling program. A complete listing of the School Counselor Competencies provided in Appendix C allows school counselor to self-assess on a range of competencies, while also identifying needs for professional development. In addition to those competencies, SD school counselors should familiarize themselves with the SD school counselor performance standards, as shown in **Appendix E**.

School Counseling Program Assessment

This type of assessment aids school counselors in evaluating the school counseling program based on the components of the ASCA National Model. It is important to keep in mind that each district will also set local priorities. By identifying the strengths and weaknesses of the school counseling program, school counselors can develop both short-range and long-range goals for improvement that reflect local priorities, in addition to formulating a professional development plan. A complete guide on performing this assessment is provided in **Appendix F**.

Use of Time Assessment

Determining how much time is spent on each of the components of the ASCA National Model, including direct students services, indirect student services, program management and school support, as well as non-counseling tasks, is an important component of effectively managing the school counseling program. The Delivery section of this publication describes what encompasses direct and indirect student services. While school counselors are recommended to spend 80 percent of their time in direct student services and indirect student services, 20 percent of their time is allotted for activities that fall under the program management and school support categories, such as foundation, management and accountability activities. ASCA also allows for a small percentage of the 20 percent allotment to be spent on fair-share duties that enable the smooth operation of the school. It is recommended that school counselors perform this assessment twice annually. A complete guide on performing this assessment is provided in **Appendix G**.

Use of time: Activity Guide for School Counselors

ASCA urges school counselors to advocate for spending their time on duties that are appropriate and aid the overall delivery of the school counseling program, including direct and indirect student services, program management activities, and school support activities. In order to assist school counselors in advocating for appropriate activities and

working with their administrators in eliminating inappropriate activities, we have provided the below guide to help categorize similar activities.

Appropriate Activities for School Counselors	Inappropriate Activities for School Counselors
<ul style="list-style-type: none"> • Individual student academic program planning • Counseling students who have personal, academic, or career concerns • Interpreting cognitive, aptitude and achievement tests • Collaborating with teachers to present school counseling classroom curriculum lessons • Providing teachers with suggestions for effective classroom management • Analyzing grade-point averages in relation to achievement • Ensuring counseling records are maintained • Assisting the school principal with identifying and resolving student issues, needs and problems • Advocating for students at individual education plan meetings, student study teams and school attendance review boards • Assisting with data analysis • Providing counseling to students who have disciplinary problems 	<ul style="list-style-type: none"> • Coordinating paperwork and data entry for all students • Providing long-term counseling to treat psychological disorders • Coordinating and administering cognitive, aptitude and achievement tests • Teaching classes when teachers are absent • Supervising classrooms or common areas • Computing grade-point averages • Clerical record keeping • Assisting with duties in the principal's office • Preparing individual education plans, student study teams and school attendance review boards • Serving as a data entry clerk • Performing disciplinary actions

Adapted from Campbell, C.A. & Dahir, C.A (1997). Sharing the vision: The ASCA national standards for school counseling programs, Alexandria, VA: American School Counselor Association.

SD School-Wide Assessments

There are many types of assessments that are integral to a comprehensive school counseling program. Using the School Counseling Program Assessment may assist in curriculum planning and determining student concerns. As students reach the middle and high school years, interests, abilities, and values are also assessed to provide needed information in post high school planning. Academic achievement is assessed throughout grades K-12 in a variety of formats. The following table illustrates the variety of

assessments that can be given within a school setting in the state of South Dakota and the grades in which they are usually administered:

Assessment	Grade Level	Approximate Time of Administration	Optional/Required
Dakota STEP (Accountability Test)	3-8 & 11	April	Required
Dakota STEP Alt (1% Students)	3-8 & 11	February-March	Required
Write to Learn	5, 7, 10	Twice a Year	Required
Career Interest Assessment (available within SDMyLife)	8 and/or 9	Anytime in year	Required
Career Aptitude Assessment (available within SDMyLife)	10	Anytime in year	Required
Personal Learning Plan (PLP) (available within SDMyLife)	8-12	Continuous Update	Required
South Dakota Assessment Portal	Varies	Throughout year	Optional
EXPLORE	8 or 9	October	Optional
PLAN	10	November	Optional
ASVAB	11 and 12	November	Optional
PSAT/NMSQT	11	October	Optional
ACT SAT	11 and 12	Throughout year	One type of assessment may be required for college admission
Remediation/Accuplacer	12	Throughout year	Optional
AP Testing (Advanced Placement)	11 and 12	First and second week in May	If taking an AP course
WAPT	Any new student	When first arriving in district	Required
National Career Readiness Certificate (NCRC)	TBD Summer 2013	TBD Summer 2013	Required
ACCESS	ELL, LEP, ESP students	February	Required

TOOLS

Annual Agreement

Annual agreements are utilized to facilitate a formal conversation between the school counselor and the school principal regarding the goals of the school counseling program and their alignment with the overall goals of the school. Reaching agreement on program priorities facilitates not only the smooth operation of the school counseling program, but also an understanding of the role of the school counselor. **Appendix I** outlines a template that school counselors can utilize to initiate annual agreement with administration. It is recommended this take place within the first month of the school year.

Advisory Council

An advisory council is formed as a representative group appointed to advise and assist the school counseling program within a school district.

The primary purpose of the council is to set program goals, provide support, offer advice, review present activities, and encourage new activities to meet the goals of the program. The council provides a two-way system of communication between school and the community. This communication is essential to all education programs.

Membership of the advisory council should be chosen to reflect the diversity of the community. It is recommended that the committee be comprised of staff, parents, school board members, and business and community leaders. It is also suggested that the committee be chaired by the School Counselor or School Counseling Program Director. ASCA recommends a minimum size of eight and a maximum size of 20 members. At a minimum, the group should meet two times per year with specific goals and agendas set for each meeting.

Advocacy for a program begins with creating alliances with staff, parents, and the larger community. An advisory council ensures that the school counselor is not working alone in advocating for the program, and aids with garnering support for needed funding and resources. For a step-by-step guide on selecting advisory council members, as well as establishing and determining activities for your advisory council, please refer to **Appendix J**.

Use of Data

Data is an essential component of ensuring all students are getting the benefits of the school counseling program. Achievement, attendance and behavioral data can be utilized to monitor student progress, identify those students in need of services, close achievement gaps, and improve services provided to students.

The ASCA National Model also recommends that school counselors practice disaggregation of data to allow them to examine certain groups of students. Examples of such data are: gender, race/ethnicity, socio-economic status (free or reduced lunch), course enrollment, language spoken at home, special education, grade level, and teacher assignment. Disaggregated data may reveal patterns especially useful to a school counselor.

SD STARS (SD Student Teacher Accountability Reporting System)

The purpose of SD–STARS is to aid, measure, inform. Counselors and other school personnel will have the ability to access and use high quality data to *aid* in informing instruction and decision-making. Through SD-STARS, students’ outcomes can be *measured* so educators can identify at-risk students, examine achievement gaps, evaluate programs, recognize strengths, and address areas for improvement. The ultimate goal is for stakeholders to develop a more holistic view of our education system and use that picture to *inform* systemic change.

College, Career and Life Ready: Preparing SD Students for Success

The SD Department of Education has made a commitment to focus on a support system to lay the groundwork for student success. The goals identified are as follows:

- Students entering 4th grade will be proficient or advanced in reading
- Students entering 9th grade will be proficient or advanced in math
- The achievement gap for Native American students will be eliminated
- Students will graduate from high school postsecondary and workforce ready

School counselors play an integral role in these state-wide efforts. Underlying these outcomes the SD Department of Education recognizes that the following are imperative to enhancing these efforts.

- High quality standards and instruction
- Effective teachers and leaders
- Environment conducive to learning
- Families that are engaged

More information on these initiatives can be found on the SD Department of Education website at: <http://doe.sd.gov/outcomes/index.aspx>

School Counselor Role in the Common Core Standards

The Common Core State Standards set high quality expectations for students in the areas of English-language arts and math. South Dakota’s assessments are aligned with these standards so it is important that school counselors understand the standards.

The American Counseling Association has created a document to assist school counselors. (**Appendix N**)

Program Results Data

School counselors collect and analyze data that fall into three categories: process, perception and outcome. Process data answers the question “What did you do for whom?” and serves as verification that a certain event has occurred. For example, data that describes how a study skills group was conducted (six meeting times for 45 minutes) and how many students it affected (10 fourth-grade students) fit this category.

Perception data answers the question “What do people think they know, believe or can do?” and can be collected through surveys, needs assessments, program evaluations, etc. They measure either the attainment of competencies, changes in attitudes or beliefs, or

gains in knowledge. For example, an activity evaluation given after the completion of an intervention (e.g. presentation on college application completion) in order to gather participants (college seniors) opinions about the value of that intervention fits this category. The data would describe that 90% of college seniors benefitted from this activity and found value in the information provided.

Action Plans

The school counselor uses action plans to achieve desired results. These plans can apply to every aspect of the school counseling curriculum. An action planning template can be found in **Appendix H**.

Calendars

Calendars of events serve to not only inform students, parents and staff regarding school counseling activities being held, but also to aid the school counselor in developing the comprehensive school counseling program and in ensuring that activities for all students are in place. Both annual and weekly calendars are recommended for use. The annual calendar helps the school counselor in increasing visibility for the school counseling program and can be used for activities such as school counseling classroom lessons, back-to-school nights, career or college nights, etc. Weekly calendars help the school counselor in providing a detailed schedule of activities. In order to help school counselors in South Dakota plan their annual as well as their weekly activities, **Appendix K** has been included as a guide.

RESOURCES AND STRATEGIES

Financial Resources

Adequate financial resources are provided for the school counseling program to ensure full implementation. A successful school counseling program requires a commitment of resources both to implement the program and also to maintain and improve the program. A budget detailing the financial support required for the effective operation of the program should be established. The school counseling team can work with the school administration to establish a budget that adequately supports the program. The budget should be reviewed annually, in order to accomplish evolving goals of the staff and advisory committee.

It is recommended that the school counseling program budget be separate from the department or school's administrative and testing budget. Only those items that are relevant to the current school counseling program should be included.

A realistic assessment of required resources can be made by careful development and/or preparation of the program budget. It is recommended that two separate budgets be prepared when implementing a new program:

- The “one-time-only” costs to create the system changes (primarily involved in forming, planning, designing, and implementing)
- The ongoing (annual) costs to maintain and improve the program.

Facilities, Resources, and Equipment

School counseling program facilities, resources, and equipment appropriate to carrying out the full intent of the district's program are provided.

A school counseling office is the “heart” of all school counseling services and program activities. It brings together all of the available resources and materials and makes them accessible to students. The school counseling office may be used for such activities as individual, small group sessions, large group sessions, career exploration, and individual research and planning.

For secondary students, the school counseling office provides information on career planning, job placement, financial aid and scholarship information, post-secondary planning and registration, and issues related to personal and emotional concerns. For elementary students, the school counseling office serves as a place for information and services for personal growth and development. Students and their parents can receive information about the school counseling curriculum, counseling services, and referrals.

The school counseling office also serves as a valuable resource for teachers in program planning and implementation. Resource materials are provided as well as the opportunity for joint curriculum planning with counselors. The counseling staff may also provide/offer professional development workshops for faculty and staff.

The school counseling office works with employers in coordinating employment opportunities for students and for assistance in curriculum design and delivery. The school counseling office serves as a resource for the community in offering workshop sessions on topics such as employment skills and parenting skills.

In providing all of the above services, it is recommended that at a minimum, the facility should include:

- space for individual and group counseling;
- office(s) equipped with locking file cabinets, telephone, and computer;
- a student resource/career center with appropriate materials and resources, accessible after school hours for student and parent use;
- access to classrooms as needed;
- adequate storage space, as well as access to equipment for training.

Professional Staff

Properly credentialed staff for the school counseling program is essential given that school counseling services are delivered as part of a team approach. It requires the involvement of all school staff to deliver a comprehensive program to students. However, it is the certified school counselor that provides direct services to students and is responsible for overall program direction and content.

Since school counseling staff can range from one individual to a hierarchical team, it is recommended that job descriptions be prepared for each position.

The American School Counselor Association recommends a counselor to student ratio of 1:250 to achieve maximum program effectiveness. **Appendix C** provides information on competencies for counselors as well as examples of key activities that can be utilized to job descriptions for counseling staff. As staffing is a local decision, these samples are provided as a resource in designing the personnel requirements for a local program.

Political and Legal Resources

The political resources of a school counseling program include district policy statements, pertinent state and federal laws, state and local Board of Education rules and regulations, and professional association position statements and standards.

A clear and concise Board of Education policy is essential for the successful operation of the program in the school district. A policy represents a statement of support and provides a course of action or guiding principles designed to influence and determine decisions concerning the program.

The endorsement of the local Board of Education is key in proceeding with the implementation of a program. Without its support, it is impossible to move forward with implementing a program.

As the planning and implementation of the program progresses, it is important to make periodic presentations to the Board of Education to keep them apprised on curriculum activities and program data. This advocacy step is important in achieving and maintaining support for a program.

The SD State Board of Education has approved this model. (July 2013)

Management and Support

A comprehensive school counseling program requires a support system through which the program is established, maintained, and improved. This component includes strategies that support the goals of the school system as well as the school counseling program in the following areas:

Research and Development: The development and updating of school counseling learning activities, data analysis, and follow-up studies are examples of research and development tasks.

Political and Legal Resources: The program adheres to policies, procedures, association standards, pertinent state and federal laws, state and local Board of Education rules and regulations, and professional association standards in the development and implementation of its school counseling program.

Professional Development: Counselors and other school counseling staff are continuously updating their knowledge and skills in accordance with the professional development plan.

Staff/Community Public Relations: This component involves the implementation of a marketing/public relations plan for the program. Newsletters, working with local media, and school and community presentations are examples of activities.

Community/Advisory Boards: Serving on developmental curriculum committees and community committees or advisory boards is an important component in forming networks and building program support.

Community Outreach: These activities are designed to help professional school counseling staff become knowledgeable about community resources, employment opportunities, and the local labor market. They may include visiting local businesses/industries and social service agencies on a periodic basis.

Program Management: This area includes the planning and management tasks needed to implement and support program activities such as preparing budgets, facilities design, and staffing.

Teachers as Advisors: The Teachers as Advisors program is based on the premise of providing classroom guidance instruction to all students. In this program, students are assigned to an advisor and stay with that advisor for all four years of high school. All staff serve as advisors to students. Teachers as Advisors programs operate differently in each school – advisory sessions could be daily, weekly, twice a month or even monthly depending on the needs of the school. Grade level curriculum is developed based on school and community needs. The curriculum may contain lessons in goal setting, time management, career objectives, career pathways, community service and cultural diversity. All staff presents the same curriculum.

DELIVERY

DIRECT STUDENT SERVICES

School Counseling Curriculum

A school counseling program curriculum that specifies competencies all students should achieve has been developed and implemented. The curriculum provides the content, scope and sequence, and instructional strategies of the school counseling program. It typically consists of competencies for students (organized by domains or areas and specified by grade levels) with structured strategies, activities, or units presented systematically through classrooms, large groups, or school wide events. The purpose of the school counseling curriculum is to provide students with knowledge of growth and development, assist them in acquiring and using life skills, and assist them in making future education and career plans.

The school counseling curriculum is not limited to being taught in one or two subjects, but is included in as many subjects as possible. School counselors teach, team-teach, or support teachers in delivering program curriculum through activities or units. The support of the entire school staff is necessary for its successful implementation. Also critical is that parents be invited to review, provide input and reinforce what is learned in school. Employers and community representatives should play a role in this process by collaborating with counselors and teachers in curriculum delivery.

Program activities and curriculum are developed and delivered in a number of ways:

- **Classroom Activities:** Counselors teach or team-teach with the classroom instructor. The school counseling curriculum, composed of organized objectives and activities, is delivered by teachers or counselors in classrooms or advisory groups. Counselors develop and present special school counseling units which give attention to particular developmental issues or areas of concern in their respective schools and they help prepare teachers to deliver part of the school counseling and counseling curriculum. A master calendar has been provided in the appendices as an example for use in planning learning activities in all school counseling program areas (see **Appendix K**).
- **Group Activities:** Counselors conduct small group activities outside of the classroom in response to students' identified needs or interests.
- **Individual Activities:** One-on-one instruction may occur in response to individualized needs.

Individual Planning

All students, along with their parents/guardians, are provided opportunities to develop, monitor, and manage their educational and career plans. *The focus of individual planning activities is on assisting students in developing life and career plans based on their skills, aptitudes, and abilities.* School counselors serve students and parents as facilitators of

student development. The ultimate goal is for each South Dakota student to graduate from high school and be college, career, and life ready.

As part of the South Dakota 2010 Educational Initiatives, students and their families are involved in working with school staff to create and individualized Personal Learning Plan. Each student's Personal Learning Plan will serve to guide his/her pathway to graduation. South Dakota's Pathways to Graduation information and resources must be incorporated in each student's plan.

The foundation of life and career plans is established during the elementary school years. Self-concept development, the acquisition of learning skills, interpersonal relationship skills development, decision-making, skill building, and awareness and beginning exploration of educational and career possibilities are examples of topics that are learned. This same foundation is reinforced through school counseling and counseling curriculum activities during middle and high school. New information and experiences enable students to develop and manage their plans.

During the middle school years, students' plans focus on high school course selection, taking into account the SD Pathways to Graduation criteria and postsecondary requirements. School counseling curriculum activities continue to support and guide the planning process with the creation of the Personal Learning Plan.

During the high school years, the Personal Learning Plan developed in middle school is reviewed and updated annually in accordance with students' personal, academic, and career goals. Individual planning provides time for work with students and their parents/guardians. School counseling curriculum activities continue to emphasize the development and use of career decision-making, goal-setting, and planning skills. The importance and relevance of basic academic and occupational preparation skills are emphasized.

A Senior Experience may serve as the culmination of the high school experience for many South Dakota students. This project is a high school capstone experience that requires students to demonstrate not only their knowledge, but also their abilities. Students become an "expert" in their chosen topic and showcase the skills and abilities they have gathered through their high school experience. Four major components make up the complete project. These include a portfolio, a product, a paper, and a presentation.

Individual planning is developed and directed by the school counselor. The activities are usually delivered on an individual basis or by working with individuals in small groups or advisement groups. Teachers as Advisors may also assist in this advisement activity. Individual planning is implemented through strategies such as:

- **Individual Appraisal:** Counselors work with students analyzing and evaluating their abilities, interests, skills and achievement. Test information and other data are the basis for assisting students to develop immediate and long-range plans. In addition to assessment data, other sources of appraisal information include interviews, biographical summaries, academic records, anecdotal records, career

portfolios, career plans of study, and records of past experiences including paid and non-paid work experiences.

- **Individual Advisement:** Counselors work with students using personal, academic, career, and labor market information in planning and setting goals. The involvement of students, parents, and the school in the planning of each student's Personal Learning Plan to meet his/her needs is critical. Most schools do not have sufficient counselors to provide each student and parent with individual counseling or at least enough quality time to achieve the desired results. Individualized career school counseling is possible if each teacher, administrator, and counselor becomes a planning advisor.
- **Teachers as Advisors:** Teachers as Advisors can be used to help students plan a program of study and monitor their progress. Counselors may train advisors on how to deliver career information to parents and students in an effective manner. Teachers as Advisors programs have been successful in schools and is a strategy that gives the student more individual attention for their career planning needs. It is also an excellent way to get other faculty involved in helping to deliver the school counseling curriculum.

Responsive Services

Professional school counselors develop confidential relationships with students to help them resolve or cope with problems and developmental concerns. Responsive services are preventions and interventions that meet students' immediate and future needs.

- **Individual Counseling** - is a personal and private interaction between a certified or licensed counselor and a student in which they work together on a problem or topic of interest. A face-to-face, one-to-one meeting with a counselor provides a student maximum privacy in which to freely explore ideas, feelings, and behaviors. School counselors establish trust and build a helping relationship. They respect the privacy of information, and are cognizant of the rights, integrity, and welfare of students. Counselors are obligated by law and ethical standards to report and to refer a case when a person's welfare is in jeopardy. It is a counselor's duty to inform an individual of the conditions and limitations under which assistance may be provided.
- **Small Group Counseling** – is counseling that involves a counselor working with two or more students simultaneously. Group size generally ranges from five to eight members. Group discussions may be relatively unstructured or may be based on structured learning activities. Group members have an opportunity to learn from each other. They can share ideas, give and receive feedback, increase their awareness, gain new knowledge, practice skills, and think about their goals and actions. Group discussions may be problem-centered where attention is given to particular concerns or problems. Discussions may be growth-centered where general topics are related to personal and academic development.

- **Crisis Response** – are services provided to students that aid them in working through critical and emergency situations. These services are designed as an intervention response to address immediate student needs as well as prevent any additional problems that may worsen the situation. School counselors work in accordance to school and district procedures for crisis response when providing these services.

The purpose of responsive services is to intervene on behalf of those students whose immediate personal concerns or problems put their continued academic, career, and/or personal/social development at risk. Although counselors may respond to any concerns presented by students, some topics have been identified as having high priority and/or relevance within the school setting. Topics of priority may include:

- academic success
- suicide/suicidal ideation
- bullying
- child abuse and neglect
- school drop-outs
- severe stress
- substance abuse
- pregnancy
- gang pressure/involvement
- harassment issues

Some responses are preventative: interventions with students who are on the brink of choosing unhealthy or inappropriate solutions to their problems or being unable to cope with a situation. Some responses are remedial: interventions with students who have already made unwise choices or have not coped well with problem situations.

In addition to the above topics, school districts have also identified some recurrent topics or local needs that could benefit from responsive services, including school-based issues such as: attendance, school attitudes and behaviors, peer relationships, study skills, being new to school, emergent issues in intervention or post-intervention of a traumatic event, and violence in school (school safety). Personal issues such as the following have also been identified: career indecision, financial aid, college choice, death of a family member or friend, divorce, abuse, bullying, substance abuse, and harassment issues.

INDIRECT STUDENT SERVICES

School counselors also provide indirect student services to support the achievement of all students. In order to provide these indirect services, school counselors work together with teachers, administrators, parents, school staff, and community members.

Referrals

Knowledge of school and community resources is essential for school counselors as they may need to appropriately refer students and parents for additional assistance.

Additionally, community agencies and service may also be used as referral sources.

Consultation

Consultation helps individuals think through problems and concerns, acquire more knowledge and skill, and become more objective and self-confident. This intervention can take place in individual or group conferences or through staff development activities.

Collaboration

School counselors join forces with educators, parents and the community in order to support the achievement of all students. Through teaming and partnering, school counselors can share resources, work together on advisory councils, and conduct joint presentations. Through serving on committees or advisory boards, school counselors can serve as advocates for student programs and resources. School counselors can also provide informational sessions to parents/guardians relevant to the academic, career, and personal/social needs of students.

ACCOUNTABILITY

To demonstrate the effectiveness of the school counseling program in measurable terms, professional school counselors report on immediate, intermediate and long-range results indicating how students benefit as a result of the school counseling program. Professional school counselors use data to show the impact of the school counseling program on school improvement and student achievement. Professional school counselors conduct school counseling program audits to guide future action and improve future results for all students. The performance of the professional school counselor is evaluated on basic standards of practice expected of professional school counselors implementing a school counseling program.

DATA ANALYSIS

Schools are environments rich with data. Data can provide the objective information needed to make decisions about program effectiveness. Reviewing data can help us determine how to best meet the needs of students.

School Data Profile Analysis

The school data profile is a summary of progress. This might include data related to achievement, attendance, behavior and safety. Understanding these trends allows school counselors to monitor change and to recognize areas for improvement.

When analyzing data, it can be useful to ask the following questions:

- What strengths/weaknesses are indicated by the data?
- What concerns does the data raise?
- Do achievement gaps exist?
- Are attendance rates an issue or are they being impacted?
- Is student safety an issue?
- What additional data is needed to better understand student needs and the impact of the school counseling program?
- What is the impact of the school counseling program?

Use of Time Assessment Analysis

The ASCA National Model (2012) recommends that school counselors spend eighty percent or more of their time in direct or indirect student service provision. Activities that fall under the category of direct or indirect student services include school counseling curriculum, individual student planning, responsive services, referrals, consultation and collaboration. Twenty percent or less of a school counselor's time should be spent in program management tasks such as data collection/analysis, planning and fair-share responsibilities, and meetings.

School counselors are encouraged to complete a use-of-time assessment twice annually to ascertain how they are spending their time. Once completed, it may be helpful to ask the following questions.

- What percentage of time is used for serving students?

- Is time used to the detriment of others?
- Is time used effectively?
- Is time spent toward meeting program goals?

The Use-of Time Assessment can be completed by picking a “typical week” in the fall and then again in the spring and tracking or estimating the number of hours used for direct and indirect service provision during those weeks. This can then be compared to the eighty percent ideal (see **Appendix G**).

PROGRAM RESULTS

A data-driven program equates to an effective program. Data collection provides information which can assist in evaluating student progress. Determining what is effective and what may need improvement is the end product of good data analysis.

Action Plans (outlined in the Management section of the model) detail the means to achieve the set goals. Data can be used to evaluate if goals were achieved and whether student learning or behavior was impacted.

Sharing Results

A very important component of data collection and analysis process is determining how data will be shared with others. Disseminating results is a key component in advocating for the school counseling program. It shows constituents how a school counselor positively impacts.

Regular sharing of results is recommended. Presentations that are short in length but highlight findings assist in promoting the work of the school counselor and the value of the work they do. It is important to remember that changes to student knowledge, skills, and/or behaviors are part of the overall school system effort. School counselors should be able to communicate their role to the overall achievement of students.

EVALUATION AND IMPROVEMENT

There are four key components which should be considered in the school counseling program evaluation: school counselor competencies assessment, school counseling program assessment, school counselor evaluation, and school counseling program goal review

School Counselor Competencies Assessment

ASCA competencies identify the knowledge, attitudes and skills required of a professional school counselor. These competencies assist school counselors in establishing, maintaining, and enhancing a comprehensive program. Such a program is developmental; and results-based addressing the academic, career, and personal/social needs of all students. Practicing school counselors can use the competencies as a checklist for self-evaluation. School counselor education programs can use them as benchmarks for training (See **Appendix C**).

School Counseling Program Assessment

A comprehensive school counseling program should be designed for continuous evaluation and modification. The school counseling program assessment aligns with the four components of the ASCA National Model (See **Appendix F**).

South Dakota School Counselor Annual Professional Evaluation

Professional evaluations are designed based on the role and responsibilities of the school counselor. Those roles and responsibilities are defined by the administration of a school district as well as by the district's school counseling program plan. In 2012, SDSCA formed a work group that created the SD School Counselor Annual Evaluation. It is recommended that school counselors collaborate with their administration to use this evaluation tool. (See **Appendix L**).

APPENDIX A

ADVOCACY AND PROMOTING YOUR PROGRAM SCHOOL COUNSELING PROGRAM BENEFITS

Benefits for Students

- Ensures every student receives the benefit of the school counseling program by designing content curriculum for every student
- Monitors data to facilitate student improvement
- Provides strategies for closing the achievement gap realizing some students need more assistance
- Promotes a rigorous academic curriculum for every student
- Ensure equitable access to educational opportunities
- Fosters advocacy for students
- Supports development of skills to increase student success

Benefits for Parents or Guardians

- Provides support in advocating for their children's academic, career and personal/social development
- Supports partnerships in their children's learning and career planning
- Ensures academic planning for every student
- Provides training and informational workshops
- Connects to community- and school-based services
- Provides data for continuous information on student progress
- Ensures every student receives the content of the school counseling curriculum
- Promotes a philosophy that some students require more assistance and seeks to ensure they receive it

Benefits for Teachers

- Promotes an interdisciplinary team approach to address student needs and educational goals
- Increases collaboration with school counselors and teachers
- Supports development of classroom-management skills
- Provides a system for co-facilitation of classroom guidance lessons
- Supports the learning environment
- Promotes teaming to increase student achievement
- Analyzes data to improve school climate and student achievement
- Provides the framework for the Teachers as Advisors program and thus student achievement

Benefits for Administrators

- Aligns the school counseling program with the school's academic mission
- Provides a school counseling program promoting student success
- Monitors data for school improvement
- Provides a system for managing a school counseling program
- Articulates a process for evaluating a school counseling program
- Uses data to jointly develop school counseling program goals and school counselor responsibilities
- May provide useful data for grant applications and funding sources
- Provides a proactive school guidance curriculum addressing the students' needs and enhancing school climate

Benefits for the Boards and Departments of Education

- Provides a rationale based on data for implementing a school counseling program
- Ensures equity and access to a quality school counseling program for every student
- Demonstrates the need for appropriate levels of funding
- Articulates appropriate credentials and staffing ratios (see page 8)
- Informs the community about school counseling program success
- Supports standards-based programs
- Provides data about improved student achievement

Benefits for School Counselors

- Defines responsibilities within the context of a school counseling program
- Seeks to eliminate nonessential activities for school counselors
- Supports access to every student
- Provides a tool for program management, implementation and accountability
- Recognizes school counselors as leaders, advocates and change agents
- Ensures the school counseling program's contribution to the school's mission

Benefits to Counselor Educators

- Builds collaboration between counselor education programs and schools
- Provides a framework for school counseling programs
- Provides a model for site-based school counseling fieldwork or internships
- Increases data collection for collaborative research on school counseling programs
- Establishes a framework for professional development to benefit practicing school counselors
- Promotes alliances with other constituent training programs

Benefits for Post-Secondary Education

- Enhances articulation and transition of students to post-secondary institutions
- Prepares every student for advanced educational opportunities
- Motivates every student to seek a wide range of substantial post-secondary options
- Encourages and supports rigorous academic preparation
- Promotes equity and access to post-secondary education for every student

Benefits for Student Services Personnel

- Defines the school counseling program
- Maximizes collaborative teaming to ensure individual student success
- Uses school counseling program data to maximize benefits to individual student growth
- Increases collaboration for utilizing school and community resources

Benefits for Community: Business, Labor and Industry

- Increases opportunities for business, industry and labor to actively participate in the school counseling program
- Builds collaboration, which enhances a student's post-secondary success
- Connects business, industry and labor to students and families
- Supports the academic preparation necessary for students' success in the workforce

Adapted from The ASCA National Model: A Framework for School Counseling Programs

APPENDIX B

ASCA STUDENT STANDARDS

ASCA DOMAIN: ACADEMIC DEVELOPMENT

Standard A: **Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the lifespan.**

Competency: A:A1 Improve Academic Self-Concept

Indicators: A:A1.1 Articulate feelings of competence and confidence as learners.
A:A1.2 Display a positive interest in learning
A:A1.3 Take pride in work and achievement
A:A1.4 Accept mistakes as essential to the learning process
A:A1.5 Identify attitudes and behaviors that lead to successful learning

Competency: A:A2 Acquire Skills for Improving Learning

Indicators: A:A2.1 Apply time-management and task-management skills
A:A2.2 Demonstrate how effort and persistence positively affect learning
A:A2.3 Use communication skills to know when and how to ask for help when needed
A:A2.4 Apply knowledge and learning styles to positively influence school performance

Competency: A:A3 Achieve School Success

Indicators: A:A3.1 Take responsibility for their actions
A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students.
A:A3.3 Develop a broad range of interests and abilities
A:A3.4 Demonstrate dependability, productivity, and initiative
A:A3.5 Share Knowledge

Standard B: **Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.**

Competency: A:B1 Improve Learning

Indicators: A:B1.1 Demonstrate the motivation to achieve individual potential
A:B1.2 Learn and apply critical thinking skills
A:B1.3 Apply the study skills necessary for academic success at each level
A:B1.4 Seek information and support from faculty, staff, family, and peers
A:B1.5 Organize and apply academic information from a variety of sources

A:B1.6 Use knowledge of learning styles to positively influence school performance

A:B1.7 Become a self-directed and independent learner

Competency: A:B2 Plan to Achieve Goals

Indicators:

- A:B2.1 Establish challenging academic goals in elementary, middle/junior high and school
- A:B2.2 Use assessment results in educational planning
- A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement
- A:B2.4 Apply knowledge of aptitudes and interests to goal setting
- A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals
- A:B2.6 Understand the relationship between classroom performance and success in school
- A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

Standard C: **Students will understand the relationship of academics to the world of work and to life at home and in the community.**

Competency: A:C1 Relate School to Life Experiences

Indicators:

- A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life.
- A:C1.2 Seek co-curricular and community experiences to enhance the school experience
- A:C1.3 Understand the relationship between learning and work
- A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals
- A:C1.5 Understand that school success is the preparation to make the transition from student to community member
- A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

ASCA DOMAIN: CAREER DEVELOPMENT

Standard A: **Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.**

Competency: C:A1 Develop Career Awareness

Indicators:

- C:A1.1 Develop skills to locate, evaluate, and interpret career information
- C:A1.2 Learn about the variety of traditional and nontraditional occupations
- C:A1.3 Develop an awareness of personal abilities, skills, interests, and motivations
- C:A1.4 Learn how to interact and work cooperatively in teams
- C:A1.5 Learn to make decisions
- C:A1.6 Learn how to set goals

- C:A1.7 Understand the importance of planning
- C:A1.8 Pursue and develop competency in areas of interest
- C:A1.9 Develop hobbies and vocational interests
- C:A1.10 Balance between work and leisure time

Competency: C:A2 Develop Employment Readiness

- Indicators:**
- C:A2.1 Acquire employability skills such as working on a team, problem-solving, and organizational skills
 - C:A2.2 Apply job readiness skills to seek employment opportunities
 - C:A2.3 Demonstrate knowledge about the changing workplace
 - C:A2.4 Learn about the rights and responsibilities of employers and employees
 - C:A2.5 Learn to respect individual uniqueness in the workplace
 - C:A2.6 Learn how to write a resume
 - C:A2.7 Develop a positive attitude toward work and learning
 - C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
 - C:A2.9 Utilize time and task management skills

Standard B: **Students will employ strategies to achieve future career goals with success and satisfaction**

Competency: C:B1 Acquire Career Information

- Indicators:**
- C:B1.1 Apply decision-making skills to career planning, course selection, and career transition
 - C:B1.2 Identify personal skills, interests, and abilities, and relate them to current career choice
 - C:B1.3 Demonstrate knowledge of the career planning process
 - C:B1.4 Know the various ways in which occupations can be classified
 - C:B1.5 Use research and information resources to obtain career information
 - C:B1.6 Learn to use the Internet to access career planning information
 - C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice
 - C:B1.8 Understand how changing economic and societal needs influence employment trends and future earnings

Competency: C:B2 Identify Career Goals

- Indicators:**
- C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals
 - C:B2.2 Assess and modify their educational plan to support career
 - C:B2.3 Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience
 - C:B2.4 Select course-work that is related to career interests
 - C:B2.5 Maintain a career-planning portfolio

Standard C: **Students will understand the relationship between personal qualities, education, training, and the world of work.**

Competency: C:C1 Acquire Knowledge to Achieve Career Goals

Indicators: C:C1.1 Understand the relationship between educational achievement and career goals.
C:C1.2 Explain how work can help to achieve personal success and satisfaction
C:C1.3 Identify personal preferences and interests influencing career choice and success
C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills
C:C1.5 Describe the effect of work on lifestyle
C:C1.6 Understand the importance of equity and access in career choice
C:C1.7 Understand that work is an important and satisfying means of personal expression

Competency: C:C2 Apply Skills to Achieve Career Goals

Indicators: C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational, and career goals
C:C2.2 Learn how to use conflict-management skills with peers and adults
C:C2.3 Learn to work cooperatively with others as a team Member
C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences

ASCA DOMAIN: PERSONAL/SOCIAL

Standard A: **Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.**

Competency: PS:A1 Acquire Self-Knowledge

Indicators: PS:A1.1 Develop positive attitudes toward self as a unique and worthy person
PS:A1.2 Identify values, attitudes and beliefs
PS:A1.3 Learn the goal-setting process
PS:A1.4 Understand change is a part of growth
PS:A1.5 Identify and express feelings
PS:A1.6 Distinguish between appropriate and inappropriate behavior
PS:A1.7 Recognize personal boundaries, rights and privacy needs
PS:A1.8 Understand the need for self-control and how to practice it
PS:A1.9 Demonstrate cooperative behavior in groups
PS:A1.10 Identify personal strengths and assets
PS:A1.11 Identify and discuss changing personal and social roles
PS:A1.12 Identify and recognize changing family roles

Competency: PS:A2 Acquire Interpersonal Skills

Indicators: PS:A2.1 Recognize that everyone has rights and responsibilities
PS:A2.2 Respect alternative points of view
PS:A2.3 Recognize, accept, respect and appreciate individual differences
PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity
PS:A2.5 Recognize and respect differences in various family configurations
PS:A2.6 Use effective communications skills
PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior
PS:A2.8 Learn how to make and keep friends

Standard B: **Students will make decisions, set goals, and take necessary action to achieve goals.**

Competency: PS:B1 Self-Knowledge Application

Indicators: PS:B1.1 Use a decision-making and problem-solving model
PS:B1.2 Understand consequences of decisions and choices
PS:B1.3 Identify alternative solutions to a problem
PS:B1.4 Develop effective coping skills for dealing with problems
PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
PS:B1.6 Know how to apply conflict-resolution skills
PS:B1.7 Demonstrate a respect and appreciate for individual and cultural differences
PS:B1.8 Know when peer pressure is influencing a decision
PS:B1.9 Identify long-and short-term goals
PS:B1.10 Identify alternative ways of achieving goals
PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills
PS:B1.12 Develop an action plan to set and achieve realistic goals

Standard C: **Students will understand safety and survival skills**

Competency: PS:C1 Acquire Personal Safety Skills

Indicators: PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact).
PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual
PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact
PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy
PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help
PS:C1.6 Identify resource people in the school and community, and know how to seek help
PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices
PS:C1.8 Learn about the emotional and physical dangers of substance abuse
PS:C1.9 Learn how to cope with peer pressure
PS:C1.10 Learn techniques for managing stress and conflict
PS:C1.11 Learn coping skills for managing life events

APPENDIX C

ASCA SCHOOL COUNSELOR COMPETENCIES

I. SCHOOL COUNSELING PROGRAMS

School counselors should possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, results-based school counseling program that aligns with the ASCA National Model.

I-A: Knowledge

ASCA's position statement, The Professional School Counselor and School Counseling Preparation Programs, states that school counselors should articulate and demonstrate an understanding of:

- I-A-1. The organizational structure and governance of the American educational system as well as cultural, political and social influences on current educational practices
- I-A-2. The organizational structure and qualities of an effective school counseling program that aligns with the ASCA National Model
- I-A-3. Impediments to student learning and use of advocacy and data-driven school counseling practices to act effectively in closing the achievement/opportunity gap
- I-A-4. Leadership principles and theories
- I-A-5. Individual counseling, group counseling and classroom guidance programs ensuring equitable access to resources that promote academic achievement; personal, social and emotional development; and career development including the identification of appropriate post-secondary education for every student
- I-A-6. Collaborations with stakeholders such as parents and guardians, teachers, administrators and community leaders to create learning environments that promote educational equity and success for every student
- I-A-7. Legal, ethical and professional issues in pre-K–12 schools
- I-A-8. Developmental theory, learning theories, social justice theory, multiculturalism, counseling theories and career counseling theories
- I-A-9. The continuum of mental health services, including prevention and intervention strategies to enhance student success

I-B: Abilities and Skills

An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills.

- I-B-1. Plans, organizes, implements and evaluates a school counseling program aligning with the ASCA National Model
- I-B-1a. Creates a vision statement examining the professional and personal competencies and qualities a school counselor should possess
- I-B-1b. Describes the rationale for a comprehensive school counseling program
- I-B-1c. Articulates the school counseling themes of advocacy, leadership, collaboration and systemic change, which are critical to a successful school counseling program.
- I-B-1d. Describes, defines and identifies the qualities of an effective school counseling program
- I-B-1e. Describes the benefits of a comprehensive school counseling program for all stakeholders, including students, parents, teachers, administrators, school boards, department of education, school counselors, counselor educators, community stakeholders and business leaders

- __ I-B-1f. Describes the history of school counseling to create a context for the current state of the profession and comprehensive school counseling programs
- __ I-B-1g. Uses technology effectively and efficiently to plan, organize, implement and evaluate the comprehensive school counseling program
- __ I-B-1h. Demonstrates multicultural, ethical and professional competencies in planning, organizing, implementing and evaluating the comprehensive school counseling program

- __ I-B-2. Serves as a leader in the school and community to promote and support student success
- __ I-B-2a. Understands and defines leadership and its role in comprehensive school counseling programs
- __ I-B-2b. Identifies and applies a model of leadership to a comprehensive school counseling program
- __ I-B-2c. Identifies and demonstrates professional and personal qualities and skills of effective leaders
- __ I-B-2d. Identifies and applies components of the ASCA National Model requiring leadership, such as an advisory council, management system and accountability
- __ I-B-2e. Creates a plan to challenge the non-counseling tasks that are assigned to school counselors

- __ I-B-3. Advocates for student success
- __ I-B-3a. Understands and defines advocacy and its role in comprehensive school counseling programs
- __ I-B-3b. Identifies and demonstrates benefits of advocacy with school and community stakeholders
- __ I-B-3c. Describes school counselor advocacy competencies, which include dispositions, knowledge and skills
- __ I-B-3d. Reviews advocacy models and develops a personal advocacy plan
- __ I-B-3e. Understands the process for development of policy and procedures at the building, district, state and national levels

- __ I-B-4. Collaborates with parents, teachers, administrators, community leaders and other stakeholders to promote and support student success
- __ I-B-4a. Defines collaboration and its role in comprehensive school counseling programs
- __ I-B-4b. Identifies and applies models of collaboration for effective use in a school counseling program and understands the similarities and differences between consultation, collaboration and counseling and coordination strategies.
- __ I-B-4c. Creates statements or other documents delineating the various roles of student service providers, such as school social worker, school psychologist, school nurse, and identifies best practices for collaborating to affect student success
- __ I-B-4d. Understands and knows how to apply a consensus-building process to foster agreement in a group
- __ I-B-4e. Understands how to facilitate group meetings to effectively and efficiently meet group goals

- __ I-B-5. Acts as a systems change agent to create an environment promoting and supporting student success
- __ I-B-5a. Defines and understands system change and its role in comprehensive school counseling programs
- __ I-B-5b. Develops a plan to deal with personal (emotional and cognitive) and institutional resistance impeding the change process
- __ I-B-5c. Understands the impact of school, district and state educational policies, procedures and practices supporting and/or impeding student success

I-C: Attitudes

School counselors believe:

- I-C-1. Every student can learn, and every student can succeed
- I-C-2. Every student should have access to and opportunity for a high-quality education
- I-C-3. Every student should graduate from high school and be prepared for employment or college and other post-secondary education
- I-C-4. Every student should have access to a school counseling program
- I-C-5. Effective school counseling is a collaborative process involving school counselors, students, parents, teachers, administrators, community leaders and other stakeholders
- I-C-6. School counselors can and should be leaders in the school and district
- I-C-7. The effectiveness of school counseling programs should be measurable using process, perception and results data

II: FOUNDATIONS

School counselors should possess the knowledge, abilities, skills and attitudes necessary to establish the foundations of a school counseling program aligning with the ASCA National Model.

II-A: Knowledge

School counselors should articulate and demonstrate an understanding of:

- II-A-1. Beliefs and philosophy of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level
- II-A-2. Educational systems, philosophies and theories and current trends in education, including federal and state legislation
- II-A-3. Learning theories
- II-A-4. History and purpose of school counseling, including traditional and transformed roles of school counselors
- II-A-5. Human development theories and developmental issues affecting student success
- II-A-6. District, state and national student standards and competencies, including ASCA Student Standards
- II-A-7. Legal and ethical standards and principles of the school counseling profession and educational systems, including district and building policies
- II-A-8. Three domains of academic achievement, career planning, and personal and social development

II-B: Abilities and Skills

An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills.

- II-B-1. Develops the beliefs and philosophy of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level
- II-B-1a. Examines personal, district and state beliefs, assumptions and philosophies about student success, specifically what they should know and be able to do
- II-B-1b. Demonstrates knowledge of a school's particular educational philosophy and mission
- II-B-1c. Conceptualizes and writes a personal philosophy about students, families, teachers, school counseling programs and the educational process consistent with the school's educational philosophy and mission

- __ II-B-2. Develops a school counseling mission statement aligning with the school, district and state mission.
- __ II-B-2a. Critiques a school district mission statement and identifies or writes a mission statement aligning with beliefs
- __ II-B-2b. Writes a school counseling mission statement that is specific, concise, clear and comprehensive, describing a school counseling program's purpose and a vision of the program's benefits every student
- __ II-B-2c. Communicates the philosophy and mission of the school counseling program to all appropriate stakeholders

- __ II-B-3. Uses student standards, such as ASCA Student Standards, and district or state standards, to drive the implementation of a comprehensive school counseling program
- __ II-B-3a. Crosswalks the ASCA Student Standards with other appropriate standards
- __ II-B-3b. Prioritizes student standards that align with the school's goals
- __ II-B-4. Applies the ethical standards and principles of the school counseling profession and adheres to the legal aspects of the role of the school counselor

- __ II-B-4a. Practices ethical principles of the school counseling profession in accordance with the ASCA Ethical Standards for School Counselors
- __ II-B-4b. Understands the legal and ethical nature of working in a pluralistic, multicultural, and technological society.
- __ II-B-4c. Understands and practices in accordance with school district policy and local, state and federal statutory requirements.
- __ II-B-4d. Understands the unique legal and ethical nature of working with minor students in a school setting.
- __ II-B-4e. Advocates responsibly for school board policy, local, state and federal statutory requirements that are in the best interests of students
- __ II-B-4f. Resolves ethical dilemmas by employing an ethical decision-making model appropriate to work in schools.
- __ II-B-4g. Models ethical behavior
- __ II-B-4h. Continuously engages in professional development and uses resources to inform and guide ethical and legal work
- __ II-B-4i. Practices within the ethical and statutory limits of confidentiality
- __ II-B-4j. Continually seeks consultation and supervision to guide legal and ethical decision making and to recognize and resolve ethical dilemmas
- __ II-B-4k. Understands and applies an ethical and legal obligation not only to students but to parents, administration and teachers as well

II-C: Attitudes

School counselors believe:

- __ II-C-1. School counseling is an organized program for every student and not a series of services provided only to students in need
- __ II-C-2. School counseling programs should be an integral component of student success and the overall mission of schools and school districts
- __ II-C-3. School counseling programs promote and support academic achievement, personal and social development and career planning for every student
- __ II-C-4. School counselors operate within a framework of school and district policies, state laws and regulations and professional ethics standards

III: DELIVERY

School counselors should possess the knowledge, abilities, skills and attitudes necessary to deliver a school counseling program aligning with the ASCA National Model.

III-A: Knowledge

School counselors should articulate and demonstrate an understanding of:

- III-A-1. The concept of a school counseling core curriculum
- III-A-2. Counseling theories and techniques that work in school, such as solution-focused brief counseling, reality therapy, cognitive-behavioral therapy
- III-A-3. Counseling theories and techniques in different settings, such as individual planning, group counseling and classroom guidance
- III-A-4. Classroom management
- III-A-5. Principles of career planning and college admissions, including financial aid and athletic eligibility
- III-A-6. Principles of working with various student populations based on ethnic and racial background, English language proficiency, special needs, religion, gender and income
- III-A-7. Responsive services
- III-A-8. Crisis counseling, including grief and bereavement

III-B: Abilities and Skills

An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills.

- III-B-1. Implements the school counseling core curriculum
 - III-B-1a. Crosswalks ASCA Student Standards with appropriate guidance curriculum
 - III-B-1b. Develops and presents a developmental guidance curriculum addressing all students' needs, including closing-the-gap activities
 - III-B-1c. Demonstrates classroom management and instructional skills
 - III-B-1d. Develops materials and instructional strategies to meet student needs and school goals
 - III-B-1e. Encourages staff involvement to ensure the effective implementation of the school guidance curriculum
 - III-B-1f. Knows, understands and uses a variety of technology in the delivery of school counseling core curriculum activities
 - III-B-1g. Understands multicultural and pluralistic trends when developing and choosing school counseling core curriculum
 - III-B-1h. Understands the resources available for students with special needs
- III-B-2. Facilitates individual student planning
 - III-B-2a. Understands individual student planning as a component of a comprehensive program.
 - III-B-2b. Develops strategies to implement individual student planning, such as strategies for appraisal, advisement, goal-setting, decision-making, social skills, transition or postsecondary planning
 - III-B-2c. Helps students establish goals, and develops and uses planning skills in collaboration with parents or guardians and school personnel
 - III-B-2d. Understands career opportunities, labor market trends, and global economics, and uses various career assessment techniques to assist students in understanding their abilities and career interests
 - III-B-2e. Helps students learn the importance of college and other post-secondary education and helps students navigate the college admissions process

- __ III-B-2f. Understands the relationship of academic performance to the world of work, family life and community service
- __ III-B-2g. Understands methods for helping students monitor and direct their own learning and personal/social and career development

- __ III-B-3. Provides responsive services
 - __ III-B-3a. Understands how to make referrals to appropriate professionals when necessary
 - __ III-B-3b. Lists and describes interventions used in responsive services, such as consultation, individual and small-group counseling, crisis counseling, referrals and peer facilitation
 - __ III-B-3c. Compiles resources to utilize with students, staff and families to effectively address issues through responsive services
 - __ III-B-3d. Understands appropriate individual and small-group counseling theories and techniques such as rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems
 - __ III-B-3e. Demonstrates an ability to provide counseling for students during times of transition, separation, heightened stress and critical change
 - __ III-B-3f. Understands what defines a crisis, the appropriate response and a variety of intervention strategies to meet the needs of the individual, group, or school community before, during and after crisis response
 - __ III-B-3g. Provides team leadership to the school and community in a crisis
 - __ III-B-3h. Involves appropriate school and community professionals as well as the family in a crisis situation
 - __ III-B-3i. Develops a database of community agencies and service providers for student referrals
 - __ III-B-3j. Applies appropriate counseling approaches to promoting change among consultees within a consultation approach
 - __ III-B-3k. Understands and is able to build effective and high-quality peer helper programs
 - __ III-B-3l. Understands the nature of academic, career and personal/social counseling in schools and the similarities and differences among school counseling and other types of counseling, such as mental health, marriage and family, and substance abuse counseling, within a continuum of care
 - __ III-B-3m. Understands the role of the school counselor and the school counseling program in the school crisis plan

- __ III-B-4. Implements program management and school support activities for the comprehensive school counseling program
 - __ III-B-4a. Creates a program management and school support planning document addressing school counselor's responsibilities for professional development, consultation and collaboration and program management
 - __ III-B-4b. Coordinates activities that establish, maintain and enhance the school counseling program as well as other educational programs
 - __ III-B-4c. Conducts in-service training for other stakeholders to share school counseling expertise
 - __ III-B-4d. Understands and knows how to provide supervision for school counseling interns consistent with the principles of the ASCA National Model

III-C: Attitudes

School counselors believe:

- __ III-C-1 School counseling is one component in the continuum of care that should be available to all students

- __ III-C-2 School counselors coordinate and facilitate counseling and other services to ensure all students receive the care they need, even though school counselors may not personally provide the care themselves
- __ III-C-3 School counselors engage in developmental counseling and short-term responsive counseling
- __ III-C-4 School counselors should refer students to district or community resources to meet more extensive needs such as long-term therapy or diagnoses of disorders

IV: MANAGEMENT

School counselors should possess the knowledge, abilities, skills and attitudes necessary to manage a school counseling program aligning with the ASCA National Model.

IV-A: Knowledge

School counselors should articulate and demonstrate an understanding of:

- __ IV-A-1. Leadership principles, including sources of power and authority, and formal and informal leadership
- __ IV-A-2. Organization theory to facilitate advocacy, collaboration and systemic change
- __ IV-A-3. Presentation skills for programs such as teacher in-services and results reports to school boards
- __ IV-A-4. Time management, including long- and short-term management using tools such as schedules and calendars
- __ IV-A-5. Data-driven decision making
- __ IV-A-6. Current and emerging technologies such as use of the Internet, Web-based resources and management information systems

IV-B: Abilities and Skills

An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills.

- __ IV-B-1. Negotiates with the administrator to define the management system for the comprehensive school counseling program
 - __ IV-B-1a. Discusses and develops the components of the school counselor management system with the other members of the counseling staff
 - __ IV-B-1b. Presents the school counseling management system to the principal, and finalizes an annual school counseling management agreement
 - __ IV-B-1c. Discusses the anticipated program results when implementing the action plans for the school year
 - __ IV-B-1d. Participates in professional organizations
 - __ IV-B-1e. Develops a yearly professional development plan demonstrating how the school counselor advances relevant knowledge, skills and dispositions
 - __ IVB-1f. Communicates effective goals and benchmarks for meeting and exceeding expectations consistent with the administrator-counselor agreement and district performance appraisals
 - __ IV-B-1g. Uses personal reflection, consultation and supervision to promote professional growth and development
- __ IV-B-2. Establishes and convenes an advisory council for the comprehensive school counseling program
 - __ IV-B-2a. Uses leadership skills to facilitate vision and positive change for the comprehensive school counseling program

- __ IV-B-2b. Determines appropriate education stakeholders who should be represented on the advisory council
- __ IV-B-2c. Develops meeting agendas
- __ IV-B-2d. Reviews school data, school counseling program audit and school counseling program goals with the council
- __ IV-B-2e. Records meeting notes and distributes as appropriate
- __ IV-B-2f. Analyzes and incorporates feedback from advisory council related to school counseling program goals as appropriate

- __ IV-B-3. Collects, analyzes and interprets relevant data, including process, perception and outcome data, to monitor and improve student behavior and achievement
- __ IV-B-3a. Analyzes, synthesizes and disaggregates data to examine student outcomes and to identify and implement interventions as needed
- __ IV-B-3b. Uses data to identify policies, practices and procedures leading to successes, systemic barriers and areas of weakness
- __ IV-B-3c. Uses student data to demonstrate a need for systemic change in areas such as course enrollment patterns; equity and access; and the achievement, opportunity and information gap
- __ IV-B-3d. Understands and uses data to establish goals and activities to close the achievement, opportunity and information gap
- __ IV-B-3e. Knows how to use and analyze data to evaluate the school counseling program, research activity outcomes and identify gaps between and among different groups of students
- __ IV-B-3f. Uses school data to identify and assist individual students who do not perform at grade level and do not have opportunities and resources to be successful in school
- __ IV-B-3g. Knows and understands theoretical and historical basis for assessment techniques

- __ IV-B-4. Organizes and manages time to implement an effective school counseling program
- __ IV-B-4a. Identifies appropriate distribution of school counselor's time based on delivery system and school's data
- __ IV-B-4b. Creates a rationale for school counselor's time to focus on the goals of the comprehensive school counseling program
- __ IV-B-4c. Identifies and evaluates fair-share responsibilities, which articulate appropriate and inappropriate counseling and non-counseling activities
- __ IV-B-4d. Creates a rationale for the school counselor's total time spent in each component of the school counseling program

- __ IV-B-5. Develops calendars to ensure the effective implementation of the school counseling program
- __ IV-B-5a. Creates annual, monthly and weekly calendars to plan activities to reflect school goals
- __ IV-B-5b. Demonstrates time-management skills including scheduling, publicizing and prioritizing time and task

- __ IV-B-6. Designs and implements action plans aligning with school and school counseling program goals
- __ IV-B-6a. Uses appropriate academic and behavioral data to develop school counseling core curriculum and closing-the-gap action plan and determines appropriate students for the target group or interventions
- __ IV-B-6b. Identifies ASCA domains, standards and competencies being addressed by the plan
- __ IV-B-6c. Determines the intended impact on academics and behavior

- IV-B-6d. Identifies appropriate activities to accomplish objectives
- IV-B-6e. Identifies appropriate resources needed
- IV-B-6f. Identifies data-collection strategies to gather process, perception and outcome data
- IV-B-6g. Shares results of action plans with staff, parents and community.

IV-C: Attitudes

School counselors believe:

- IV-C-1. A school counseling program/department must be managed like other programs and departments in a school
- IV-C-2. One of the critical responsibilities of a school counselor is to plan, organize, implement and evaluate a school counseling program
- IV-C-3. Management of a school counseling program must be done in collaboration with administrators.

V: ACCOUNTABILITY

School counselors should possess the knowledge, abilities, skills and attitudes necessary to monitor and evaluate the processes and results of a school counseling program aligning with the ASCA National Model.

V-A: Knowledge

School counselors should articulate and demonstrate an understanding of:

- V-A-1. Basic concept of results-based school counseling and accountability issues
- V-A-2. Basic research and statistical concepts to read and conduct research
- V-A-3. Use of data to evaluate program effectiveness and to determine program needs
- V-A-4. Program audits and results reports

V-B: Abilities and Skills

An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills.

- V-B-1. Uses data from results reports to evaluate program effectiveness and to determine program needs
- V-B-1a. Uses formal and informal methods of program evaluation to design and modify comprehensive school counseling programs
- V-B-1b. Uses student data to support decision making in designing effective school counseling programs and interventions
- V-B-1c. Measures results attained from school counseling core curriculum and closing-the-gap activities
- V-B-1d. Works with members of the school counseling team and with the administration to decide how school counseling programs are evaluated and how results are shared
- V-B-1e. Collects process, perception and outcome data
- V-B-1f. Uses technology in conducting research and program evaluation
- V-B-1g. Reports program results to professional school counseling community
- V-B-1h. Uses data to demonstrate the value the school counseling program adds to student achievement
- V-B-1i. Uses results obtained for program improvement

- __ V-B-2. Understands and advocates for appropriate school counselor performance appraisal process based on school counselors competencies and implementation of the school counseling core curriculum and agreed-upon action plans
- __ V-B-2a. Conducts self-appraisal related to school counseling skills and performance
- __ V-B-2b. Identifies how school counseling activities fit within categories of performance appraisal instrument
- __ V-B-2c. Encourages administrators to use performance appraisal instrument reflecting appropriate responsibilities for school counselors

- __ V-B-3. Conducts a program assessment
- __ V-B-3a. Completes a program assessment to compare current school counseling program implementation with the ASCA National Model
- __ V-B-3b. Shares the results of the program assessment with administrators, the advisory council and other appropriate stakeholders
- __ V-B-3c. Identifies areas for improvement for the school counseling program

V-C: Attitudes

School counselors believe:

- __ V-C-1. School counseling programs should achieve demonstrable results
- __ V-C-2. School counselors should be accountable for the results of the school counseling program
- __ V-C-3. School counselors should use quantitative and qualitative data to evaluate their school counseling program and to demonstrate program results
- __ V-C-4. The results of the school counseling program should be analyzed and presented in the context of the overall school and district performance

(Adopted 1984; revised 1992, 1998, 2004 and 2010)

Preamble

The American School Counselor Association (ASCA) is a professional organization whose members are school counselors certified/licensed in school counseling with unique qualifications and skills to address all students' academic, personal/social and career development needs. Members are also school counseling program directors/supervisors and counselor educators. These ethical standards are the ethical responsibility of school counselors. School counseling program directors/supervisors should know them and provide support for practitioners to uphold them. School counselor educators should know them, teach them to their students and provide support for school counseling candidates to uphold them.

Professional school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the following tenets of professional responsibility:

- Each person has the right to be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations including: ethnic/racial identity, age, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.
- Each person has the right to receive the information and support needed to move toward self-direction and self-development and affirmation within one's group identities, with special care being given to students who have historically not received adequate educational services, e.g., students of color, students living at a low socio-economic status, students with disabilities and students from non-dominant language backgrounds.
- Each person has the right to understand the full magnitude and meaning of his/her educational choices and how those choices will affect future opportunities.
- Each person has the right to privacy and thereby the right to expect the school-counselor/student relationship to comply with all laws, policies and ethical standards pertaining to confidentiality in the school setting.
- Each person has the right to feel safe in school environments that school counselors help create, free from abuse, bullying, neglect, harassment or other forms of violence.

In this document, ASCA specifies the principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism among its members. The Ethical Standards for School Counselors were developed to clarify the nature of ethical responsibilities held in common by school counselors, supervisors/directors of school counseling programs and school counselor educators. The purposes of this document are to:

- Serve as a guide for the ethical practices of all professional school counselors, supervisors/directors of school counseling programs and school counselor educators regardless of level, area, population served or membership in this professional association;
- Provide self-appraisal and peer evaluations regarding school counselors' responsibilities to students, parents/guardians, colleagues and professional associates, schools, communities and the counseling profession; and
- Inform all stakeholders, including students, parents and guardians, teachers, administrators, community members and courts of justice, of best ethical practices, values and expected behaviors of the school counseling professional.

A.1. Responsibilities to Students

Professional school counselors:

- a. Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals.
- b. Are concerned with the educational, academic, career, personal and social needs and encourage the maximum development of every student.
- c. Respect students' values, beliefs and cultural background and do not impose the school counselor's personal values on students or their families.
- d. Are knowledgeable of laws, regulations and policies relating to students and strive to protect and inform students regarding their rights.
- e. Promote the welfare of individual students and collaborate with them to develop an action plan for success.
- f. Consider the involvement of support networks valued by the individual students.
- g. Understand that professional distance with students is appropriate, and any sexual or romantic relationship with students whether illegal in the state of practice is considered a grievous breach of ethics and is prohibited regardless of a student's age.
- h. Consider the potential for harm before entering into a relationship with former students or one of their family members.

A.2. Confidentiality

Professional school counselors:

- a. Inform individual students of the purposes, goals, techniques and rules of procedure under which they may receive counseling. Disclosure includes the limits of confidentiality in a developmentally appropriate manner. Informed consent requires competence on the part of students to understand the limits of confidentiality and

therefore, can be difficult to obtain from students of a certain developmental level. Professionals are aware that even though every attempt is made to obtain informed consent it is not always possible and when needed will make counseling decisions on students' behalf.

b. Explain the limits of confidentiality in appropriate ways such as classroom guidance lessons, the student handbook, school counseling brochures, school Web site, verbal notice or other methods of student, school and community communication in addition to oral notification to individual students.

c. Recognize the complicated nature of confidentiality in schools and consider each case in context. Keep information confidential unless legal requirements demand that confidential information be revealed or a breach is required to prevent serious and foreseeable harm to the student. Serious and foreseeable harm is different for each minor in schools and is defined by students' developmental and chronological age, the setting, parental rights and the nature of the harm. School counselors consult with appropriate professionals when in doubt as to the validity of an exception.

d. Recognize their primary obligation for confidentiality is to the students but balance that obligation with an understanding of parents'/guardians' legal and inherent rights to be the guiding voice in their children's lives, especially in value-laden issues. Understand the need to balance students' ethical rights to make choices, their capacity to give consent or assent and parental or familial legal rights and responsibilities to protect these students and make decisions on their behalf.

e. Promote the autonomy and independence of students to the extent possible and use the most appropriate and least intrusive method of breach. The developmental age and the circumstances requiring the breach are considered and as appropriate students are engaged in a discussion about the method and timing of the breach.

f. In absence of state legislation expressly forbidding disclosure, consider the ethical responsibility to provide information to an identified third party who, by his/her relationship with the student, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Disclosure requires satisfaction of all of the following conditions:

- Student identifies partner or the partner is highly identifiable
- School counselor recommends the student notify partner and refrain from further high-risk behavior
- Student refuses
- School counselor informs the student of the intent to notify the partner
- School counselor seeks legal consultation from the school district's legal representative in writing as to the legalities of informing the partner

g. Request of the court that disclosure not be required when the release of confidential information may potentially harm a student or the counseling relationship.

h. Protect the confidentiality of students' records and release personal data in accordance with prescribed federal and state laws and school policies including the laws within the Family Education Rights and Privacy Act (FERPA). Student information stored and transmitted electronically is treated with the same care as traditional student records. Recognize the vulnerability of confidentiality in electronic communications and only transmit sensitive information electronically in a way that is untraceable to students' identity. Critical information such as a student who has a history of suicidal ideation must be conveyed to the receiving school in a personal contact such as a phone call.

A.3. Academic, Career/College/Post-Secondary Access and Personal/Social Counseling Plans

Professional school counselors:

a. Provide students with a comprehensive school counseling program that parallels the ASCA National Model with emphasis on working jointly with all students to develop personal/social, academic and career goals.

b. Ensure equitable academic, career, post-secondary access and personal/social opportunities for all students through the use of data to help close achievement gaps and opportunity gaps.

c. Provide and advocate for individual students' career awareness, exploration and post-secondary plans supporting the students' right to choose from the wide array of options when they leave secondary education.

A.4. Dual Relationships

Professional school counselors:

a. Avoid dual relationships that might impair their objectivity and increase the risk of harm to students (e.g., counseling one's family members or the children of close friends or associates). If a dual relationship is unavoidable, the school counselor is responsible for taking action to eliminate or reduce the potential for harm to the student through use of safeguards, which might include informed consent, consultation, supervision and documentation.

b. Maintain appropriate professional distance with students at all times.

c. Avoid dual relationships with students through communication mediums such as social networking sites.

d. Avoid dual relationships with school personnel that might infringe on the integrity of the school counselor/student relationship.

A.5. Appropriate Referrals

Professional school counselors:

a. Make referrals when necessary or appropriate to outside resources for student and/or family support. Appropriate referrals may necessitate informing both parents/guardians and students of applicable resources and making proper plans for transitions with minimal interruption of services. Students retain the right to discontinue the counseling relationship at any time.

b. Help educate about and prevent personal and social concerns for all students within the school counselor's scope of education and competence and make necessary referrals when the counseling needs are beyond the individual school counselor's education and training. Every attempt is made to find appropriate specialized resources for clinical therapeutic topics that are difficult or inappropriate to address in a school setting such as eating disorders, sexual trauma, chemical dependency and other addictions needing sustained clinical duration or assistance.

c. Request a release of information signed by the student and/or parents/guardians when attempting to develop a collaborative relationship with other service providers assigned to the student.

d. Develop a reasonable method of termination of counseling when it becomes apparent that counseling assistance is no longer needed or a referral is necessary to better meet the student's needs.

A.6. Group Work

Professional school counselors:

- a. Screen prospective group members and maintain an awareness of participants' needs, appropriate fit and personal goals in relation to the group's intention and focus. The school counselor takes reasonable precautions to protect members from physical and psychological harm resulting from interaction within the group.
- b. Recognize that best practice is to notify the parents/guardians of children participating in small groups.
- c. Establish clear expectations in the group setting, and clearly state that confidentiality in group counseling cannot be guaranteed. Given the developmental and chronological ages of minors in schools, recognize the tenuous nature of confidentiality for minors renders some topics inappropriate for group work in a school setting.
- d. Provide necessary follow up with group members, and document proceedings as appropriate.
- e. Develop professional competencies, and maintain appropriate education, training and supervision in group facilitation and any topics specific to the group.
- f. Facilitate group work that is brief and solution-focused, working with a variety of academic, career, college and personal/social issues.

A.7. Danger to Self or Others

Professional school counselors:

- a. Inform parents/guardians and/or appropriate authorities when a student poses a danger to self or others. This is to be done after careful deliberation and consultation with other counseling professionals.
- b. Report risk assessments to parents when they underscore the need to act on behalf of a child at risk; never negate a risk of harm as students sometimes deceive in order to avoid further scrutiny and/or parental notification.
- c. Understand the legal and ethical liability for releasing a student who is in danger to self or others without proper and necessary support for that student.

A.8. Student Records

Professional school counselors:

- a. Maintain and secure records necessary for rendering professional services to the student as required by laws, regulations, institutional procedures and confidentiality guidelines.
- b. Keep sole-possession records or individual student case notes separate from students' educational records in keeping with state laws.
- c. Recognize the limits of sole-possession records and understand these records are a memory aid for the creator and in absence of privileged communication may be subpoenaed and may become educational records when they are shared or are accessible to others in either verbal or written form or when they include information other than professional opinion or personal observations.
- d. Establish a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding sole possession records when the student transitions to the next level, transfers to another school or graduates. Apply careful discretion

and deliberation before destroying sole-possession records that may be needed by a court of law such as notes on child abuse, suicide, sexual harassment or violence.

- e. Understand and abide by the Family Education Rights and Privacy Act (FERPA, 1974), which safeguards student's records and allows parents to have a voice in what and how information is shared with others regarding their child's educational records.

A.9. Evaluation, Assessment and Interpretation

Professional school counselors:

- a. Adhere to all professional standards regarding selecting, administering and interpreting assessment measures and only utilize assessment measures that are within the scope of practice for school counselors and for which they are trained and competent.
- b. Consider confidentiality issues when utilizing evaluative or assessment instruments and electronically based programs.
- c. Consider the developmental age, language skills and level of competence of the student taking the assessments before assessments are given.
- d. Provide interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the students can understand.
- e. Monitor the use of assessment results and interpretations, and take reasonable steps to prevent others from misusing the information.
- f. Use caution when utilizing assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.
- g. Assess the effectiveness of their program in having an impact on students' academic, career and personal/social development through accountability measures especially examining efforts to close achievement, opportunity and attainment gaps.

A.10. Technology

Professional school counselors:

- a. Promote the benefits of and clarify the limitations of various appropriate technological applications. Professional school counselors promote technological applications (1) that are appropriate for students' individual needs, (2) that students understand how to use and (3) for which follow-up counseling assistance is provided.
- b. Advocate for equal access to technology for all students, especially those historically underserved.
- c. Take appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted through the use of computers, facsimile machines, telephones, voicemail, answering machines and other electronic or computer technology.
- d. Understand the intent of FERPA and its impact on sharing electronic student records.
- e. Consider the extent to which cyberbullying is interfering with students' educational process and base guidance curriculum and intervention programming for this pervasive and potentially dangerous problem on research-based and best practices.

A.11. Student Peer Support Program

Professional school counselors:

- a. Have unique responsibilities when working with peer-helper or student-assistance programs and safeguard the welfare of students participating in peer-to-peer programs under their direction.
- b. Are ultimately responsible for appropriate training and supervision for students serving as peer-support individuals in their school counseling programs.

B. RESPONSIBILITIES TO PARENTS/GUARDIANS

B.1. Parent Rights and Responsibilities

Professional school counselors:

- a. Respect the rights and responsibilities of parents/guardians for their children and endeavor to establish, as appropriate, a collaborative relationship with parents/guardians to facilitate students' maximum development.
- b. Adhere to laws, local guidelines and ethical standards of practice when assisting parents/guardians experiencing family difficulties interfering with the student's effectiveness and welfare.
- c. Are sensitive to diversity among families and recognize that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for their children's welfare by virtue of their role and according to law.
- d. Inform parents of the nature of counseling services provided in the school setting.
- e. Adhere to the FERPA act regarding disclosure of student information.
- f. Work to establish, as appropriate, collaborative relationships with parents/guardians to best serve student.

B.2. Parents/Guardians and Confidentiality

Professional school counselors:

- a. Inform parents/guardians of the school counselor's role to include the confidential nature of the counseling relationship between the counselor and student.
- b. Recognize that working with minors in a school setting requires school counselors to collaborate with students' parents/guardians to the extent possible.
- c. Respect the confidentiality of parents/guardians to the extent that is reasonable to protect the best interest of the student being counseled.
- d. Provide parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical responsibilities to the student.
- e. Make reasonable efforts to honor the wishes of parents/guardians concerning information regarding the student unless a court order expressly forbids the involvement of a parent(s). In cases of divorce or separation, school counselors exercise a good-faith effort to keep both parents informed, maintaining focus on the student and avoiding supporting one parent over another in divorce proceedings.

C. RESPONSIBILITIES TO COLLEAGUES AND PROFESSIONAL ASSOCIATES

C.1. Professional Relationships

Professional school counselors, the school counseling program director/site supervisor and the school counselor educator:

- a. Establish and maintain professional relationships with faculty, staff and administration to facilitate an optimum counseling program.
- b. Treat colleagues with professional respect, courtesy and fairness.
- c. Recognize that teachers, staff and administrators who are high-functioning in the personal and social development skills can be powerful allies in supporting student success. School counselors work to develop relationships with all faculty and staff in order to advantage students.
- d. Are aware of and utilize related professionals, organizations and other resources to whom the student may be referred.

C.2. Sharing Information with Other Professionals

Professional school counselors:

- a. Promote awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information and staff consultation.
- b. Provide professional personnel with accurate, objective, concise and meaningful data necessary to adequately evaluate, counsel and assist the student.
- c. Secure parental consent and develop clear agreements with other mental health professionals when a student is receiving services from another counselor or other mental health professional in order to avoid confusion and conflict for the student and parents/guardians.
- d. Understand about the "release of information" process and parental rights in sharing information and attempt to establish a cooperative and collaborative relationship with other professionals to benefit students.
- e. Recognize the powerful role of ally that faculty and administration who function high in personal/social development skills can play in supporting students in stress, and carefully filter confidential information to give these allies what they "need to know" in order to advantage the student. Consultation with other members of the school counseling profession is helpful in determining need-to-know information. The primary focus and obligation is always on the student when it comes to sharing confidential information.
- f. Keep appropriate records regarding individual students, and develop a plan for transferring those records to another professional school counselor should the need occur. This documentation transfer will protect the confidentiality and benefit the needs of the student for whom the records are written.

C.3. Collaborating and Educating Around the Role of the School Counselor

The school counselor, school counseling program supervisor/director and school counselor educator:

- a. Share the role of the school counseling program in ensuring data-driven academic, career/college and personal/social success compe-

tencies for every student, resulting in specific outcomes/indicators with all stakeholders.

b. Broker services internal and external to the schools to help ensure every student receives the benefits of a school counseling program and specific academic, career/college and personal/social competencies.

D. RESPONSIBILITIES TO SCHOOL, COMMUNITIES AND FAMILIES

D.1. Responsibilities to the School

Professional school counselors:

- a. Support and protect students' best interest against any infringement of their educational program.
- b. Inform appropriate officials, in accordance with school policy, of conditions that may be potentially disruptive or damaging to the school's mission, personnel and property while honoring the confidentiality between the student and the school counselor.
- c. Are knowledgeable and supportive of their school's mission, and connect their program to the school's mission.
- d. Delineate and promote the school counselor's role, and function as a student advocate in meeting the needs of those served. School counselors will notify appropriate officials of systemic conditions that may limit or curtail their effectiveness in providing programs and services.
- e. Accept employment only for positions for which they are qualified by education, training, supervised experience, state and national professional credentials and appropriate professional experience.
- f. Advocate that administrators hire only qualified, appropriately trained and competent individuals for professional school counseling positions.
- g. Assist in developing: (1) curricular and environmental conditions appropriate for the school and community; (2) educational procedures and programs to meet students' developmental needs; (3) a systematic evaluation process for comprehensive, developmental, standards-based school counseling programs, services and personnel; and (4) a data-driven evaluation process guiding the comprehensive, developmental school counseling program and service delivery.

D.2. Responsibility to the Community

Professional school counselors:

- a. Collaborate with community agencies, organizations and individuals in students' best interest and without regard to personal reward or remuneration.
- b. Extend their influence and opportunity to deliver a comprehensive school counseling program to all students by collaborating with community resources for student success.
- c. Promote equity for all students through community resources.
- d. Are careful not to use their professional role as a school counselor to benefit any type of private therapeutic or consultative practice in which they might be involved outside of the school setting.

E. RESPONSIBILITIES TO SELF

E.1. Professional Competence

Professional school counselors:

- a. Function within the boundaries of individual professional competence and accept responsibility for the consequences of their actions.
- b. Monitor emotional and physical health and practice wellness to ensure optimal effectiveness. Seek physical or mental health referrals when needed to ensure competence at all times.
- c. Monitor personal responsibility and recognize the high standard of care a professional in this critical position of trust must maintain on and off the job and are cognizant of and refrain from activity that may lead to inadequate professional services or diminish their effectiveness with school community members. Professional and personal growth are ongoing throughout the counselor's career.
- d. Strive through personal initiative to stay abreast of current research and to maintain professional competence in advocacy, teaming and collaboration, culturally competent counseling and school counseling program coordination, knowledge and use of technology, leadership, and equity assessment using data.
- e. Ensure a variety of regular opportunities for participating in and facilitating professional development for self and other educators and school counselors through continuing education opportunities annually including: attendance at professional school counseling conferences; reading *Professional School Counseling* journal articles; facilitating workshops for education staff on issues school counselors are uniquely positioned to provide.
- f. Enhance personal self-awareness, professional effectiveness and ethical practice by regularly attending presentations on ethical decision-making. Effective school counselors will seek supervision when ethical or professional questions arise in their practice.
- g. Maintain current membership in professional associations to ensure ethical and best practices.

E.2. Multicultural and Social Justice Advocacy and Leadership

Professional school counselors:

- a. Monitor and expand personal multicultural and social justice advocacy awareness, knowledge and skills. School counselors strive for exemplary cultural competence by ensuring personal beliefs or values are not imposed on students or other stakeholders.
- b. Develop competencies in how prejudice, power and various forms of oppression, such as ableism, ageism, classism, familyism, genderism, heterosexism, immigrationism, linguisticism, racism, religionism and sexism, affect self, students and all stakeholders.
- c. Acquire educational, consultation and training experiences to improve awareness, knowledge, skills and effectiveness in working with diverse populations: ethnic/racial status, age, economic status, special needs, ESL or ELL, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.
- d. Affirm the multiple cultural and linguistic identities of every student and all stakeholders. Advocate for equitable school and school counseling program policies and practices for every student and all stakeholders including use of translators and bilingual/multilingual school counseling program materials that repre-

sent all languages used by families in the school community, and advocate for appropriate accommodations and accessibility for students with disabilities.

e. Use inclusive and culturally responsible language in all forms of communication.

f. Provide regular workshops and written/digital information to families to increase understanding, collaborative two-way communication and a welcoming school climate between families and the school to promote increased student achievement.

g. Work as advocates and leaders in the school to create equity-based school counseling programs that help close any achievement, opportunity and attainment gaps that deny all students the chance to pursue their educational goals.

F. RESPONSIBILITIES TO THE PROFESSION

F.1. Professionalism

Professional school counselors:

a. Accept the policies and procedures for handling ethical violations as a result of maintaining membership in the American School Counselor Association.

b. Conduct themselves in such a manner as to advance individual ethical practice and the profession.

c. Conduct appropriate research, and report findings in a manner consistent with acceptable educational and psychological research practices. School counselors advocate for the protection of individual students' identities when using data for research or program planning.

d. Seek institutional and parent/guardian consent before administering any research, and maintain security of research records.

e. Adhere to ethical standards of the profession, other official policy statements, such as ASCA's position statements, role statement and the ASCA National Model and relevant statutes established by federal, state and local governments, and when these are in conflict work responsibly for change.

f. Clearly distinguish between statements and actions made as a private individual and those made as a representative of the school counseling profession.

g. Do not use their professional position to recruit or gain clients, consultees for their private practice or to seek and receive unjustified personal gains, unfair advantage, inappropriate relationships or unearned goods or services.

F.2. Contribution to the Profession

Professional school counselors:

a. Actively participate in professional associations and share results and best practices in assessing, implementing and annually evaluating the outcomes of data-driven school counseling programs with measurable academic, career/college and personal/social competencies for every student.

b. Provide support, consultation and mentoring to novice professionals.

c. Have a responsibility to read and abide by the ASCA Ethical Standards and adhere to the applicable laws and regulations.

F.3 Supervision of School Counselor Candidates Pursuing Practicum and Internship Experiences:

Professional school counselors:

a. Provide support for appropriate experiences in academic, career, college access and personal/social counseling for school counseling interns.

b. Ensure school counselor candidates have experience in developing, implementing and evaluating a data-driven school counseling program model, such as the ASCA National Model.

c. Ensure the school counseling practicum and internship have specific, measurable service delivery, foundation, management and accountability systems.

d. Ensure school counselor candidates maintain appropriate liability insurance for the duration of the school counseling practicum and internship experiences.

e. Ensure a site visit is completed by a school counselor education faculty member for each practicum or internship student, preferably when both the school counselor trainee and site supervisor are present.

F.4 Collaboration and Education about School Counselors and School Counseling Programs with other Professionals

School counselors and school counseling program directors/supervisors collaborate with special educators, school nurses, school social workers, school psychologists, college counselors/admissions officers, physical therapists, occupational therapists and speech pathologists to advocate for optimal services for students and all other stakeholders.

G. MAINTENANCE OF STANDARDS

Professional school counselors are expected to maintain ethical behavior at all times.

G.1. When there exists serious doubt as to the ethical behavior of a colleague(s) the following procedure may serve as a guide:

1. The school counselor should consult confidentially with a professional colleague to discuss the nature of a complaint to see if the professional colleague views the situation as an ethical violation.

2. When feasible, the school counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek resolution.

3. The school counselor should keep documentation of all the steps taken.

4. If resolution is not forthcoming at the personal level, the school counselor shall utilize the channels established within the school, school district, the state school counseling association and ASCA's Ethics Committee.

5. If the matter still remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence:

- State school counselor association
- American School Counselor Association

6. The ASCA Ethics Committee is responsible for:
- Educating and consulting with the membership regarding ethical standards
 - Periodically reviewing and recommending changes in code
 - Receiving and processing questions to clarify the application of such standards. Questions must be submitted in writing to the ASCA Ethics Committee chair.
 - Handling complaints of alleged violations of the ASCA Ethical Standards for School Counselors. At the national level, complaints should be submitted in writing to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 625, Alexandria, VA 22314.

G.2. When school counselors are forced to work in situations or abide by policies that do not reflect the ethics of the profession, the school counselor works responsibly through the correct channels to try and remedy the condition.

G.3. When faced with any ethical dilemma school counselors, school counseling program directors/supervisors and school counselor educators use an ethical decision-making model such as Solutions to Ethical Problems in Schools (STEPS) (Stone, 2001):

1. *Define the problem emotionally and intellectually*
2. *Apply the ASCA Ethical Standards and the law*
3. *Consider the students' chronological and developmental levels*
4. *Consider the setting, parental rights and minors' rights*
5. *Apply the moral principles*
6. *Determine Your potential courses of action and their consequences*
7. *Evaluate the selected action*
8. *Consult*
9. *Implement the course of action*

APPENDIX E

SD SCHOOL COUNSELOR PERFORMANCE STANDARDS

The SD School Counselor Performance Standards are aligned with the ASCA National Model and contain basic standards of practice expected from counselors. Personnel delivering the school counseling program are evaluated in the areas of program implementation, program evaluation, and professionalism. Evaluation instruments designed for use with teacher or other support staff personnel do not reflect the unique training of school counselors and their responsibilities in the school system. Samples of example evaluations are found in the appendices.

It is suggested that school counselors and administrators work within their individualized systems to design appropriate evaluation tools that meet their district's need and fit with district policies.

The school counselor performance standards are as follows:

School Counselor Performance Standards

Standard 1: The professional school counselor plans, organizes and delivers the school counseling program

- 1.1 A program is designed to meet the needs of the school.
- 1.2 The professional school counselor demonstrates interpersonal relationships with students.
- 1.3 The professional school counselor demonstrates positive interpersonal relationships with educational staff.
- 1.4 The professional school counselor demonstrates positive interpersonal relationships with parents or guardians.

Standard 2: The professional school counselor implements the school counseling curriculum through the use of effective instructional skills and careful planning of structured group sessions for all students.

- 2.1 The professional school counselor teaches school guidance units effectively.
- 2.2 The professional school counselor develops materials and instructional strategies to meet student needs and school goals.
The professional school counselor encourages staff involvement to ensure the effective implementation of the school counseling curriculum.
- 2.3 The professional school counselor encourages staff involvement to ensure the effective implementation of the school counseling curriculum.

Standard 3: The professional school counselor implements the individual planning component by guiding individuals and groups of students and their parents or guardians through the development of educational and career plans.

- 3.1 The professional school counselor, in collaboration with parents or guardians, help students establish goals and develop and use planning skills.
- 3.2 The professional school counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information.

Standard 4: The professional school counselor provides responsive services through the effective use of individual and small-group counseling, consultation and referral skills.

- 4.1 The professional school counselor counsels individual students and small groups of students with identified needs and concerns.

- 4.2 The professional school counselor consults effectively with parents or guardians, teachers, administrators and other relevant individuals.
- 4.3 The professional school counselor implements an effective referral process with administrators, teachers and other school personnel.

Standard 5: The professional school counselor provides system support through effective school counseling program management and support for other educational programs.

- 5.1 The professional school counselor provides a comprehensive and balanced school counseling program in collaboration with school staff.
- 5.2 The professional school counselor provides support for other school programs.

Standard 6: The professional school counselor discusses the counseling department management system and the program action plans with the school administrator.

- 6.1 The professional school counselor discusses the qualities of the school counselor management system with the other members of the counseling staff and has agreement.
- 6.2 The professional school counselor discusses the program results anticipated when implementing the action plans for the school year.

Standard 7: The professional school counselor is responsible for establishing and convening an advisory council for the school counseling program.

- 7.1 The professional school counselor meets with the advisory committee.
- 7.2 The professional school counselor reviews the school counseling program audit with the council.
- 7.3 The professional school counselor records meeting information.

Standard 8: The professional school counselor collects and analyzes data to guide program direction and emphasis.

- 8.1 The professional school counselor uses school data to make decisions regarding student choice of classes and special programs.
- 8.2 The professional school counselor uses data from the counseling program to make decisions regarding program revisions.
- 8.3 The professional school counselor analyzes data to ensure every student has equity and access to a rigorous academic curriculum.
- 8.4 The professional school counselor understands and uses data to establish goals and activities to close the gap.

Standard 9: The professional school counselor monitors the student on a regular basis as they progress in school.

- 9.1 The professional school counselor is accountable for monitoring every student's progress.
- 9.2 The professional school counselor implements monitoring systems appropriate to the individual school.
- 9.3 The professional school counselor develops appropriate interventions for students as needed and monitors their progress.

Standard 10: The professional school counselor uses time and calendars to implement an efficient program.

- 10.1 The professional school counselor uses a master calendar to plan activities throughout the year.
- 10.2 The professional school counselor distributes the master calendar to parents or guardians, staff and students.
- 10.3 The professional school counselor posts a weekly or monthly calendar.
- 10.4 The professional school counselor analyzes time spend providing direct service to students,

Standard 11: The professional school counselor develops a results evaluation for the program.

11.1 The professional school counselor measures results attained from school guidance curriculum and closing the gap activities.

11.2 The professional school counselor works with members of the counseling team and with the principal to clarify how programs are evaluated and how results are shared.

11.3 The professional school counselor knows how to collect process, perception and results data.

Standard 12: The professional school counselor conducts a yearly program audit.

12.1 The professional school counselor completes a program audit to determine the degrees to which the school counseling program is being implemented.

12.2 The professional school counselor shares the results of the program audit with the advisory council.

12.3 The professional school counselor uses the yearly audit to make changes in the school counseling program and calendar for the following year.

Standard 13: The professional school counselor is a student advocate, leader, collaborator and a systems change agent.

13.1 The professional school counselor promotes academic success of every student.

13.2 The professional school counselor promotes equity and access for every student.

13.3 The professional school counselor takes a leadership role within the counseling department, the school setting and the community.

13.4 The professional school counselor understands reform issues and works to close the achievement gap.

13.5 The professional school counselor collaborates with teachers, parents and the community to promote academic success of students.

13.6 The professional school counselor builds effective teams by encouraging collaboration among all school staff.

13.7 The professional school counselor uses data to recommend systemic change in policy and procedures that limit or inhibit academic achievement.

APPENDIX F

SCHOOL COUNSELING PROGRAM ASSESSMENT

School Counseling Program Assessment

FOUNDATION			
CRITERIA	No	In Progress	Yes
Beliefs			
a. Indicates an agreed-upon belief system about the ability of all students to achieve			
b. Addresses how the school counseling program meets student developmental needs			
c. Addresses the school counselor's role as an advocate for every students			
d. Identifies persons to be involved in the planning, managing, delivery and evaluation of school counseling program activities			
e. Includes how data informs program decisions			
f. Includes how ethical standards guide the work of school counselors			
Vision Statement			
a. Describes a future where school counseling goals and strategies are being successfully achieved			
b. Outlines a rich and textual picture of what success looks like and feels like			
c. Is bold and inspiring			
d. States best possible student outcomes			
e. Is believable and achievable			
Mission Statement			
a. Aligns with the school's mission statement and may show linkages to district and state department of education mission statements			
b. Written with students as the primary focus			
c. Advocates for equity, access and success of every student			
d. Indicates the long-range results desired for all students			
Program Goals			
a. Promote achievement, attendance, behavior and/or school safety			
b. Are based on school data			
c. Address schoolwide data, policies and practices to address closing-the-gap issues			
d. Address academic, career and/or personal/social development			

ASCA Student Standards and Other Student Standards			
a. Standards, competencies and indicators from ASCA Student Standards are identified and align with program mission and goals			
b. Standards and competencies selected from other standards (state/district, 21st Century, Character Ed, etc.) align with ASCA Student Standards, program mission and goals as appropriate			
School Counselor Professional Competencies and Ethical Standards			
a. ASCA School Counselor Competencies have been reviewed			
b. ASCA Ethical Standards for School Counselors have been reviewed			
PROGRAM MANAGEMENT			
CRITERIA	No	In Progress	Yes
School Counselor Competencies Assessment			
School counselor competencies assessment has been completed			
School Counseling Program Assessment			
School counseling program assessment has been completed			
Use-of-Time Assessment			
a. Use-of-time assessment completed twice a year			
b. Direct and indirect services account for 80 percent of time or more			
c. Program management and school support activities account for 20 percent of time or less			
Annual Agreement			
a. Created and signed by the school counselor and supervising administrator within the first two months of school			
b. One agreement per school counselor			
c. Provides rationale for use of time based on data and goals			
d. Reflects school counseling program mission and program goals			
e. Lists school counselor roles and responsibilities			
f. Identifies areas for school counselor professional development			
Advisory Council			
a. Membership includes administrator and representatives of school and community stakeholders			
b. Meets at least twice a year and maintains agenda and minutes			
c. Advises on school counseling program goals, reviews program results and makes recommendations			
d. Advocates and engages in public relations for the school counseling program			
e. Advocates for school counseling program funding and			

resources			
Use of Data			
a. School data profile completed, tracking achievement, attendance, behavior and safety data			
b. School data inform program goals			
c. School counseling program data (process, perception, outcome) are collected and reviewed and inform program decisions			
d. Organizes and shares data/results in a user-friendly format (e.g., charts)			
Action Plans (Curriculum, Small Group and Closing the Gap)			
a. Data are used to develop curriculum, small-group and closing-the-gap action plans using action plan templates			
b. Action plans are consistent with the program goals and competencies			
c. Projected results (process, perception and outcome) data have been identified			
d. Projected outcome data are stated in terms of what the student will demonstrate			
Curriculum Lesson Plan			
Curriculum lesson plan templates are used to develop and implement classroom activities			
Calendars (Annual and Weekly)			
a. Indicate activities of a comprehensive school counseling program			
b. Reflect program goals and activities of school counseling curriculum, small-group and closing-the-gap action plans			
c. Are published and distributed to appropriate persons			
d. Indicate fair-share responsibilities			
e. Weekly calendar aligns with planned use of time in the annual agreement			
DELIVERY			
CRITERIA	No	In Progress	Yes
Direct student services are provided (Strategies to include instruction, group activities, appraisal, advisement, counseling and crisis response)			
a. Deliver school counseling curriculum lessons to classroom and large groups			
b. Provide appraisal and advisement to assist all students with academic, career and personal/social planning			
c. Provide individual and/or group counseling to identified students with identified concerns or needs			
Indirect student services are provided to identified students (Strategies to include referrals, consultation, collaboration)			
Direct and indirect service provision amounts to 80 percent or more of the school counselor's time			

ACCOUNTABILITY			
CRITERIA	No	In Progress	Yes
Data Tracking			
a. School data profile is analyzed, and implications for results over time are considered			
b. Use-of-time assessment is analyzed and implications are considered			
Program Results (Process, Perception and Outcome Data)			
a. Curriculum results report is analyzed, and implications are considered			
b. Small-group results reports are analyzed, and implications are considered			
c. Closing-the-gap results reports are analyzed, and implications are considered			
d. Program results are shared with stakeholders			
Evaluation and Improvement			
a. School counselor competencies assessment informs self-improvement and professional development			
b. School counseling program assessment informs program improvement			
c. School counselor performance appraisal is conducted and informs improvement			
d. Program goal results are analyzed, and implications considered			

APPENDIX G

USE OF TIME ASSESSMENT

	Direct Student Services			Indirect Student Services	Program Management and School Support		Non-School-Counseling Tasks
	School Counseling Core Curriculum	Individual Student Planning	Responsive Services	Referrals/ Consultation/ Collaboration	Program Foundation, Management and Accountability	Fair-Share Responsibility	Non-School-Counseling Tasks
7-7:15 am							
7:16-7:30							
7:31-7:45							
7:46-8							
8:01-8:15							
8:16-8:30							
8:31-8:45							
8:46-9							
9:01-9:15							
9:16-9:30							
9:31-9:45							
9:46-10							
10:01-10:15							
10:16-10:30							
10:31-10:45							
10:46-11							
11:01-11:15							
11:16-11:30							
11:31-11:45							
11:45 am-Noon							
12:01-12:15 pm							
12:16-12:30							
12:31-12:45							
12:46-1:00							
1:01-1:15							
1:16-1:30							
1:31-1:45							
1:46-2:00							
2:01-2:15							
2:16-2:30							
2:31-2:45							

2:46-3:00							
3:01-3:15							
3:16-3:30							
3:31-3:45							
3:46-4:00							
TOTALS	0	0	0	0	0	0	0
% per topic							
% per category	0%				0%		

Action Plan Template

Goal:			
<p style="text-align: center;">Tasks/Action Steps <i>What will be done?</i></p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 	<p style="text-align: center;">Responsibilities <i>Who will do it?</i></p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 	<p style="text-align: center;">Resources <i>Funding/Time/People/Materials</i></p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 	<p style="text-align: center;">Timeline <i>By when? (date)</i></p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5.
Implications for Professional Development:			
Implications for Family Involvement:			
Evidence of Success: <i>(How will you know you are making progress? What are your benchmarks?)</i>			
Evaluation Process: <i>(How will you determine that your goal has been reached? What are the measurement outcomes identified?)</i>			

APPENDIX I

ANNUAL AGREEMENT TEMPLATE

School Counselor _____ Year _____

School Counseling Program Mission Statement

School Counseling Program Goals

The school counseling program will focus on the following goals this year.

Program Goal Statements	
1	
2	
3	

Use of Time

I plan to spend the following percentage of my time delivering the components of the school counseling program. All components are required for a comprehensive school counseling program.

	Planned Use			Recommended	
Direct Services to Students	_____ %	of time delivering school counseling core curriculum	Provides developmental curriculum content in a systematic way to all students	80% or more	
	_____ %	of time with individual student planning	of time with individual student planning		
	_____ %	of time with responsive services	Addresses the immediate concerns of students		
Indirect Services for Students	_____ %	of time providing referrals, consultation and collaboration	Interacts with others to provide support for student achievement		
Program Planning and School Support	_____ %	of time with foundation, management and accountability and school support	Includes planning and evaluating the school counseling program and school support activities		20% or less

Advisory Council

The school counseling advisory council will meet on the following dates.

Professional Development

I plan to participate in the following professional development based on school counseling program goals and my school counselor competencies self-assessment.

Professional Collaboration and Responsibilities. Choose all that apply.

Group	Weekly/Monthly	Coordinator
A. School Counseling Team Meetings		
B. Administration/School Counseling Meetings		
C. Student Support Team Meetings		
D. Department Chair Meetings		
E. School Improvement Team Meetings		
F. District School Counseling Meetings		
G. (Other		

Budget Materials and Supplies

Annual Budget \$_____

Materials and supplies needed:

School Counselor Availability/Office Organization

The school counseling office will be open for students/parents/teachers from _____ to _____

My hours will be from _____ to _____ (if flexible scheduling is used)

The career center will be open from _____ to _____

Role and Responsibilities of Other Staff and Volunteers

School Counseling Department Assistant _____

Attendance Assistant Clerk _____

Data Manager/Registrar _____

Career and College Center Assistant _____

Other Staff _____

Volunteers _____

School Counselor Signature _____

Principal Signature _____

Date _____

APPENDIX J

ESTABLISHING AN ADVISORY COUNCIL

Advisory Council Member Selection

The first step in forming a viable council is selecting quality candidates for membership. The council must be able to function as a communications link between the school counseling program and the various groups to be served: students, parents/guardians, educators, businesses and the community. Careful selection of members is critical – screening candidates is a good idea. Members may be selected to represent:

- Both genders, individuals of all abilities, and racial and ethnic minorities.
- Appropriate representatives of businesses and the community whose expertise will benefit the program. Individuals who can represent various organizations important to school counseling and the counseling area should also be considered.
- Individuals from various ages, educational levels and parents/guardians will offer valuable contributions.

Members should also be screened for their personal qualities. Some qualities desirable in Advisory Council members include:

- A sincere interest in the school counseling program. Doing an adequate job will require that each member be willing to take an active role in the council, not a passive one.
- Background knowledge of school counseling. Individuals with occupational expertise and/or work experience in counseling are valuable assets. Individuals with no foundation knowledge to offer when they are first appointed may find the information and understanding gap is too great to overcome.
- Good communication skills, administrative skills, and a willingness to work hard. These are characteristics of an effective leader and should be a prerequisite for membership on the council.
- A member with good character and the confidence and respect of their associates in the business community. The good reputation of the council's members will enhance the standing and reputation of the entire program.
- Respect and tolerance are critical qualities, as well as the ability to be a good listener and to express his/her opinions.
- Willingness to devote the time required to be an Advisory Council member. A commitment to attend council meetings and to work on projects is a prerequisite.

Advisory Council Establishment

1. Commitment to the Advisory Council must be made by the school administration and teachers. Without a willingness to consider the Advisory Committee's advice, the Council will not function properly as a vehicle for education input nor will it attract the kind of members needed for an effective group.
2. Goals and Objectives for the Advisory Council should be set in advance of selecting members. It is the responsibility of the educational institution and the counselor involved to let the Council know the direction that it should take. These goals can be subject to revision as the need might arise.
3. The effectiveness of the Advisory Council rests on focused activities. It is crucial that each Advisory Council meeting have a specific agenda and goals to be accomplished. Minutes of previous meetings and an agenda of the upcoming meeting should also be sent to each member several days in advance.
4. The number of Advisory Committee members should be according to local district needs. The number of people participating on the Advisory Committee can vary. The greater the representation, the more realistic and up-to-date information can be. With expanding numbers, however, there is a greater risk of having a group that is less manageable. This group should not be so large that it becomes cumbersome to deal with and should lend itself to informal, constructive discussion. Generally, a good rule of thumb is to establish a committee with a minimum of eight members and a maximum of twenty members.

5. **Invitation.** Potential members should be invited officially by letter to serve on the Advisory Council. A brief explanation should be provided in the letter to indicate the amount of time that may be needed and some of the purposes of the old Advisory Council. An opportunity for the potential member to decline should also be included.
6. **The first meeting.** An Advisory Council should be called together by the person in charge of the committee. Information should be provided in detail as to the purpose and direction of the committee. Along with this information, any reports and other information and data that has been previously collected should be included in a packet to each member. Setting meeting dates and times and other organizational activities should take place at the first meeting.
7. **Advisory Council Coordination.** It is the responsibility of the educator in charge of the Advisory Council to help set up meetings, develop the agenda, contact the Advisory Council members, and provide general assistance to the committee.
8. **Term of Membership.** Members should be appointed to definite terms of office serving from one to three years. Provision should be made for staggered replacement so that there will always be experienced members serving. When a term has expired, a new committee member should be appointed for a new term.
9. **Number of Meetings.** Needless meetings should not be called. It is important however, to maintain an open line of communication with all Advisory Council members. Meetings should be called as needed with a minimum of two per year needed to update the committee on any changes to the program. Periodic telephone contacts between formal Advisory Council meetings are also recommended.

Advisory Council Activities

The Advisory Council can be an effective tool to help build an excellent school counseling and counseling program. Like any tool, it must be adequately maintained and used properly. These tasks are largely the responsibility of the School Counseling Program Director.

Advisory councils provide the kind of expertise and assistance to the counselor that can only come from perspectives outside the school counseling program. Advisory councils assist greatly in deciding what is to be taught. The counselor must always retain the responsibility for determining how the content will be taught.

Specifically, some of the most important activities advisory councils are called upon to perform are as follows:

- Validating program content in terms of community needs, work standards, and program goals.
- Offering advice on new directions the program may take by reviewing the curriculum, objectives and other features of the program.
- Recommend policies and offer school counseling as new programs and activities evolve.
- Assist in activating community understanding and support. This often includes helping to secure donations of equipment, financial support, and instructional materials and resources.
- Offering general support by assisting with student activities, all public relations efforts, and providing continuity in times of change.

APPENDIX K

SCHOOL COUNSELING PROGRAM CALENDAR

This calendar has been provided to assist you in planning your program, as well as daily and monthly activities for support services. Use it as an example to follow in tailoring your individual calendar.

Summer

- Establish counselor calendar for building/district
- Create and/or update counselor web page
- Attend summer conferences and workshops
- Meet and register new students
- Evaluate transcripts for placement
- Develop goals and objectives for the year
- Write classroom lesson plans to introduce yourself to students
- Check child protective services for update
- Check for updates regarding the Board of Regents and SD Dept. of Education graduation requirements
- Renew membership in SDCA and SDSCA

September

- Establish a *Counselor Corner* in student paper
- Introduce yourself to parent organization
- Assist in class/schedule changes
- Start classroom units or visit classes
- Develop and maintain contact log
- Join professional organizations
- Serve on task forces/committees
- Attend Fall School Counselor Workshop and SDSCA Counselor Connections Workshop
- Participate in orientation for new students and parents
- Participate in back-to-school night/open house
- Prepare school counseling pamphlets
- Review Personal Learning Plans
- Introduce Senior Projects
- Coordinate testing dates (PLAN, PSAT, ASVAB, SDCAP, EXPLORE)

October

- Prepare and develop classroom units
- Begin or continue student group sessions
- Plan public relations activities
- Administer statewide standardized testing: writing assessment
- SAT/ACT registration and testing
- Early acceptance for college scholarship
- Attend college fairs/ career fairs
- Plan for completion of the Matchmaker assessment within SDMyLife for all 8th and/or 9th graders. Prepare for PLAN, PSAT, & ASVAB

November

- College applications/scholarships to mail
- SAT/ACT testing and registration
- Check ASCA web site for monthly activities
- Career awareness month activities

December

- Plan activities for National Counselor's week (held in Feb.)
- Plan and hold a FAFSA night for parents
- SAT/ACT registration and testing
- College applications and recommendations due
- Develop/improve classroom units for second semester
- Check transcripts of seniors for graduation purposes

- Complete registration for SDCA Conference

January

- Scholarship applications due
- Complete FAFSA forms
- Introduce Personal Learning Plans—8th grade
- Plan for completion of the Ability Profiler –10th grade
- Start planning transition activities

February

- National School Counselor's week
- Help plan registration process
- SAT/ACT testing and registration

March

- Continue classroom units/lessons
- Parent-Teacher Conferences
- Boys and Girls State Representatives selected
- Prepare for Dakota Step testing window

April

- Attend SD Counseling Association Conference
- Begin transition process for students
- Prepare for graduation
- Prepare for awards night

May

- Finalize class registrations
- Complete scholarship list
- Final transcript requests
- Update records
- Prepare for closure of groups
- Preparation for graduation
- Evaluate year and plan for next year

Ongoing

- Make pertinent articles and research available to staff
- Keep accurate, confidential log
- Prepare classroom units
- Attend parent conferences
- Keep administration informed of activities
- Contact students at risk
- Plan public relations activities
- Advisor/advisee activities
- Character education activities
- Attend IEP meeting
- Parent education activities
- Staff development consultation
- Write counselor article for parent newsletter
- Parent-Teacher Conferences
- Student Interpretation of assessments
- Contact parents of students at risk
- Attend IEP meetings for annual review
- Update Personal Learning Plans
- Check Scholarship deadlines and availability

APPENDIX L

ANNUAL PROFESSIONAL EVALUATION

South Dakota School Counselor Annual Professional Evaluation Report

Name: _____ School: _____
 Position: _____ Year: _____

Please refer to the School Counselors Level of Performance Rubric for the following:

U= Unsatisfactory B = Basic P = Proficient D = Distinguished

Domain 1: Planning and Preparation	U	B	P	D
1a: Demonstrating knowledge of counseling theory and techniques				
1b: Demonstrating knowledge of child and adolescent development				
1c: Establishing goals for the counseling program appropriate to the setting and the students served.				
1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district				
1e: Planning the counseling program, integrated with the regular school program				
1f: Developing a plan to evaluate the counseling program				

Domain 1 – Comments: (evidence of strengths and areas of improvement)

Domain 2: The Environment	U	B	P	D
2a: Creating an environment of respect and rapport				
2b: Establishing a culture for productive communication				
2c: Managing routines and procedures				
2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school.				
2e: Organizing physical space				

Domain 2 – Comments: (evidence of strengths and areas of improvement)

--

Domain 3: Delivery of Service	U	B	P	D
3a: Assessing students needs				
3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on the knowledge of students needs.				
3c: Using counseling techniques in individual and classroom programs.				
3d: Brokering resources to meet needs				
3e: Demonstrating flexibility and responsiveness				

Domain 3 – Comments: (evidence of strengths and areas of improvement)

--

Domain 4: Professional Responsibilities	U	B	P	D
4a: Reflecting on practice				
4b: Maintaining records and submitting them in a timely fashion				
4c: Communicating with families				
4d: Participating in a professional community				
4e: Engaging in professional development				
4f: Showing professionalism				

Domain 4 – Comments: (evidence of strengths and areas of improvement)

South Dakota School Counselor Evaluation Summary

School Counselor: _____ Evaluator: _____

School: _____

Position: _____

Year Evaluation Completed: _____

Overall Rating	
-----------------------	--

Comprehensive Comments:

Strengths:

Areas of professional growth:

Professional goals:

Signature of Employee

Date

Signature of Evaluator

Date

School Counselors Level of Performance

Unsatisfactory: The professional performing at the Unsatisfactory level does not yet to understand the concepts underlying the component. Working on the fundamental practices associated with the elements will enable the school counselor to grow and develop in this area.

Basic: The professional performing at the Basic level appears to understand the concepts underlying the component and attempts to implement its elements, but implementation is sporadic, intermittent, or otherwise not entirely successful. Additional reading, discussion, collaboration of other school counselors, and experience will enable the school counselor to become proficient in this area.

Proficient: The professional performing at the Proficient level clearly understands the concepts underlying the component and implements it well. Most experienced capable school counselors will regard themselves and be regarded by others as performing at this level.

Distinguished: The professional performing at the Distinguished level are master school counselors and make a contribution to the field, both in and outside of their school. Their programs operate at a qualitatively different level from those of other school counselors. Such school counselors actively promote highly motivated and engaged student involvement assuming considerable responsibility for student's academic, personal/social and career development.



South Dakota School Counselor Evaluation Supporting Document

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- Professional Disclaimer
 - *The framework for specialists described here should not be considered the last word on the subject; like the domains and components of the framework for teaching, they may have to be slightly modified to adequately reflect the conditions in any particular location. Charlotte Danielson Enhancing Professional Practice A Framework for Teaching pg. 110*

School Counselor Description by Charlotte Danielson:

- ▶ Work with other educators to ensure student success.
- ▶ Address student's emotional needs and design a course for their lives and careers beyond high school.
- ▶ Proactive guidance services are offered through a curriculum of classroom presentations based upon developmental needs of children's age.
- ▶ Provide responsive services that emerge from issues that appear either in students or groups as a whole.
- ▶ Help students acquire communication skills, healthy self-images and appropriate relationships.
- ▶ Help students determine strengths for postsecondary planning.
- ▶ Serve as a resource to students, teachers, parents, and the school as a whole.
- ▶ Design appropriate academic program to eliminate negative behaviors.
- ▶ Collaborate with teachers to present guidance lessons for behavior management, or classroom procedure management.
- ▶ Regularly confer with parents about any number of issues that affect student learning, typically related to behavior and emotions.
- ▶ Interpret cognitive, aptitude, and achievement tests, student records, and assist stakeholders in identifying and resolving student needs, issues, and problems.

Charlotte Danielson Framework Review

- School counselors are represented under the specialist’s area in Danielson’s “Framework for Teaching”. Through this specialist identification school counselors follow the same four core domains of highly effective educators as outlined below.
 - Domain 1: Planning and Preparation
 - Every specialist must plan and prepare
 - For some specialists, the knowledge of resources is critical.
 - Domain 2: The Environment
 - For school counselors the environment may principally be an office or a center that students go to and that should be inviting.
 - Domain 3: Delivery of Service
 - All specialists do important work, but not all of it is actual teaching; in some cases it involves assessing individual student needs or conducting small-group or individual counseling sessions.
 - Domain 4: Professional Responsibilities
 - All specialists reflect on their practice and maintain records.
 - For some of specialists or school counselors, communicating with families is an even more significant part of their work than is the case with classroom teachers.
 - All specialists participate in a professional community, and their collaboration with other teachers in the school is absolutely central to their work.
- Intertwined within each domain contain specific components which are outlined in the next section entitled “Domain Overview”. In this section you will find various components and under each component contain possible evidence which will guide school counselors in an understanding of various roles in which may be evaluated.

**Note: These examples of possible evidence are merely an overview of comprehensive duties for which school counselors may be evaluated. Each specific school counselor should identify and provide evidence suitable for their role within their school.*

DOMAIN OVERVIEW

Domain 1 for School Counselors: Planning and Preparation

Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<u>1a: Demonstrating knowledge of counseling theory and techniques</u>	Counselor demonstrates little understanding of counseling theory and techniques	Counselor demonstrates basic understanding of counseling theory and techniques	Counselor demonstrates understanding of counseling theory and techniques	Counselor demonstrates deep understanding of counseling theory and techniques
<i>Possible evidence: Professional development, literature/resources, policy reviews/handbooks, situational examples, IEP's, small groups, best practices (procedure for suicidal ideation, consultation for IEP's), observations.</i>				
<u>1b: Demonstrating knowledge of child and adolescent development</u>	Counselor displays little or no knowledge of child and adolescent development.	Counselor displays partial knowledge of child and adolescent development.	Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which the individual students follow the general patterns.
<i>Possible evidence: Professional development, lesson plans, presentations, meeting agendas (senior class meetings, etc) IEP's, referrals, student activity/interaction, observations</i>				
<u>1c: Establishing goals for the counseling program appropriate to the setting and the students served.</u>	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the student.	Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the student and have been developed following consultation with students, parents, and colleagues.
<i>Possible evidence: Master calendar, measurable data (DSTEP, school improvement teams, attendance, behavior, etc), pre-post assessments, climate surveys, needs assessments, school profile, create and monitor annual program goals.</i>				
<u>1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district</u>	Counselor demonstrates little or no knowledge of governmental regulations and of resources for student available through the school or district.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.	Counselor's knowledge of governmental regulations and of resources for student is extensive, including those available through the school or district and in the community.
<i>Possible evidence: Professional development, 504's/IEP's, regulations, school law, mandatory reporting, ethics, school counseling program and other resource brochures (pregnancy, violence, etc) Resources school handbook, local, government, agencies, policies. Post-secondary planning: Financial aid, admissions, military, career. Elementary school admission (immunizations, social security numbers, FERPA, etc).</i>				
<u>1e: Planning the counseling program, integrated with the regular school program</u>	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure	Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Counselor has developed a plan that includes the important aspects of counseling in the setting.	Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.
<i>Possible evidence: Master calendar/action plan, guidance curriculum (character counts, bullying programs, etc.), needs assessment, mission statement (aligned with school's mission statement), Refer to ASCA or SD Comprehensive School Counseling Model for sample.</i>				

<u>1f: Developing a plan to evaluate the counseling program</u>	Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Counselor has a rudimentary plan to evaluate the counseling program.	Counselor’s plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Counselor’s evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
Possible evidence: Portfolios, rubric, pre-post assessments for guidance units, communication with staff and administration, SD Comprehensive Counseling Model, needs assessment (parent, teachers, students, community, etc.) See 1c and 1d.				
<u>Domain 2 for School Counselors: The Environment</u>				
	Level of Performance			
Component	Unsatisfactory	Basic	Proficient	Distinguished
<u>2a: Creating an environment of respect and rapport</u>	Counselor’s interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	Counselor’s interactions are a mix of positive and negative; the counselor’s efforts at encouraging positive interactions among students are partially successful.	Counselor’s interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.
Possible evidence: Student request forms, surveys, visibility to students (hallways, activities), immediate interventions, school climate involvements, leadership initiative, personal statements from parents, teachers, students, thank you’s, etc, student interaction observations (also informal – student activities, hallways, etc.)				
<u>2b: Establishing a culture for productive communication</u>	Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers.	Counselor’s attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.
Possible evidence: Teachers referral documentation, teacher/student mediation, presentations, committees, special programs, educate student on productive communication, conflict resolutions, etc., modeling productive communication (non-formal observations).				
<u>2c: Managing routines and procedures</u>	Counselor’s routines for the counseling center or classroom work are nonexistent or in disarray.	Counselor has rudimentary and partially successful routines for the counseling center or classroom.	Counselor’s routines for the counseling center or classroom work effectively.	Counselor’s routines for the counseling center or classroom are seamless, and students assist to maintain them.
Possible evidence: Posted availability/daily schedule (whiteboard, posted schedule, request form), master calendar, referral procedure, informed consent (visible/documented), time on task effectiveness to program (direct services, administrative duties, etc), suggested percentages can be found within SD Comprehensive School Counseling Model.				
<u>2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school.</u>	Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in the school.	Counselor’s efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.	Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.
Possible evidence: Active leadership roles, committee involvement, counseling session times focused and goal oriented, session expectations and limitations, student/staff conduct (handbook, policies/procedures).				

<u>2e: Organizing physical space</u>	The physical environment is in disarray or is inappropriate to the planned activities.	Counselor's attempts to create an inviting and well organized physical environment are partially successful.	Counseling center or classroom arrangements are inviting and conducive to the planned activities.	Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.
<i>Possible evidence: Inviting space, files organized, overall organization of space, developmentally appropriate materials and environment, student artwork, no hazards</i>				
Domain 3 for School Counselors: Delivery of Service				
	Level of Performance			
Component	Unsatisfactory	Basic	Proficient	Distinguished
<u>3a: Assessing students needs</u>	Counselor does not assess students needs, or the assessments results in inaccurate conclusions.	Counselor's assessments of student needs are perfunctory.	Counselor assesses student needs and knows the range of student needs in the school.	Counselor conducts detailed and individual assessments of student needs to contribute to program planning.
<i>Possible evidence: Climate survey, needs assessments, use of career, academic, personal/social planning and assessments (ACT, ASVAB, SRB, SDMyLife, Personal Learning Plans), referrals, 360 degree evaluations</i>				
<u>3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on the knowledge of students needs.</u>	Counselor's program is independent of identified student needs.	Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.	Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.	Counselor helps individual students and teachers formulate academic, personal/social, and career plans.
<i>Possible evidence: advisory, use of career, academic, personal/social planning (see above), master calendar, classroom guidance, graduation requirements, contact log, PLP.</i>				
<u>3c: Using counseling techniques in individual and classroom programs.</u>	Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.
<i>Possible evidence: Collaboration with other school counselors, resource officers, supervision, etc., observable situations, coordination of activities (special programs, college recruiters, etc.)</i>				
<u>3d: Brokering resources to meet needs</u>	Counselor does not make connections with other programs in order to meet student needs.	Counselor's efforts to broker services with other programs in the school are partially successful.	Counselor brokers with other programs within the school or district to meet student needs.	Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.
<i>Possible evidence: Coordination of assemblies, speakers, career assessment interpretations, parent workshops, SPED, TAG, TAT, RTI, transition program, free resources (Upward bound, talent search, teaching tolerance, Great Lakes, HRSA, etc., referrals, SDMyLife</i>				
<u>3e: Demonstrating flexibility and responsiveness</u>	Counselor adheres to the plan or program, in spite of evidence of its inadequacy.	Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.	Counselor makes revisions in the counseling program when they are needed.	Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.
<i>Possible evidence: Observations, contact log, time task analysis, needs assessments, crisis plan implementation, providing staff development, active professional development, active best practices, flexibility in scheduling, crises, needs assessments, surveys, 360 evaluations, etc.</i>				

Domain 4 for School Counselors: Professional Responsibilities

Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<u>4a: Reflecting on practice</u>	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	Counselor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.	Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.
Possible evidence: Establishing personal and professional goals, reflection (formal and informal, reviewing personal/professional goals, etc.) Document meeting administrators to review counseling goals. Staff and student meetings regarding counseling program (strengths, weaknesses, needs). Yearly review/program audit. Develop personal wellness plan (mental, physical, emotional, etc.).				
<u>4b: Maintaining records and submitting them in a timely fashion</u>	Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor's reports, records, and documentation are generally accurate but are occasionally late.	Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.	Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.
Possible evidence: School policy paperwork and documentation. Handling confidential materials (secure). Timely referrals (DSS, CPS, agencies, etc.). Organized, logical record keeping.				
<u>4c: Communicating with families</u>	Counselor provides no information to families, either about the counseling program as a whole or about individual students.	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.
Possible evidence: Introduction to counseling program letter (newsletter, brochure, website). Informed consent, back to school night, student handbook, verbal reminders, parent contact log (email, phone tally), parent outreach (parent/teacher conferences), Multimedia presentations.				
<u>4d: Participating in a professional community</u>	Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.	Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.	Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
Possible evidence: Membership in professional organizations (local, state, national), leadership roles, volunteering, committees, extra-curriculars.				
<u>4e: Engaging in professional development</u>	Counselor does not participate in professional development activities when such activities are clearly needed for the development of counseling skills.	Counselor's participation in professional development activities is limited to those that are convenient or are required.	Counselor seeks out opportunities for professional development based on an individual assessment of need.	Counselor actively pursues professional development opportunities and make a substantial contribution to the professional through such activities as offering workshops to colleagues.
Possible evidence: Presenting at conferences, active attendance at conferences and professional development opportunities, presenting or attending in-services, CEU's (webinars, etc.).				
<u>4f: Showing professionalism</u>	Counselor displays dishonesty in interactions with colleagues, students, and the public;	Counselor is honest in interactions with colleagues, students, and the public; does	Counselor displays high standards of honesty, integrity, and confidentiality in	Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students,

	violates principles of confidentiality.	not violate confidentiality.	interactions with colleagues, students and the public; advocates for students when needed.	taking a leadership role with colleagues.
Possible evidence: <i>Observations (via administration, other, etc.), communicating respectfully, maintaining confidentiality, approach to advocating for students.</i>				

School Counselor Evaluation Document

School Counselors Level of Performance

Unsatisfactory: The professional performing at the Unsatisfactory level does not yet appear to understand the concepts underlying the component. Working on the fundamental practices associated with the elements will enable the school counselor to grow and develop in this area.

Basic: The professional performing at the Basic level appears to understand the concepts underlying the component and attempts to implement its elements, but implementation is sporadic, intermittent, or otherwise not entirely successful. Additional reading, discussion, collaboration with school counselors, and experience will enable the school counselor to become proficient in this area.

Proficient: The professional performing at the Proficient level clearly understands the concepts underlying the component and implements it well. Most experienced capable school counselors will regard themselves and be regarded by others as performing at this level.

Distinguished: The professional performing at the Distinguished level are master school counselors and make a contribution to the field, both within as well as outside of their school. Their programs operate at a qualitatively different level from those of other school counselors. Such school counselors actively promote highly motivated and engaged student involvement assuming considerable responsibility for students' academic, personal/social and career development.

South Dakota School Counselor Annual Professional Evaluation Report

Name: _____

School: _____

Position: _____

Year: _____

Please refer to the School Counselors Level of Performance Rubric for the following:

U= Unsatisfactory B = Basic P = Proficient D = Distinguished

Domain 1: Planning and Preparation	U	B	P	D
1a: Demonstrating knowledge of counseling theory and techniques				
1b: Demonstrating knowledge of child and adolescent development				
1c: Establishing goals for the counseling program appropriate to the setting and the students served.				
1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district				
1e: Planning the counseling program, integrated with the regular school program				
1f: Developing a plan to evaluate the counseling program				
Domain 1 – Comments: (evidence of strengths and areas of improvement)				

Domain 2: The Environment	U	B	P	D
2a: Creating an environment of respect and rapport				
2b: Establishing a culture for productive communication				
2c: Managing routines and procedures				
2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school.				
2e: Organizing physical space				
Domain 2 – Comments: (evidence of strengths and areas of improvement)				

Domain 3: Delivery of Service	U	B	P	D
3a: Assessing students needs				
3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on the knowledge of students needs.				
3c: Using counseling techniques in individual and classroom programs.				
3d: Brokering resources to meet needs				
3e: Demonstrating flexibility and responsiveness				
Domain 3 – Comments: (evidence of strengths and areas of improvement)				

Domain 4: Professional Responsibilities	U	B	P	D
4a: Reflecting on practice				
4b: Maintaining records and submitting them in a timely fashion				
4c: Communicating with families				
4d: Participating in a professional community				
4e: Engaging in professional development				
4f: Showing professionalism				
Domain 4 – Comments: (evidence of strengths and areas of improvement)				

Evaluation Summary

School Counselor: _____

Evaluator: _____

School: _____

Position: _____

Year Evaluation Completed: _____

Comprehensive Comments:

Strengths:

Areas of professional growth:

Professional goals:

This evaluation has been discussed with me. <input type="checkbox"/> Yes <input type="checkbox"/> No
--

Evaluator Signature	Date:
School Counselor Signature	Date:

School Counselor Work Group

Alyssa Krogstrand – DOE

Brady Sumners – School Counselor, Spearfish High School

Celeste Burow-Uthe – School Administrator, Sioux Falls Public Schools

Diana Holzer – School Counselor, Timber Lake School District

Jason Uttermark – School Administrator, Aberdeen Public Schools

Jill Kessler – School Counselor, Cheyenne-Eagle Butte School District

Kim Goebel – School Counselor, Gettysburg School District

Levi Reindl – School Counselor, Kimball School District

Lisa Hansen – School Counselor, Chester School District

Shelia Anderson – School Counselor, Britton-Helca School District

Stacy Solsaa – Executive Director, SD Counseling Association

Sue Kooima – School Counselor, Harrisburg School District

Tobin Bakkedahl – School Counselor, Sioux Falls School District

Questions may be directed to:

Alyssa Krogstrand – Alyssa.Krogstrand@state.sd.us -

Levi Reindl – Levi.Reindl@k12.sd.us – 605-778-6231

Resources:

Enhancing Professional Practice, A Framework for Teaching 2nd Edition, Charlotte Danielson

Annual Professional Performance Review Plan; Garden City Public Schools, Garden City, New York; 2007

Common Core State Standards:

Essential Information for School Counselors



AMERICAN COUNSELING
ASSOCIATION

— Top Ten Things to Know —

1. How did Common Core come about?

As of today, forty-five states, the District of Columbia, four territories, and the Department of Defense Education Activity have adopted the Common Core State Standards. These rigorous standards were developed by state leaders through the National Governors Association and the Council of Chief State School Officers. Other groups such as parents, teachers, administrators, researchers, Achieve, ACT, and the College Board also participated in the creation of the standards. School counselor representation has not been included in the process.

2. What is it? (And what is it not?)

The Common Core State Standards have become a national movement, setting high quality academic expectations in English-language arts (ELA) and mathematics. Each standard has been created with keeping students on track for success in college and career in mind. They define what skills and knowledge every student should have at the end of each grade. These state-driven standards are said to be research and evidence-based and internationally benchmarked. Beginning in 2014, assessments that are aligned with the Common Core standards should be integrated into participating schools. These assessments will determine if students are college and career ready, as defined by these rigorous standards. Many educators caution that scores on these assessments will initially be lower than current assessments, because of the material being tested. (This was the case in a pilot study in Kentucky.)

This is not policy enacted by Congress or run by the Department of Education. The standards are also not specific curriculum for teachers to follow. They are designed to allow flexibility for how the standards are taught and enable teachers to embrace diversification in their planning.

3. Definition of College and Career Readiness and the Role of the School Counselor

The Career Readiness Partnership Council has recognized that college readiness is only part of the issue; what is needed is a comprehensive strategy that links education with workforce preparation and includes all aspects of preparation and support. The Council defines a career ready person as someone who “effectively navigates pathways that connect education and

employment to achieve a fulfilling, financially-secure and successful career (p.2).” The emphasis is on life-long learning; adaptability to change; knowledge, skills, and career dispositions. The school counseling program drives college-and-career readiness through programs that address areas such as social and interpersonal skills, organizational skills, and problem solving skills.

To help students become career-ready, schools must begin in elementary school and coordinate and collaborate throughout all grades to create opportunities for all students to gain the knowledge and skills needed for their futures. Counselors understand that to accomplish these goals they must address the academic barriers through a focus on social and emotional learning as part of their unique function in the schools.

4. What a Professional School Counselor Needs to Know.

Professional school counselors need to become familiar with the Common Core standards, its implementation in their district and school, and how student’s achievement will be measured under Common Core. Counselors must also understand how their comprehensive, development counseling program integrates with Common Core, that is how the components of their program support student outcomes and help students become college-and career-ready. Lastly, they must understand Common Core components and implementation so that they may facilitate the inclusion of all students as appropriate and advocate for those who might be excluded from activities needed for their success.

Common Core State Standards Mission Statement:

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

(CoreStandards.org)

For counselors the implementation of the Common Core State Standards will bring increased focus to their career development and college awareness activities. This includes becoming knowledgeable about the world of work, postsecondary opportunities, and financial aid and college admissions. They will also need to design programs that ensure all students have access to information about these areas and the support they need to become successful.

5. Why Professional School Counselors are critical to discussions about Common Core.

Leading initiatives and removing barriers surrounding college and career access, Professional School Counselors are typically the gate keepers of college and career pathways. Common Core State Standards are designed to determine the degree to which students are on-track or off-track for college and career readiness. As Common Core is integrated into standard testing practices within schools, it's likely its outcomes will drive interventions meant to safeguard on-track performance, and prevent and intervene in off-track performance. Student outcomes on the Common Core State Standards will most likely become a part of early warning systems identifying student performance gaps; therefore, school counselors should be prepared to discuss how Common Core data could drive discussions around scheduling and student placement, college and career selection (entrance exams), as well as what types of remedial and student support services will effectively intervene, getting students back 'on track'. As a student advocate and leader of college and career readiness within the school community, it's imperative that school counselors are familiar with the language, theories, and data surrounding Common Core Standards, allowing them to effectively consult, counsel, and collaborate with students, parents, and school stakeholders, removing barriers to ALL students college and career success.

6. How will these standards impact your role?

The Common Core standards will impact the roles of the professional school counselor in a number of ways. Counselors, working in schools at all levels:

may need to adjust the content of classroom guidance and career development activities to align with the outcomes for their school and grade. They may also need to increase their focus on career development initiatives if they are not already a significant component of their program;

must advocate to ensure that all students are served under college-and-career ready initiatives, particularly those who have traditionally been underserved by college-readiness programs; and

help students and parents understand the changes effected by the Common Core Standards and the implications for students.

7. What does Common Core means for students?

Common Core State Standards provide a much desired comprehensive vision of what it means to be college and career ready. A national yardstick, students will be able to measure

their readiness against national standards for entry into college and career pathways. While not all students will perform adequately, it's important that students do not internalize their performance as a final determination of their ability; rather assessment outcomes should act as a tool to initiate conversations in which students can comprehend their performance level, deficit areas, and explore interventions and support services that will bridge their achievement gaps. School counselors' holistic perspective of education, allows them to frame these discussions with encouragement, motivating students, parents, and school stakeholders to implement effective interventions resulting in higher student achievement levels and outcomes, fostering a college and career going culture.



Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education and career goals. Using counseling theories and techniques, professional school counselors accomplish these goals by fostering educational and social equity, access, and success. The professional school counselor serves as a leader, an assertive advocate for students, consultant to families and educators, and team member to teachers, administrators and other school personnel to help each student succeed.



8. What do parents need to know about Common Core?

A significant shift in how we measure student achievement, it's important that parents understand what the Common Core measures, how the indicators are determined, and in what ways the assessment outcomes will impact their students' educational trajectory. The influence assessment outcomes will have on students' educational experience may vary from school to school, and perhaps from school system to school system; nonetheless it's imperative that parents are educated on the concepts and implications Common Core Assessment could have on their students' education, as they are partners in our work of advocating for student success. We highly recommend collaborating with your administration to establish effective ways in which you will educate parents about the Common Core State Standards and what it means to their students education.

9. How Common Core will impact your collaboration with your school administration?

As with most systemic initiatives, school counselors will need to collaborate with administration to successfully implement Common Core State Standards in ways that will drive student performance outcomes. As schools implement programs and develop systems of support, school counselors will be a critical

voice at the table, safeguarding students' personal / social wellbeing, and advocating for systems that support and promote ALL students. School counselors will identify student performance barriers and equity gaps by assessing disaggregated testing data and making recommendations to their school leadership team(s) on how to effectively infuse interventions to fill performance gaps. School Counselors also play a significant role in managing school-wide policies that stem from student performance outcomes (i.e. scheduling and placement, remedial supports, tutoring, etc.), and should work to ensure they're a part of their schools leadership team and discussions. . Administrators, teachers, parents, and students will seek their advisement and consult on this topic; therefore it's important that they are well versed in Common Core subject matter, and prepared to implement and manage effective interventions and support systems in comprehensive and data driven ways. Common Core data will most likely drive School Counseling Program Plans; another collaborative tool counselors use with principals to align goals and outcomes.

10. Where can I find more information on Common Core Standards?

Common Core State Standards Webpage: www.CoreStandards.org

Common Core Works: www.CommonCoreWorks.org

National Governors Association's Center for Best Practices: <http://www.nga.org/cms/home/nga-center-for-best-practices/center-issues/page-edu-issues/col2-content/main-content-list/common-core-state-standards.html>

The following website for CASEL addresses implementing Social Emotional Learning standards and practices into the school:

<http://casel.org/in-schools/implementation/implementation-guidance/>

The following website for the Center for Mental Health in the Schools, housed at the University of California Los Angeles, includes information specific to the integration of specialized support services in Common Core: <http://www.smhp.psych.ucla.edu/pdfdocs/commoncore.pdf>

The Career Readiness Partnership Council has created a definition of what it means to be career ready. This information can be found at <http://www.careerreadynow.org/>

The National Council of La Raza (NCLR) provides Common Core State Standards information for families and educators of Latino students. Handouts are in English and Spanish. Two great resources from this organization are 1) an implementation guide for educators called Raising the Bar: Implementing Common Core State Standards for Latino Student Success and 2) a report called Access to Common Standards for All: An Advocacy Tool Kit for Supporting Success. These can be found at www.nclr.org



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