

# The Ohio Comprehensive School Counseling Program



**November 2007 Update**

**THE  
OHIO  
COMPREHENSIVE  
SCHOOL  
COUNSELING  
PROGRAM**

# The Ohio Comprehensive School Counseling Program

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# **PREFACE**

“School Counselors are ideally situated in schools to serve as advocates to promote school-wide success for all groups of students.

When school counselors aggressively perform actions that support a quality education for all groups of students, they create a school climate where access and support for rigorous preparation is expected. These efforts move school counseling from the periphery of school business to a position front and center in constructing student success.”

The Education Trust Website  
[www.edtrust.org](http://www.edtrust.org)

OSCA is on the move. School Counselors are leaders uniquely positioned to touch all students, driving them toward success. This has been our goal since our organization’s beginning. We owe huge debts of gratitude to those who came before us, blazing the trail with standards, competencies, benchmarks, indicators, and accountability. It is because we stand on their shoulders that we can see the vision clearly.

But now is the time for further action. It is up to today’s school counselors to move from vision to implementation, and from deliberation to deliberate action. Our acknowledgement of achievement gaps must intentionally turn to planned, accountable programs.

It is time to examine our beliefs and our behavior, to break our own molds and patterns, and uncompromisingly establish our presence on the front lines of student achievement.

# **ACKNOWLEDGEMENTS**

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# **Ohio School Counselor Association**

## **Mission/Vision:**

The mission of the Ohio School Counselor Association is to empower, unite and support professional school counselors in their role to promote student success.

## **Strategic Plan/Goals:**

**OSCA** will facilitate professional development opportunities in areas of relevant issues to all school counselors both within the district and the state.

**OSCA** will provide relevant and current information to enhance Professional School Counselors' knowledge, skill and professionalism.

**OSCA** will proactively obtain, evaluate, communicate, and impact legislative policy that pertains to school counselors and child advocacy.

**OSCA** will promote professionalism and ethical standards in school counseling.

**OSCA** will develop strategic partnerships to cultivate and enhance the school counseling profession.

# **FOUNDATION**



Not everyone's school counseling program has to rival the ASCA National Model. For a variety of reasons, some programs rank very closely to it, while others seem to bear little resemblance. No matter where your program fits on the continuum, you can make it better.

Start by looking at your program's **foundation**.

- Why does your program exist?
- Why do you do what you do each day?
- What drives you?
- How do you feel about the students you work with?
- What are your hopes and dreams for them?
- What do you hope they've accomplished one, five, ten, or twenty years from now?
- What do you believe about your school?
- About education?
- About your own role in education?

The answers to these and other similar questions are the basis for your program's foundation. Compare your answers with the ones that are implied in your program's current mission statement. Are they similar? Can you even recognize them? Does your program's mission fit in with your school's? Your district's? Take the time to write out what you believe. Although there are many things that are assumed about a school counseling program (that it is comprehensive in scope, preventative in design, and developmental in nature; that it is designed to reach every student; that it should be created, implemented and evaluated by a professional school counselor; that it is data-driven), your counseling program should have characteristics that are unique to you, your school, and your district if it is to succeed. Choose words that are clear, words that are inclusive, words that will remain constant when "the next big thing" in education comes along. Make sure to include in your mission statement the far-reaching goals you have for the students who are in your care today.

# **BELIEFS**

## **Ohio School Counselors believe:**

- All students have dignity and worth
- All students can achieve given proper support
- All students should have access to a full-time state certified Master's degree level school counselor
- All students have a right to participate in a school counseling program

## **We believe that a school counseling program:**

- Must consider all students' ethnic, cultural, and racial differences and special needs
- Is comprehensive, preventative, and developmental
- Is planned and coordinated with other representatives of the school and community
- Is evaluated using specified guidelines, benchmarks, and indicators

## **We believe that all school counselors:**

- Abide by the professional ethics of guidance and counseling as advocated by the American School Counseling Association (ASCA)
- Participate in a professional development program essential to maintain a quality guidance program

# **PROGRAM MISSION STATEMENT**

The mission of the Ohio Comprehensive School Counseling Program is to be an integral part of a school's total program by providing academic, career and personal/social programs and services that will allow all students to achieve their individual potential and contribute to a constantly changing world.

# ASCA National Model



## STATE GUIDELINES

**LEGEND – A:A.1.K-2 = Academic Domain  
Guideline A  
Benchmark 1  
Indicator Level K-2**

Take the time to look at ASCA's National Standards. These should complete your foundation. It'll be your responsibility to figure out which competencies and indicators best fit your school/district, so look at them and choose among them carefully. Ask others for help. Do a Needs Assessment of students, parents, teachers, and other stakeholders. Compile this information and compare it with your district's objectives. This information should show you the areas that need to be supported and the gaps that need to be filled in by your counseling program.

When choosing standards, benchmarks, and indicators for the Ohio Comprehensive School Counseling Program, the team members researched what was already in place in the state regarding the Safe and Drug Free Schools, Ohio's School Climate Guidelines, Governor Strickland's Policy: Creating A World-Class Education System in Ohio, the Bullying, Harassment and Intimidation Policy, the State Board of Education's School Substance Abuse and Violence Prevention Policy, academic content standards already established by various other curriculum areas and other local, state and national documents dealing with academic and behavioral policies and interventions.

Committee members studied the ASCA standards and chose ones that best met the needs of students in Ohio. Our criteria included:

- developmentally appropriate activities and lessons,
- requirements already in place within the state, and
- standards that would create responsible citizens.

Other guidelines might fit your school or district better. If you choose not to use these, look at the ASCA National Standards and choose ones that best fit your situation from them. They can be found in the Counselor Skills/Appendix section of this model.

**School Counseling Standards**  
**OSCA Guidelines**

**Domain: Academic Development**

**School Counseling Guideline A:**

The school counselor develops and implements an effective school counseling program that will enable students to acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

**Benchmark(s):**

1. The Student Will Improve Academic Self Concept
2. The Student Will Acquire Skills for Improving Learning
3. The Student Will Achieve School Success

**1. The Student Will Improve Academic Self Concept**

**Indicators:**

- K-2 Describe academic skills they can perform without instruction
- 3-5 Recognize that people learn in different ways
- 6-8 Recognize then integrate personal learning styles into academic pursuits
- 9-12 Examine personal capabilities, attitudes, and behaviors which facilitate learning

**2. The Student Will Acquire Skills for Improving Learning**

**Indicators:**

- K-2 Describe the tools they need to do their work at school
- 3-5 Demonstrate active listening skills
- 6-8 Discover ways to locate and/or request academic assistance or information

9-12 Analyze how effort and persistence positively affect learning

### **3. The Student Will Achieve School Success**

#### **Indicators:**

K-2 Describe why school is important

3-5 Identify personal barriers to learning

6-8 Describe ways to study for different types of learning situations and evaluations

9-12 Develop and demonstrate time management skills, and maintain a balance between academic responsibilities, extra curricular activities and family life

# School Counseling Standards OSCA Guidelines

## Domain: Academic Development

### School Counseling Guideline B:

The school counselor develops and implements an effective school counseling program that will enable students to complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

### **Benchmark(s):**

1. The Student Will Improve Learning
2. The Student Will Plan to Achieve Goals

### **1. The Student Will Improve Learning**

#### **Indicators:**

- K-2 Work cooperatively in small and large groups
- 3-5 Practice and refine listening, speaking and writing skills necessary for academic success
- 6-8 Demonstrate increased responsibility for learning independently
- 9-12 Learn and apply higher level thinking skills in learning processes

### **2. The Student Will Plan to Achieve Goals**

#### **Indicators:**

- K-2 Describe something they would like to work toward
- 3-5 Set short-term and long-term goals
- 6-8 Align short-term and long-term goals with academic choices
- 9-12 Analyze and evaluate post-secondary options that support interests, achievement, aptitude and abilities

**School Counseling Standards**  
**OSCA Guidelines**

**Domain: Academic Development**

**School Counseling Guideline C:**

The school counselor develops and implements an effective school counseling program that will enable students to understand the relationship of academics to the world of work and to life at home and in the community.

**Benchmark(s):**

1. The Student Will Relate School to Life Experiences

**1. The Student Will Relate School Experiences To Real Life Experiences**

**Indicators:**

- K-2 Describe people who help them at school, in their family and in their neighborhood
- 3-5 Describe the benefits of learning both in and out of school
- 6-8 Seek and participate in co-curricular and community opportunities to enhance the school learning experience
- 9-12 Explore how school success prepares one to make the transition from student to productive community member



# **School Counseling Standards** **OSCA Guidelines**

## **Domain: Career Development**

### **School Counseling Guideline A:**

The school counselor develops and implements an effective school counseling program that will enable students to acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

### **Benchmark(s):**

1. The Student Will Develop Career Awareness
2. The Student Will Develop Employment Readiness

### **1. The Student Will Develop Career Awareness**

#### **Indicators:**

- K-2 Identify different types of work
- 3-5 Compare traditional and non-traditional occupations
- 6-8 Increase knowledge of personal interests and aptitudes and identify related career clusters
- 9-12 Expand awareness of career choices through site visitations, job shadowing and/or mentoring

### **2. The Student Will Develop Employment Readiness**

#### **Indicators:**

- K-2 Describe the characteristics of a good worker
- 3-5 Recognize the personal qualities of responsibility, dependability, punctuality and integrity in the work place
- 6-8 Acquire employability skills such as working on a team, problem solving and organizational skills
- 9-12 Demonstrate the ability to apply personal skills, such as time and task management, to future career decisions

**School Counseling Standards**  
**OSCA Guidelines**

**Domain: Career Development**

**School Counseling Guideline B:**

The school counselor develops and implements an effective school counseling program that will enable students to employ strategies to achieve future career goals with success and satisfaction.

**Benchmark(s):**

1. Students Will Acquire Career Information
2. Students Will Identify Career Goals

**1. Students Will Acquire Career Information**

**Indicators:**

- K-2 Identify work and skills of family and/or community members
- 3-5 Learn about products and services of businesses /industries in the local community
- 6-8 Define the education and training opportunities needed to achieve career goals
- 9-12 Identify ways that the changing workplace requires life long learning and upgrading of skills

**2. Students Will Identify Career Goals**

**Indicators:**

- K-2 Describe what they like to do and why
- 3-5 Investigate the relationship between career choices/leisure activities and life satisfaction
- 6-8 Explore career choices and career clusters
- 9-12 Demonstrate awareness of the career planning process by formulating personal goals

**School Counseling Standards**  
**OSCA Guidelines**

**Domain: Career Development**

**School Counseling Guideline C:**

The school counselor develops and implements an effective school counseling program that will enable students to understand the relationship between personal qualities, education, training and the world of work.

**Benchmark(s):**

1. The Student Will Acquire Knowledge to Achieve Career Goals
2. The Student Will Apply Skills to Achieve Career Goals

**1. The Student Will Acquire Knowledge to Achieve Career Goals**  
**Indicators:**

- K-2 Recognize that men and women can have the same work
- 3-5 Identify resources for career planning
- 6-8 Develop and maintain a career planning portfolio
- 9-12 Analyze the relationship between educational achievement and career planning in establishing a satisfactory lifestyle

**2. The Student Will Apply Skills to Achieve Career Goals**  
**Indicators:**

- K-2 Practice making simple decisions in simulated situations
- 3-5 Work cooperatively with others as a team member
- 6-8 Demonstrate how interests, abilities and achievement relate to attaining personal, social, educational and career goals
- 9-12 Apply academic and employment readiness skills in work-based learning situations such as internships, and/or community service

# School Counseling Standards OSCA Guidelines

## Domain: Personal and Social Development

### School Counseling Guideline A:

The school counselor develops and implements an effective school counseling program that will enable students to acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

### **Benchmark(s):**

1. The Student Will Acquire Self-Knowledge
2. The Student Will Acquire Interpersonal Skills

### **1. The Student Will Acquire Self-Knowledge**

#### **Indicators:**

- K-2 Develop positive attitudes toward self as a unique and worthy person
- 3-5 Identify personal boundaries, rights and needs
- 6-8 Recognize and explain the relationship of physical, emotional, and intellectual changes and the effects on self-concept and control
- 9-12 Use appropriate skills to handle life experiences and daily problems

### **2. The Student Will Acquire Interpersonal Skills**

#### **Indicators:**

- K-2 Explain and respect the similarities and differences among others
- 3-5 Know how to make and keep friends
- 6-8 Recognize when peer pressure is influencing a decision
- 9-12 Respect and accept alternative points of view as components of personal uniqueness

**School Counseling Standards**  
**OSCA Guidelines**

**Domain: Personal and Social Development**

**School Counseling Guideline B:**

The school counselor develops and implements an effective school counseling program that will enable students to make decisions, set goals and take necessary action to achieve goals.

**Benchmark(s):**

1. The Student Will Apply Self-Knowledge

**1. The Student Will Apply Self-Knowledge  
Indicators:**

- K-2 Identify alternative solutions to a problem
- 3-5 Practice a learned decision making and problem solving model
- 6-8 Use conflict management skills with peers and adults
- 9-12 Identify resource people in the school and community and know how to seek their help

**School Counseling Standards**  
**OSCA Guidelines**

**Domain: Personal and Social Development**

**School Counseling Guideline C:**

The school counselor develops and implements an effective school counseling program that will enable students to understand safety and survival skills.

**Benchmark(s):**

1. The Student Will Acquire Personal Safety Skills

**1. The Student Will Acquire Personal Safety Skills**

**Indicators:**

- K-2 Recognize the differences between appropriate and inappropriate physical contact
- 3-5 Know the emotional and physical dangers of substance use and abuse
- 6-8 Differentiate between situations requiring peer support and situations requiring adult help
- 9-12 Develop coping skills for managing life events

# **DELIVERY SYSTEM**



Now start to ask questions about your program's **delivery system**.

- How are you going to accomplish the objectives you've chosen after the needs assessment?
- What are you going to do to make sure that the gaps you've recognized are closed (or minimized)?
- What will make you choose one particular activity/program/lesson rather than another?
- What's the best way to get your information to those who need it?
- How well is whatever you're doing now working?
- Is it accomplishing all you want it to accomplish?
- How are you spending your time each day?
- Are you spending 80% of your time with only 20% of your students?

The change you're looking for begins with doing just one thing differently.

School counselors work with students, faculty, staff, administrators, parents/guardians, district leaders, and community members in our goal of connecting students with success. Our interdependent roles demand that we respect each other's unique contribution to student success.

As counselors, we must use the needs and priorities developed in the Foundation System to determine the appropriate activities for students. However, we must also use the expertise of others in delivering the program.



# RECOMMENDED RESPONSIBILITIES FOR THE PROFESSIONAL SCHOOL COUNSELOR

As a member of the counseling department staff, a counselor is to provide a comprehensive guidance program for students in the school. The counselor provides activities to meet the needs of the students; consults with teachers, staff, and parents to enhance their effectiveness in helping students; and provides support to other school programs.

## RESPONSIBILITIES

Professional School Counselors **provide developmental comprehensive guidance program content** in a systematic way through:

- Lessons/experiences/groups/programs/workshops presenting the comprehensive counseling program
  - study skills
  - learning styles
  - safety/survival issues
  - transition issues
  - decision-making
  - character education
  - goal setting
  - career awareness
  - self-awareness
- Teaming with teachers who want to integrate guidance lessons with regular education classes
- Consultation with teachers, staff, and parents about meeting the developmental needs of students

Professional School Counselors **address students' immediate needs** through:

- Prevention and intervention
- Individual and group counseling
  - crisis counseling
  - attendance
  - social problems
  - anger management
  - coping with stress
  - mediation
  - grief/loss
  - abuse
  - gender issues
  - truancy/dropouts
- Referrals and reporting to appropriate community agencies
- Maintaining relationships with mental health agencies in the community
- Conducting meetings/conferences to facilitate differences between teachers, students, and parents

Professional School Counselors **assist students and parents in the development of academic and career plans** through:

- Becoming an advocate for all students
- Interpreting information and assessment results to parents/guardians
- Discussing implications of testing results with parents/guardians/students
- Assisting school staff in the placement of students in the proper educational programs
- Working with transitions from grade to grade, school to school, and level to level
- Providing/participating in orientation activities for students and parents/guardians new to the school
- Acting as a resource person/team member for IEP/IAT/504 work
- Academic assessment and planning
- ICP (Individualized Career Plan) work
- Refinement of student's education plan
- Preparation for/exploration of post-secondary options
- Knowledge of the relationship between student success and employee success
- Providing resources and information to assist in career awareness and career exploration activities

Professional School Counselors **coordinate, conduct or participate in activities which contribute to the effective operation of the school** through:

- Creating, developing, managing, and evaluating a yearly counseling plan
- Collecting, analyzing, and interpreting data which supports students and the counseling programs
- Advocating for school counseling programs
- Consulting and coordinating with in-district and community agencies
- Maintaining and supporting a positive school atmosphere
- Attending professional development activities
- Participating with the faculty and administration as a team member in the implementation of testing programs
- Participating in "fair-share" responsibilities
- Maintaining state certification according to the Ohio Department of Education guidelines

# **SUGGESTED DISTRIBUTION OF SCHOOL COUNSELOR TIME**

(These are suggestions for the overall year-long program --- not a counselor's daily schedule.)

## **Guidance Curriculum**

ES --- 35-45%  
MS --- 25-35%  
HS --- 15-25%

## **Individual Student Planning**

(Individual and small group)  
ES --- 5-10%  
MS --- 15-25%  
HS --- 25-35%

## **Suggested List of Activities**

### **Guidance Curriculum**

Classroom presentations  
Career/Tech fairs  
PSAT/ACT/SAT  
Conflict resolution  
Study Skills  
Goal setting  
Learning styles  
Academic achievement  
Parent workshops  
Scholarship  
Credit counseling  
Test-taking skills  
New students' orientation  
College prep information  
Career assessment  
Character education  
Friendship groups  
Decision making  
Harassment/bullying  
Repeaters/Retention groups

### **Individual Student Planning**

(Individual and small group)  
Senior interviews  
4-year plans  
ICP-Individualized Career  
    Planning  
Registration planning  
Behavior planning  
Scholarship  
Organizational skills  
Academic advisement  
Intervention teams  
Student consultation  
IEP meetings  
Letters of recommendation  
Home visits  
College credit information  
504 Plan implementation  
Planning for at-risk students  
Planning with parents  
Transition to new school info  
Group counseling

# **SUGGESTED DISTRIBUTION OF SCHOOL COUNSELOR TIME**

(These are suggestions for the overall year-long program --- not a counselor's daily schedule.)

## **Responsive Services**

ES --- 30-40%  
MS --- 30-40%  
HS --- 30-40%

## **System Support**

ES --- 10-15%  
MS --- 10-15%  
HS --- 15-20%

## **Suggested List of Activities**

### **Responsive Services**

Crisis intervention  
Intervention team member  
Parent conference  
Parent request  
Peer mediation  
Grief and loss counseling  
Individual counseling  
Group counseling  
School based mental health referrals  
Child protective services report  
Referrals to nurse/health aide  
Social problems  
Family issues  
Homeless issues  
Students needing additional help  
Study tables  
"Detective" work  
Social services coordination

### **System Support**

Professional development  
Crisis team coordinator  
Business alliances  
Test proctor  
Regional meetings  
State/National conferences  
Mentoring  
Supervising interns  
Leadership teams  
Agency visitation  
Coordination of tutors  
Collaboration/consultation  
Holiday vouchers  
Maintaining counseling files  
Parent letters  
Newsletters  
Setting up conferences  
Scheduling  
Fair-share responsibilities  
---cafeteria  
---covering classes  
---hall/bus duty  
---safety patrol

## QUALITIES UNIQUE TO SPECIFIC GRADE LEVEL

**Elementary school** years set the tone for developing the knowledge, attitudes, and skills necessary for children to become healthy, competent and confident learners. Elementary students are beginning to develop decision-making, communication, and life skills, as well as character values. They have begun to gain academic and personal/social habits as they learn more about themselves and other elementary students. Elementary students are watching others in their careers and developing their basic understanding of the world of work.

Students are in the process of becoming more aware of themselves and their interests, values, and personality characteristics.

Through a successful school counseling program, elementary school counselors work as a team with the school staff, parents/guardians, and community members to create a caring climate and atmosphere. By providing education, prevention, early identification and intervention, professional school counselors can help all students achieve success.

**Middle school** students are characterized by rapid physical growth, curiosity about their world, and an emerging self-identity. They experience high levels of activity coupled with frequent fatigue due to rapid physical growth. Young adolescents show extreme sensitivity to comments from others and heavy reliance on friends to provide comfort, understanding and approval.

Middle school students are moving from the dependence of childhood into the independence of adulthood. This change is characterized by highs and lows often influencing their relationships and academics.

Middle school counselors enhance the learning process and enhance student achievement. School counseling programs are essential for students to achieve optimal personal growth, acquire positive social skills and values, set appropriate career goals, and realize their full academic potential.

**High school** years are full of growth, promise, excitement, frustration, disappointment, and hope. It is the time when students begin to discover what the future holds for them. During these years, students are evaluating their strengths, skills and abilities. They need guidance in making concrete and complex decisions.

These years are a major turning point in a student's life. Life-influencing decisions are called for, so career counseling activities are of high priority.

Secondary school counselors strengthen the learning process and promote academic achievement leading to graduation and entrance into a competitive job market. They provide leadership that supports a safe learning environment and promote equity and access to opportunities and rigorous educational experiences for all students. This enables students to become productive, contributing members of the world community.

# SAMPLE ACTIVITIES

<b>Guidance Curriculum</b>	<b>Responsive Services</b>	<b>Individual Student Planning</b>	<b>System Support</b>
<p><b>Description</b></p> <p>Provides developmental comprehensive guidance program content in a systematic way to students K-12</p>	<p><b>Description</b></p> <p>Addresses students' immediate needs</p>	<p><b>Description</b></p> <p>Assists students and parents in development of academic and career plans</p>	<p><b>Description</b></p> <p>Includes program, staff and school support activities and services</p>
<p><b>Purpose</b></p> <p>Student awareness, skill development and application of skills needed in everyday life</p>	<p><b>Purpose</b></p> <p>Prevention and intervention</p>	<p><b>Purpose</b></p> <p>Individual student academic and occupational planning, decision making, goal setting and preparation for academic transitions</p>	<p><b>Purpose</b></p> <p>Program delivery and support</p>
<p><b>Counselor Role</b></p> <p>--Guidance curriculum implementation --Classroom or structured groups --Consultation</p>	<p><b>Counselor Role</b></p> <p>--Individual counseling --Small-group counseling --Referral --Consultation</p>	<p><b>Counselor Role</b></p> <p>--Assessment --Planning --Placement --Consultation</p>	<p><b>Counselor Role</b></p> <p>--Develop and manage program --Coordination --Develop relationships and partnerships --Consultation</p>
<p><b>Sample Activities</b></p> <p>--Class presentations on: --study skills --character ed. --learning styles --conflict resolution --goal setting --strategies to achieve goals --career awareness --explore world of work --transition issues --safety/survival skills --Parent workshops --All-school programs --Academic preparation for post-secondary options</p>	<p><b>Sample Activities</b></p> <p>--Individual and group counseling on: --crisis intervention --grief/loss --anger management --mediation --social problems --attendance issues --dropout --suspension --coping with stress --physical/sexual/mental abuse --substance abuse --Referrals/reporting --Parent conferences --"Detective" work --Peer work --Relationships with mental health resources in community</p>	<p><b>Sample Activities</b></p> <p>--Intake/planning for new students --Academic assessment and planning --Transitions to new school --Goal setting/evaluation --Resource person/team member for IEP/IAT/504 work --ICP work --Self-knowledge relating to career choice --Interpretation of test results --Development of K-12 educational plan --Exploration of career clusters --Relationship between student and employee success</p>	<p><b>Sample Activities</b></p> <p>--Creation/evaluation of yearly counseling plan --Publicity --Networking --Advisory councils --Professional development --Mentoring --Staff support --Data analysis --Partnerships with staff, parents, community --Mentoring --Advocacy for school counseling programs --Fair-share responsibilities</p>





# Counselor Time & Task Analysis Form

<b>Time</b>	<b>Guidance Curriculum</b>	<b>Individual Planning</b>	<b>Responsive Services</b>	<b>System Support</b>	<b>Non-counseling Activities</b>
7:00-7:30	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7:30-8:00	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8:00-8:30	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8:30-9:00	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9:00-9:30	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9:30-10:00	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10:00-10:30	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10:30-11:00	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11:00-11:30	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11:30-12:00	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12:00-12:30	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12:30-1:00	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1:00-1:30	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1:30-2:00	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2:00-2:30	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2:30-3:00	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3:00-3:30	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3:30-4:00	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4:00-4:30	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4:30-5:00	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5:00-5:30	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5:30-6:00	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of Blocks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Daily Percentage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total Blocks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total Percentage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# **MANAGEMENT SYSTEM**

The successful **management** of your program depends upon the use of information and tools available to you.

- What is your data telling you to do?
- What happens if you pull the data apart and create your programs accordingly?
- How can you assist teachers in delivering the academic curriculum?
- What does your administration see as important after reviewing data with you?
- How do you set up your days, weeks, and months in order to accomplish the objectives you've set for yourself?

The tools that will best help you in program management are a counselor/principal agreement, an advisory council or committee, action plans, and calendars.

One of the most difficult issues in this area is to figure out how to ensure you are performing counseling tasks rather than ones that can and should be completed by others. Most of your time should be spent in direct service to students. Our expertise can be found in the fields of education and mental health. This knowledge in both areas is the gift we bring to schools. And although lunch duty, inputting data, supervising study halls, and disciplining students might be seen as working with students, our direct service to students should be in the areas of classroom lessons, individual and group counseling sessions, academic or career planning, and meeting their immediate needs. This can be a delicate balance when counselors "have always done it this way" or when not all counselors in a building agree.

# Counselor/Principal Agreement

Counselor: \_\_\_\_\_

School: \_\_\_\_\_ Year: \_\_\_\_\_

Students Served: \_\_\_\_\_  
(Grade Level/Alphabetical/Division/Department)

Program: In order to maximize the success of our students, my goals for the year are:

Academic:

Career:

Personal/Social:

My plan also includes services to:

Staff:

Parents:

Community:

My professional development plan for the year is:

I will meet with the principal \_\_\_\_\_  
or more often as needed.

Counselor's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# ADVISORY COUNCIL

It is important that the people chosen for the school's advisory council reflect the community. People asked to join the council should have a working knowledge of education and be convinced of the importance of a school counseling program. The chart included below can serve as a guide, not a limitation, when looking at possible membership.

The advisory council should meet at least twice a year. The beginning of the year meeting should include the program's goals and objectives. The end-of-year meeting should focus on the results gained during the year and any recommendations or changes for the next school year. Other agenda items may be included, but these should be the major concern for each meeting.

When inviting potential members to join, they should be aware of what is involved, the structure of the committee, the decision-making process, voting and other meeting procedures. Membership should also include all school counselors in the building.

Name	Role/Area	Contact Information
	Parent	
	Administrator	
	Faculty/Staff	
	Student	
	Business	
	Community	
	University	
	Other	
	Other	

# **SAMPLE ADVISORY COUNCIL LETTER**

Dear \_\_\_\_\_,

Because of your interest in quality education and demonstrated expertise in the field of \_\_\_\_\_, the counseling department and staff of Any Town Middle School are confident you can provide an invaluable service to the school as a member of the School Counseling Advisory Council.

The council will be composed of outstanding leaders in the school and community and is tasked with making recommendations regarding student and community needs and advising the counseling staff as it strives to meet these needs.

The council will meet twice a year. Please consider this invitation and inform us of your decision about membership by \_\_\_\_\_. Your acceptance will greatly enhance our school counseling program.

## ***SAMPLE ADVISORY COUNCIL AGENDA***

### **Any Town Middle School**

Advisory Council Agenda  
August 23, 2007

1. Chair calls meeting to order
2. Introduction of members
3. Chairperson explains the concept of an advisory council and its activities
4. Guidelines for operation are distributed to members
5. Presentation by counselors of the program that is standards-based and promotes student achievement. Anticipated results are discussed at the opening meeting. A summary of the results is presented at the end-of-year meeting.
6. Discussion of activities and support needed from the council
7. Date for next meeting

# CLOSING THE GAP

## ACTION PLAN WORKSHEET

### **STUDENTS --- reason for selection? Data driving your decision?**

Who is the target group? (Be specific --- with characteristics) What data made you choose these students?

### **OBJECTIVES --- intended effects**

Based on your school's data, what change do you want to see happen? The target group will increase/decrease this specific behavior by this percent. **OR** This specific behavior will increase/decrease by this percent. (usually 5-10%)

### **ACTIVITIES --- activity/manner of delivery/resources**

What can only I do for target students and/or for their parents?

What school services are available for these students?

What community services are available for these students?

### **MEASUREMENT --- evaluation**

How will I measure the activities in this plan?

What will the results look like?

When will I review my plan?

When/How will I report my results?



## Closing the Gap Action Plan

**Counselor/District/School :** \_\_\_\_\_

**Target Group:** \_\_\_\_\_

**Selection reasoning (include data that is driving your choice):** \_\_\_\_\_

<b>Intended Effects on Academics, Behavior or Attendance</b>	<b>ASCA/OSCA/District Domain/Competency/Standard And Correlation with Academic Subject</b>	<b>Type of Activity; Manner of Delivery; Time Frame</b>	<b>Resources Needed</b>	<b>Evaluation Method (How will you measure and report/record your results?)</b>

# GUIDANCE CURRICULUM ACTION PLAN WORKSHEET

<b>Grade Level</b>	<b>Area of Concern and Data Source</b>	<b>ASCA/OSCA Standard &amp; Competencies</b>	<b>Delivery: Group, grade level, school-wide</b>

# Guidance Curriculum Action Plan

Grade Level	Content	ASCA/OSCA Domain/Comp.	Materials	Dates (Start-End)	Number Affected	Evaluation Method	Contact Person

# SCHOOL COUNSELING MASTER CALENDAR

SCHOOL: \_\_\_\_\_ YEAR: \_\_\_\_\_

COUNSELOR: \_\_\_\_\_

<b>AUGUST</b>	<b>JANUARY</b>
<b>SEPTEMBER</b>	<b>FEBRUARY</b>
<b>OCTOBER</b>	<b>MARCH</b>
<b>NOVEMBER</b>	<b>APRIL</b>
<b>DECEMBER</b>	<b>MAY/JUNE</b>

# ELEMENTARY SCHOOL CALENDAR

## AUGUST/SEPTEMBER

- ❑ Visit classrooms and introduce counseling program/role of counselor
- ❑ Attend Open House
- ❑ New student orientations
- ❑ In-service teachers/staff to counselor role
- ❑ Meet with principal for Counselor/Principal Agreements
- ❑ Collaborate with special education teachers and psychologist
- ❑ Organize and meet with Advisory Committee
- ❑ Weekly progress reports as needed
- ❑ Meet with faculty teams as resource
- ❑ Familiarize yourself with community agencies offering services to students
- ❑ Conduct needs assessment of students, faculty, and parents
- ❑ Set up and meet with student assistance teams
- ❑ Classroom guidance lessons on these topics:
  - 
  - 
  - 
  - 
  - 
  -
- ❑ Initiate Peer Mediation processes
- ❑ Parent/student/teacher conferences
- ❑ Address teacher concerns about individual students with learning issues/needs
- ❑ Update needed information concerning Home Instruction
- ❑ Recommendation/placement of students in after-school programs
- ❑ Orient parents/guardians new to the school
- ❑ Coordinate/schedule special assemblies
- ❑ Review information from new students verifying proper placement and services
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_

# ELEMENTARY SCHOOL CALENDAR

## OCTOBER

- ❑ Individual counseling
- ❑ Group counseling
- ❑ Classroom guidance lessons on these topics:
  - 
  - 
  - 
  - 
  -
- ❑ Meet with new students
- ❑ Participate in professional development
- ❑ Assist with interpretation of assessments
- ❑ Record reviews
- ❑ Assist with Title I parent programming
- ❑ Conference with parents/guardians, teachers and community organizations
- ❑ Plan and implement monthly recognition programs
- ❑ Participate in/coordinate Red Ribbon Week activities
- ❑ Clothing and shoe vouchers
- ❑ Collaborate with IAT/SAS teams and psychologist to determine interventions for at-risk students
- ❑ Attend interim report pick-up to conference with parents/guardians
- ❑ Home visits as needed
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_

# ELEMENTARY SCHOOL CALENDAR

## NOVEMBER

- ❑ Individual counseling
- ❑ Group counseling
- ❑ Classroom guidance lessons on the following topics:
  - 
  - 
  - 
  - 
  -
- ❑ Review report cards to assist parents/guardians with academic information
- ❑ Assess students as needed for screenings
- ❑ Address teacher concerns about learning issues/needs of selected students
- ❑ Meet with faculty teams as a resource person
- ❑ All-Ohio Counselors Conference
- ❑ Service-oriented Thanksgiving projects/programs
- ❑ Academic/behavior progress reports as needed or requested
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_

# ELEMENTARY SCHOOL CALENDAR

## DECEMBER

- ❑ Individual counseling
- ❑ Group counseling
- ❑ Classroom guidance lessons on the following topics:
  - 
  - 
  - 
  - 
  -
- ❑ Programs/projects for holidays
- ❑ Continue to take care of clothing/shoe needs for children
- ❑ Assess interim reports for additional interventions needed for students
- ❑ Continue to meet with student assistance teams
- ❑ Continue to orient new students upon their arrival
- ❑ Recommendation/placement of students in after-school programs
- ❑ Continue to build/use relationships with community agencies
- ❑ Collaborate/assist with special education teachers and psychologist
- ❑ Participate in professional development
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_



# ELEMENTARY SCHOOL CALENDAR

## JANUARY

- ❑ Individual counseling
- ❑ Group counseling
- ❑ Classroom guidance lessons on the following topics:
  - 
  - 
  - 
  - 
  -
- ❑ Activities/revisions/updates for the closing of the first semester
- ❑ Activities/revisions/updates for the beginning of the second semester
- ❑ Assess report cards and continue to meet with parents/guardians and students for academic success
- ❑ Send letters to parents/guardians of students in danger of failing
- ❑ Assess counseling goals from first semester
- ❑ Revise counseling goals for the second semester
- ❑ Recognition assemblies for the end of first semester
- ❑ Plan activities for National School Counseling Week
- ❑ Participate in staff meetings and professional development activities
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_

# ELEMENTARY SCHOOL CALENDAR

## FEBRUARY

- ❑ Individual counseling
- ❑ Group counseling
- ❑ Classroom guidance lessons on the following topics:
  - 
  - 
  - 
  - 
  -
- ❑ Celebrate National School Counseling Week with activities that showcase the work/accomplishments of school counselors
- ❑ Interim reports and pick-up to meet and conference with parents/guardians
- ❑ Continue to conference and provide interventions for those students in danger of failing present grade
- ❑ Meet with middle school counselors to plan transitions for fifth graders into middle school
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_

# ELEMENTARY SCHOOL CALENDAR

## MARCH

- ❑ Individual counseling
- ❑ Group counseling
- ❑ Classroom guidance lessons on the following topics:
  - 
  - 
  - 
  - 
  -
- ❑ Begin transition work with fifth graders preparing for middle school
- ❑ Assist with standardized testing
- ❑ Continue to provide support for new students
- ❑ Monitor students' report cards to provide intervention information for parents/guardians of students in danger of failing
- ❑ Continue to act as resource for parents/guardians, staff, and community agencies
- ❑ Continue to participate in professional development activities
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_

# ELEMENTARY SCHOOL CALENDAR

## APRIL

- ❑ Individual counseling
- ❑ Group counseling
- ❑ Classroom guidance lessons on the following topics:
  - 
  - 
  - 
  - 
  -
- ❑ Publicize information for summer opportunities
- ❑ Continue efforts for transition of fifth graders to middle schools
- ❑ Review third marking period interim reports and make suggestions for interventions as needed
- ❑ Re-assess students new to school
- ❑ Ongoing referrals to agencies and community supports
- ❑ Failure information to parents/guardians
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_

# ELEMENTARY SCHOOL CALENDAR

## MAY/JUNE

- ❑ Individual counseling
- ❑ Group counseling
- ❑ Classroom guidance lessons on the following topics:
  - 
  - 
  - 
  - 
  -
- ❑ Finalize transition of fifth graders to middle schools
- ❑ Culminate agency-contact information
- ❑ Complete and send data as requested to Director of Counselor Services
- ❑ Final meetings with staff teams to evaluate information on students for next year
- ❑ Recognition programs and assemblies
- ❑ Contact parents/guardians regarding failure information
- ❑ Finish/finalize shoe/clothing referrals
- ❑ Conclude Peer Mediation process
- ❑ Participate in school closing procedures as directed by the administration
- ❑ Send data results/results reports to administration/supervisor
- ❑ Assess counseling goals and make adjustments/modifications for upcoming academic year
- ❑ Plan a healthy vacation time
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_

# MIDDLE SCHOOL CALENDAR

## AUGUST/SEPTEMBER

- Visit classrooms and introduce counseling program/role of counselor
- Attend Open House
- New-student orientations
- In-service teachers/staff to counselor role
- Meet with principal for Counselor/Principal Agreements
- Collaborate with special education teachers and psychologist
- Organize and meet with Advisory Committee
- Weekly progress reports as needed
- Meet with faculty teams as a resource
- Attend and present information at class meetings/team meetings
- Familiarize yourself with community agencies offering services to students
- Conduct needs assessments of students, faculty and parents
- Set up and meet with student assistance teams
- Classroom guidance lessons on the following topics:
  - 
  - 
  -
- Initiate Peer Mediation process
- Parent/student/teacher conferences
- Address teacher concerns about individual students with learning issues/needs
- Update needed information concerning Home Instruction
- Orient parents new to the school
- Coordinate/schedule special assemblies
- Review information from new students verifying proper placement and services
- Adjust schedules/schedule new students/balance class enrollments
- Review summer school information verifying proper grade placement
- Send parent letters concerning students placed in high school credit classes
- Assess interim reports
- Identify students for educational/supplemental programs
- Attend staff meetings and professional development
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# MIDDLE SCHOOL CALENDAR

## OCTOBER

- ❑ Individual counseling
- ❑ Group counseling
- ❑ Classroom guidance lessons on these topics
- 
- 
- 
- ❑ Schedule changes
- ❑ Meet with new students
- ❑ Balance class numbers
- ❑ Parent/guardian/student/teacher conferences
- ❑ Identify students with disabilities/screenings
- ❑ Goal setting with individual students
- ❑ Newsletter about counseling program
- ❑ Student assessments/IAT/SAS meetings
- ❑ Student referrals from staff/parents
- ❑ Work with outside agencies
- ❑ Reassess class placements
- ❑ Seventh grade Leadership Team
- ❑ Career program shadowing
- ❑ Presentations to eighth graders about careers
- ❑ Community-sponsored programs
- ❑ School-sponsored incentive programs
- ❑ Train Peer Mediators
- ❑ Participate in staff meetings and professional development
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_

# MIDDLE SCHOOL CALENDAR

## NOVEMBER

- ❑ Individual counseling
- ❑ Group counseling
- ❑ Classroom guidance lessons on these topics:
  - 
  - 
  -
- ❑ Honors/awards assembly for report cards
- ❑ Failure letters for first marking period grades
- ❑ Conferences with parents/guardians
- ❑ Peer mediations
- ❑ Skills demonstration planning and preparation
- ❑ Meet with students needing specific action plans
- ❑ Interim reports and pick-up
- ❑ Youth Motivational Task Force/outside speakers
- ❑ Agency referrals
- ❑ Shoe/clothing vouchers
- ❑ Parent/guardian informational mailings
- ❑ Student-support meetings (IAT/SAS)
- ❑ All-Ohio Counselors Conference
- ❑ Complete and send required paperwork to Director of Counselors
- ❑ Participate in staff meetings and professional development
- ❑ Service-based learning projects for Thanksgiving
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_



# MIDDLE SCHOOL CALENDAR

## DECEMBER

- ❑ Individual counseling
- ❑ Group counseling
- ❑ Classroom guidance lessons on these topics:
  - 
  - 
  -
- ❑ Interim reports and pick-up
- ❑ ICP letters/parent mailings
- ❑ Adjust schedules as needed
- ❑ Meet and schedule new students
- ❑ Skills demonstration/career planning and preparation
- ❑ Parent/guardian/teacher/student conferences
- ❑ Review report cards/interims
- ❑ Counsel students in danger of failing
- ❑ Identify students with disabilities
- ❑ Agency referrals
- ❑ SAS/IAT meetings
- ❑ Shoe/clothing vouchers
- ❑ Participate in staff meetings and professional development
- ❑ Service-based learning projects for Christmas
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_

# MIDDLE SCHOOL CALENDAR

## JANUARY

- ❑ Individual counseling
- ❑ Group counseling
- ❑ Classroom guidance lessons on these topics:
  - 
  - 
  -
- ❑ Assess report cards
- ❑ Parent/guardian conferences
- ❑ Failure letters for first semester
- ❑ Student conferences with those in danger of failing
- ❑ Adjust class sizes as needed at semester
- ❑ Scheduling discussions with students for new semester
- ❑ Recruiting students for STEP and Upward Bound
- ❑ Assess counseling goals of first semester
- ❑ Re-set counseling goals for second semester
- ❑ Plan National School Counseling Week activities
- ❑ Re-assess students new to school during first semester
- ❑ Honors/Awards assemblies for first semester
- ❑ Agency referrals
- ❑ SAS/IAT meetings
- ❑ Shoe/clothing vouchers
- ❑ Participate in staff meetings and professional development
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_

# MIDDLE SCHOOL CALENDAR

## FEBRUARY

- ❑ Individual counseling
- ❑ Group counseling
- ❑ Classroom guidance lessons on these topics:
  - 
  - 
  -
- ❑ Interim reports and pick-up
- ❑ Conferences for students in danger of failing
- ❑ Eighth grade information on transition to high school
- ❑ Meet with high school counselors regarding transitions
- ❑ Celebrate National School Counseling Week
- ❑ Continue educational and career planning conferences with students
- ❑ Work with students on goal setting activities
- ❑ Participate in professional development
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_

# MIDDLE SCHOOL CALENDAR

## MARCH

- ❑ Individual counseling
- ❑ Group counseling
- ❑ Classroom guidance lessons on these topics:
  - 
  - 
  -
- ❑ Continue transition sessions with eighth graders
- ❑ Report cards and conferences
- ❑ Honors/awards assemblies
- ❑ Parent/guardian conferences
- ❑ Assess report cards for failure information
- ❑ Failure letters for third marking period
- ❑ Failure letters for those in danger of failing the year
- ❑ Action plans for those in danger of failing
- ❑ Assist in standardized testing as needed
- ❑ Attend professional development
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_

# MIDDLE SCHOOL CALENDAR

## APRIL

- ❑ Individual counseling
- ❑ Group counseling
- ❑ Classroom guidance lessons on the following topics:
  - 
  - 
  -
- ❑ Interim reports and pick-up
- ❑ Parent/guardian conferences regarding year-end failing grades
- ❑ Ongoing referrals to agencies
- ❑ Design parent/guardian information for transitions to high school
- ❑ Dialogue with administrator regarding best scheduling plan for next year's course offerings
- ❑ Continue scheduling education and career planning conferences with parents/guardians and students
- ❑ Contact elementary principals regarding transition of fifth graders to middle school
- ❑ Re-assess students new to school during second semester
- ❑ Plan/begin orientation of fifth graders to middle school
- ❑ Gather information about summer opportunities
- ❑ Complete career planning information cards with eighth graders
- ❑ Participate in professional development
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_

# MIDDLE SCHOOL CALENDAR

## MAY/JUNE

- ❑ Individual counseling
- ❑ Group counseling
- ❑ Classroom guidance lessons on these topics:
  - 
  - 
  -
- ❑ Plan and conduct orientation for parents of incoming students
- ❑ Gather and publish information about summer opportunities
- ❑ Contact parent/guardians regarding failure information
- ❑ Gather/complete summer school information for students
- ❑ Work with faculty for recognition activities
- ❑ Implement transition activities for incoming sixth graders
- ❑ Design parent/guardian information for transitions to middle school
- ❑ Create list of students with special needs for high school counselors
- ❑ Explore summer in-service opportunities
- ❑ Plan for transfer of ICP information cards to high schools
- ❑ Transfer counseling information to next counselor
- ❑ Participate in professional development activities
- ❑ Send final failure letters home with summer school information
- ❑ Complete relationships with community agencies
- ❑ Participate in individual school's end of year responsibilities
- ❑ Final meetings with teams to evaluate data on students for next year
- ❑ Send required data/information to Director of Counselors
- ❑ Reflect on counseling goals and accomplishments from past year
- ❑ Plan a healthy vacation time
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_

# HIGH SCHOOL CALENDAR

## AUGUST/SEPTEMBER

- ❑ Visit classrooms and introduce counseling program/role of counselor
- ❑ Attend Open House
- ❑ New student orientations
- ❑ In-service teachers/staff to counselor role
- ❑ Meet with principal for Counselor/Principal Agreements
- ❑ Collaborate with special education teachers and psychologist
- ❑ Organize and meet with Advisory Committee
- ❑ Organize PSAT registration
- ❑ Audit report cards/permanent records for proper credits reclassifying students when needed
- ❑ Attend and present information at class meetings
- ❑ Familiarize yourself with community agencies offering services to students
- ❑ Conduct needs assessment of students, faculty, and parents
- ❑ Set up and meet with student assistance teams
- ❑ Present classroom guidance lessons on these topics:
  - 
  - 
  -
- ❑ Initiate Peer Mediation processes
- ❑ Parent/student/teacher conferences
- ❑ Address teacher concerns about individual students with learning issues/needs
- ❑ Update needed information concerning Home Instruction
- ❑ Orient parents/guardians new to the school
- ❑ Coordinate/schedule college reps and college fairs
- ❑ Review information from new students verifying proper grade placement and services
- ❑ Meet with seniors who need classes to make up credits needed for graduation
- ❑ Adjust schedules/schedule new students/balance class enrollments
- ❑ Review summer school information verifying proper grade placement
- ❑ Review and update records to forward for data entry
- ❑ Send parent letters concerning advanced placement
- ❑ Assess interim reports
- ❑ Identify students for pre-college programs (ETS, Upward Bound, Young Scholars)
- ❑ Attend staff meetings and professional development
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_

# HIGH SCHOOL CALENDAR

## OCTOBER

- ❑ Individual counseling
- ❑ Group counseling
- ❑ Classroom guidance lessons on these topics:
  - 
  - 
  -
- ❑ Verify grade level and transcripts for placement purposes
- ❑ Identify students who will benefit from group counseling
- ❑ Checking report cards and sending failure letters
- ❑ Reassessing class placement
- ❑ Administration of PSAT
- ❑ OGT responsibilities
- ❑ Notify students of college entrance tests/pre-tests
- ❑ Senior newsletter
- ❑ Student referrals from staff/parents/guardians
- ❑ College Fair
- ❑ Scholarship information
- ❑ ETS/Upward Bound/Young Scholars
- ❑ College Planning Nights
- ❑ Evaluate student schedules for proper class placement
- ❑ Notify parents of seniors failing requirements for graduation
- ❑ Continue individual education/career planning conferences
- ❑ Continue to register, advise and orient new students
- ❑ Continue to provide information to students and parents about scholarships and enrichment opportunities
- ❑ Assist students with college applications
- ❑ Attend professional development opportunities
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_



# HIGH SCHOOL CALENDAR

## NOVEMBER

- ❑ Individual counseling
- ❑ Group counseling
- ❑ Classroom guidance lessons on these topics:
  - 
  - 
  -
- ❑ Review students' first quarter report cards and provide appropriate interventions and support strategies to improve academic achievement
- ❑ Assist seniors in pursuing post-secondary plans
- ❑ Review procedures/requirements/deadlines for scholarships, academic applications and special awards
- ❑ Interpret test results to students and parents/guardians
- ❑ Teacher/parent/guardian/student conferences
- ❑ Honor/awards assemblies
- ❑ Credit checks
- ❑ Monitor students who are failing classes
- ❑ Refer students for testing/evaluation to determine possible areas of deficiency
- ❑ Collaborate with IAT team/psychologist to determine interventions for at-risk students
- ❑ OGT test administration
- ❑ All-Ohio Counselors Conference
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_

# HIGH SCHOOL CALENDAR

## DECEMBER

- ❑ Individual counseling
- ❑ Group counseling
- ❑ Classroom guidance lessons on these topics:
  - 
  - 
  -
- ❑ Counsel students who are failing
- ❑ Interim report pickup
- ❑ Conferences with parents/guardians
- ❑ Counselor newsletter
- ❑ Credit checks
- ❑ College Planning Nights/Financial Aid Meeting
- ❑ Departmental meetings with teachers/administrators to determine course offerings
- ❑ Notify students of ACT/SAT deadlines
- ❑ Begin PTA scholarship process
- ❑ Make FAFSA available to students
- ❑ Participate in professional development activities
- ❑ Continue to inform seniors of scholarship opportunities and assist them in completing applications
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_

# HIGH SCHOOL CALENDAR

## JANUARY

- ❑ Individual counseling
- ❑ Group counseling
- ❑ Classroom guidance lessons on these topics:
  - 
  - 
  -
- ❑ Monitor first semester report cards to provide intervention strategies for those students in danger of failing
- ❑ Distribute PSAT results to freshmen and sophomores providing interpretations to students and parents/guardians
- ❑ Keep senior parents/guardians informed of graduation requirements
- ❑ Assist with second semester schedule changes
- ❑ Continue to assist new students with academic advisement, registration, and orientation
- ❑ Continue to conference with parents/guardians, staff, students, and community agencies to address students' needs and programs of study
- ❑ Assess counseling goals for first semester
- ❑ Revise counseling goals for second semester
- ❑ Participate in professional development opportunities
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_

# HIGH SCHOOL CALENDAR

## FEBRUARY

- ❑ Individual counseling
- ❑ Group counseling
- ❑ Classroom guidance lessons on these topics:
  - 
  - 
  -
- ❑ Use National School Counseling Week to highlight various aspects of the school counseling program
- ❑ Meet with seniors who need classes to make up credits needed for graduation
- ❑ Continue to provide counseling to meet students' personal, academic and social needs
- ❑ Support visitations of students with college representatives
- ❑ Participate in professional development activities
- ❑ Assist students in preparing for scholarship interviews and competing for scholarships
- ❑ Recognize National Merit Scholarship finalists
- ❑ Continue to assist underclass students to explore careers and education options
- ❑ Introduce course offerings available to students for the next school year
- ❑ Begin scheduling students for next academic year
- ❑ Update class rank, grade point averages, records
- ❑ Meet with middle school counselors to discuss registration of incoming freshmen
- ❑ Process Ohio Academic scholarship recipients
- ❑ Schedule post-secondary classes
- ❑ ACT/SAT packets for students
- ❑ Interim reports and pickup
- ❑ Parent/guardian conferences regarding grades and academic progress
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_

# HIGH SCHOOL CALENDAR

## MARCH

- ❑ Individual counseling
- ❑ Group counseling
- ❑ Classroom guidance lessons on the following topics:
  - 
  - 
  -
- ❑ Continue to collaborate with special education teachers, psychologist and IAT/SAS team for interventions
- ❑ Assess report cards and conference with students and parents/guardians to support academic achievement
- ❑ Begin orientation activities for middle school students
- ❑ Credit checks with 9<sup>th</sup> -11<sup>th</sup> graders as a resource for registration
- ❑ Help students identify courses needed to complete requirements for graduation, college prep, and tech prep courses of study
- ❑ Continue to provide support for new students
- ❑ Continue to publicize scholarship and enrichment opportunities for college-bound and tech prep students
- ❑ PTSA College Fair
- ❑ OGT assistance as needed
- ❑ Participate in professional development
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_

# HIGH SCHOOL CALENDAR

## APRIL

- ❑ Individual counseling
- ❑ Group counseling
- ❑ Classroom guidance lessons on these topics:
  - 
  - 
  -
- ❑ Notify parents/guardians of students who are at-risk for not graduating and/or being promoted
- ❑ Review third marking period interims and provide interventions for those needing assistance
- ❑ Assist juniors registering for SAT/ACT exams
- ❑ Conference with parents/guardians, students, and staff to address present needs and assist students with post-secondary plans
- ❑ Attend information sessions with college representatives and community agencies
- ❑ Identify students for various awards and begin to collect information for end-of-year recognition programs
- ❑ Continue/complete registration for upcoming academic year
- ❑ Participate in professional development programs
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_

# HIGH SCHOOL CALENDAR

## MAY/JUNE

- ❑ Individual counseling
- ❑ Group counseling
- ❑ Classroom guidance lessons on these topics:
  - 
  - 
  -
- ❑ Complete registration of all students for next academic year
- ❑ Identify/monitor seniors who will not graduate and provide intensive support for success
- ❑ Advanced Placement testing
- ❑ Continue to conference with juniors and their parents/guardians to make preparations for senior year and beyond
- ❑ Survey seniors regarding post-secondary plans and institutions for sending final transcripts
- ❑ Assist seniors in transitions
- ❑ Continue to provide counseling to meet students' needs
- ❑ Continue to conference with parents/guardians, staff and community resources to support students' academic achievement and career/educational planning
- ❑ Participate in final meetings of committees/staff
- ❑ Contribute to Graduation/Awards/Recognition ceremonies
- ❑ Participate in school closing procedures as directed by the administration
- ❑ Mail failure letters and summer school information
- ❑ Assess counseling goals and make adjustments/modifications for upcoming academic year
- ❑ Send required data information to Director of Counselor Services
- ❑ Plan a healthy vacation time
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_

# **ACCOUNTABILITY SYSTEM**



One last area for your program's potential growth is **accountability**. Although school counselors are not always comfortable working in this area, data-driven programs and results reports are becoming increasingly important.

- Are students different because of your counseling program?
- How are they better?
- How have they changed because of a program you've offered?
- What challenges do they know how to face because of lessons you've taught?
- What have they learned because of the study skills you've shown them?
- What impact has your counseling program had on the school?

All these questions can be answered by collecting pieces of data as you work your program. It's neither possible nor feasible to collect data for everything you do. You'd be doing nothing except data collection all day everyday. But it is possible to do it for one particular program or lesson or group. You don't need a sophisticated instrument to do it either. Start small. Ask students to report on a scale of 1-10 how much better they feel after coming to talk with you. Or ask how much they learned after a lesson or group session. Keep a tally. Ask someone who's good at math to help you crunch the numbers. Then when the time comes to report the results to your stakeholders, you've got the information you need.

# ACCOUNTABILITY

All systems need to make time for accountability and evaluation. A comprehensive school counseling program is no exception. However, because of its nature, evaluations should take many forms.

Some of the assessments possible are:

- ◆ Program audits
- ◆ Counselor evaluations
- ◆ Results reports
- ◆ Soft-data feedback forms
- ◆ Survey results
- ◆ OGT testing results
- ◆ Statewide report cards
- ◆ Objective, measurable data (attendance rates, discipline referrals, number of students in advanced classes, graduation rates, mediations)

Data is not an end in itself, and should be used to specifically explain how students are better because of the school counseling program. The goal is to show change and improvement in students' academic, personal/social and career-related lives. Data therefore shows how the counseling program is essential to student achievement, rather than an add-on program.

Data should be collected at short-term, intermediate, and long-term time frames. This process allows counselors to measure students' progress over various periods of time. Results are to be student-based and student-focused, rather than counselor-based and focused.

Results reports can include:

- ◆ Grade level served
- ◆ Content area
- ◆ Curriculum and/or materials used
- ◆ Process data (number of lessons/number of students)
- ◆ Perception data (pre/post-test results)
- ◆ Impact on attendance, behavior, academics
- ◆ Implications of the information on the counseling program

Although methods of assessment differ, impact over time is the greatest success story a counseling program can produce. It provides another means to advocate for success within the system.

# DATA INFORMATION

All educators need to be experts at using data. Collecting, disaggregating, analyzing, and interpreting data need to be integral parts in the creation and implementation of a successful school counseling program. Student progress is more certain when data is present to support programming.

Data can be gathered through information already found in district-wide computer service as well as through information received directly from students, staff, administrators, and parents/guardians.

Data fields include, but are not limited to:

- ❑ Course enrollment
- ❑ Discipline referrals
- ❑ Suspension rates
- ❑ Alcohol/drug violations
- ❑ Attendance rates
- ❑ Parent/guardian involvement
- ❑ Extracurricular involvement
- ❑ Surveys
- ❑ Needs assessments
- ❑ Homework completion charts
- ❑ GPA's (Grade Point Average)
- ❑ Graduation rates
- ❑ Retention and promotion information
- ❑ Drop-out rates
- ❑ SAT/ACT scores (standardized college entrance examinations)
- ❑ OGT information (Ohio Graduation Test)

Once gathered, to make the best use of data, it must be separated according to various groupings. This information is used to develop curriculum or to create gap-closing plans.

Three types of data are collected during three distinct time frames. Process, perception and results data gathered immediately, intermediately, and over time, demonstrates the counseling program's effectiveness.

## **Date Types:**

- ❑ **Process data states what the counselor has done and for whom.** It includes specific numbers of guidance lessons, number of students seen, number of parents attending events, or academic plans completed.

- ❑ **Perception data** states what the students or others think they are **now able to do** as a result of what the counselor has done. Surveys report that students' skills have improved because of a lesson or group.
- ❑ **Results data** states the impact that the counseling has on the students' ability to use the information gained to change their behavior. These effects are seen through fewer referrals, increased graduation rates, or improved attendance patterns.

#### **Data Time Frames:**

- ❑ **Immediate information** measures the **immediate results** of an activity or an intervention. Often these are shown in pre/post tests or the completion of an activity.
- ❑ **Intermediate information** measures **application of information over a short period of time**. Improved test-taking ability, improved grades from previous marking period, improved classroom behavior after group sessions are examples.
- ❑ **Long-range information** is reflected in **year-to-year data collected and compared from longer periods of time** including student attendance, higher testing scores, graduation rates, and suspension rates.

Counselors are not able to monitor every piece of information found in computer systems, nor should they be expected to be clerks or data-entry personnel. Decisions must be made on the district and individual school levels to select the best information available to impact student achievement.

Counselors and other educators are also held accountable for all students' progress. They are aware that not all students learn the same way, at the same speed, or on the same level. Counselors are also extremely aware of the personal and social issues that arrive daily with the students. Once aware of issues, counselors need to create programs or activities that will eliminate or lessen these barriers to student progress.

School counselors are in a unique position to advocate for all students in the areas of curriculum, school safety, and life lessons. Data collected should document the results of interventions that close the gap between various groups of students.

# SAMPLE CURRICULUM RESULTS REPORT

<b>Grade Level</b>	<b>Lesson Content</b>	<b>Standard/ Competency/ Indicator</b>	<b>Start/ End Dates</b>	<b>Number of Students Affected</b>	<b>Impact on Attendance/ Behavior/ Achievement</b>	<b>Implications</b>
10	High school Planning	Academic B1	Jan. - April	497	99% have completed a four-year plan  88% have passed all 10 <sup>th</sup> grade required classes	Parents should be included.  Need to push for class time for presentations on each grade level.
7	“Dream” brainstorming	Academic B4	Oct. – Dec.	169 non-IEP	97% have a “Plan A” Career Goal  20% plan a career in pro-sports, with no back-up plan.	Need to focus on “Plan B”.
3	Bullying (classes)	Academic A2 & A3	Oct. - Dec.	87	96% correct on post-test knowledge of alternative choices  12% increase in counseling sessions (self-refer)	Bullying classes should continue.  Follow-up should be considered.

# SAMPLE CURRICULUM RESULTS REPORT

<b>Grade Level</b>	<b>Lesson Content</b>	<b>Standard/Competency/Indicator</b>	<b>Start/End Dates</b>	<b>Number of Students Affected</b>	<b>Impact on Attendance/Behavior/Achievement</b>	<b>Implications</b>

# SAMPLE CLOSING-THE-GAP RESULTS REPORT

**Counselor/District/School:** Esmerelda Q. Counselor/Ohio School District/Gerber School

**Target Group:** Eighth grade students who received F's on first marking period report card

**Selection reasoning (include data that is driving your choice):** 52% of eighth graders received at least one F. This directly effects retention/failure rate in high school.

Target Group Description (include numbers)	ASCA Domain/Competency /Standard And Correlation with Academic Subject	Type of Activity	Start/End Dates	Evaluation/ Results/ Data	Implications
96 eighth graders received a total of 229 F's on their first marking period report cards.	<p><u>ASCA:</u>            A:A1.5 Identify attitudes and behaviors leading to success.            A:A2.2 Demonstrate how effort and persistence positively affect learning.            A:A2.4 Apply knowledge and learning styles to positively influence school performance.</p> <p><u>Language Arts (District):</u>            Oral/Written Communication            A. Demonstrate active listening strategies.            G. Adapt word choice and tone according to needs of situation, setting, audience.</p> <p><u>Pre-Algebra (District):</u>            Number/Number Sense and Operations            G. Estimate solutions, and compute /solve problems            I. Model/solve problems involving various types of changes.</p>	"Mandatory" after-school tutoring on Monday-Thursday from 3:15-4:15 for 12 hours during the second marking period.	Oct. 30, 2006 to Jan. 18, 2007	<p>76 eighth graders in the target group attended tutoring 4 or more hours.</p> <p>51 eighth graders in the target group attended tutoring 8 or more hours.</p> <p>43 eighth graders in the target group attended tutoring 12 or more hours.</p> <p>At the second report card, the total number of F's decreased from 229 to 171 --- a 25.3% decrease. Of the target group, 19 earned 0 F's --- a decrease of 19.7%.</p>	<p>-Need to figure out how to get all 96 to attend</p> <p>-Better publicity is needed</p> <p>-Better/more desirable rewards needed?</p> <p>-Figure out why the greatest number of "dropoffs" came between 4 and 8 hours</p> <p>-Greatest effect on those students who stayed the longest</p> <p>-Need to determine ways to maintain and internalize motivation</p> <p>-Need to begin earlier to prevent large number of F's in the first place</p>

# SAMPLE CLOSING-THE-GAP RESULTS REPORT

Counselor/District/School: \_\_\_\_\_

Target Group: \_\_\_\_\_

Selection reasoning (include data that is driving your choice): \_\_\_\_\_

<b>Target Group Description (include numbers)</b>	<b>ASCA Domain/Competency /Standard <u>And</u> Correlation with Academic Subject</b>	<b>Type of Activity</b>	<b>Start/End Dates</b>	<b>Evaluation/Results/ Data</b>	<b>Implications</b>



# SAMPLE RESULTS REPORT---IMPACT OVER TIME

<b>ACADEMIC</b>		2006-2007	2007-2008	2008-2009	2009-2010
	Attendance data (TOTAL 7&8)				
	8 <sup>th</sup> OAT Reading Scores				
	8 <sup>th</sup> OAT Writing Scores				
	8 <sup>th</sup> OAT Math Scores				
	% of students in LArts 7A				
	% of students in Adv. Pre-Alg 7				
	% of students in LArts 8A				
	% of students in Algebra I				
<b>CAREER</b>					
	% of students at Skills Demos				
	% of students with complete ICP				
	% of 8 <sup>th</sup> with pre-9 <sup>th</sup> schedule				
<b>PER/SOC</b>					
	Number of mediations				
	Number of disc. referrals (to cnsl.)				
	Number of crisis referrals				
	Number of self-referrals				

# SAMPLE COUNSELING PROGRAM ANNUAL REPORT PROGRESS OVER TIME

School Year	2006-2007	2007-2008	2008-2009	2009-2010
<b>Total Enrollment</b>				
<b>Guidance Curriculum</b>				
# of lessons				
# of groups				
<b>Responsive Services</b>				
Indiv. Counseling				
Agency referrals				
Agency consultations				
Mediations				
Crisis Interventions				
Shoe/clothing vouchers				
Home Visits				
Adult consultation				
IEP/IAT meetings				
<b>Individual Planning System Support</b>				
Parent phone calls				
Parent conferences				
Faculty consultation				
Specialist Meetings				

Comments/Explanations:

# SCHOOL COUNSELOR PERFORMANCE APPRAISAL

These performance standards can be assessed by indicating “YES” or “NO” to each of the standards. Comment sections provided at the end can be used to indicate strengths or recommendations.

## The professional school counselor:

**YES**   **NO**

- |                          |                          |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. assumes responsibility for developing, planning and implementing a school counseling program appropriate to the needs of the students within the school.          |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. teaches guidance lessons effectively.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. encourages staff involvement to ensure the effective implementation of the guidance curriculum.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. helps students establish goals and develop and use planning skills in collaboration with parents and teachers.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. demonstrates accurate and appropriate interpretation of testing data and the presentation of relevant, unbiased information.                                      |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. counsels individual students and groups of students with identified needs and concerns.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. consults effectively with parents, teachers, administrators and other relevant individuals.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. implements an effective referral process with administrators, teachers and other personnel (i.e. Children’s Services, outside counseling, clothing/shoe vouchers) |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. provides support for other school programs.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 10. has completed the counselor/principal agreement and has discussed it with the administrator/principal.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 11. knows his/her major responsibility is to the students.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 12. implements intervention activities appropriate to his/her school.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 13. uses a master calendar to plan activities throughout the year.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 14. knows how to collect and process data.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 15. promotes academic success for every student.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 16. collaborates with teachers, parents and the community to promote the academic success of students.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 17. promotes equity and access for every student.  |

**The professional school counselor:**

**YES NO**

- 18. works to close the achievement gap.
- 19. encourages collaboration among all school staff.
- 20. demonstrates positive relationships.

ADMINISTRATOR COMMENTS:

COUNSELOR COMMENTS:

ADMINISTRATOR'S SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

COUNSELOR'S SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

# School Counseling Program Audit

(for counselor's internal school program use only)

**School:** \_\_\_\_\_

**Counselor:** \_\_\_\_\_

**Date of Program Evaluation:** \_\_\_\_\_

<u>Component</u>	<u>Level of Implementation</u>				
	Needs Improvement	Operating Well	Mastered		
<b>FOUNDATION</b>					
<b>Beliefs</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	"We agree" statements with consensus from all involved in program				
<b>Philosophy</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	Set of guiding principles followed when implementing counseling program				
<b>Mission Statement</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	Gives program overall direction and provides vision of what is desired for every student				
<b>Standards</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	Describe what students should know and be able to do				
<b>DELIVERY SYSTEM</b>					
<b>Guidance Curriculum</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	Written instructional program including student competencies and indicators				
<b>Individual Planning</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	Activities designed to help students develop personal goals and future plans				
<b>Responsive Services</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	Activities to meet students' immediate needs and concerns				
<b>System Support</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	Management activities that establish maintain and enhance the program				
<b>MANAGEMENT SYSTEM</b>					
<b>Agreements</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	Written agreements between administrators/counselors about organization of program				
<b>Advisory Council</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	Representative group of people to advise and assist the counseling program				

- Use of Data** 1  2  3  4  5   
 Proof that program activities are developed from student needs and achievement
- Action Plans** 1  2  3  4  5   
 Plans indicating how counselor intends to achieve the desired result
- Use of Time** 1  2  3  4  5   
 Time spent in performing program activities according to specified goals
- Calendars** 1  2  3  4  5   
 Activities/lessons/events of the counseling department

**ACCOUNTABILITY**

- Results Reports** 1  2  3  4  5   
 Data collected from activities outlined in action plans
- Performance Appraisal** 1  2  3  4  5   
 Evaluation of counselor on basic standards or practice expected of counselors
- Program Audit** 1  2  3  4  5   
 Evaluation of counseling program with modification/improvement in mind

**COMMENTS/  
 INSIGHTS GAINED/  
 OVERALL IMPRESSIONS**

**MODIFICATIONS NEEDED:**

(Please remember this is a program evaluation --- not counselor!)

# **COUNSELOR SKILLS/ APPENDIX**

# EDUCATION REQUIREMENTS

## **Requirements:**

Master's Degree from an approved program in school counseling, two years of successful teaching experience under a standard teaching certificate, or provisional or professional teacher license, and successful completion of an internship consisting of 600 contact hours in a school setting, and a one-year induction under the supervision of a licensed school counselor OR Master's Degree, successful completion of an internship consisting of 600 hours in a school setting, and a one-year induction under the supervision of a licensed school counselor OR Master's Degree and three years experience as a licensed school counselor in another state.

## **Experience Requirements:**

A one year induction under the supervision of a licensed school counselor unless have two years of successful teaching experience under a standard teaching certificate, or provisional or professional teacher license; or three years of experience as a licensed school counselor in another state.

## **Examination:**

NTE or Praxis II: Specialty Area Exam. Test required depends upon the program completed.

## **Reciprocity:**

Yes

## **Background Check:**

Yes, must exhibit good moral character as well.

## **Certification:**

K-12

## **Continuing Education:**

**First Renewal:** Local Professional Development Committee (LPDC). Each educator is responsible for the design of an Individual Professional Development Plan (IPDP) based on the needs of the educator, the students, the school, and the school district, subject to the approval of the LPDC. In accordance with the approved plan, the educator must complete six semester hours of coursework related to classroom teaching and/or the area of licensure; or 18 continuing education units (180 contact hours) or other equivalent activities related to classroom teaching and/or the area of licensure as approved by the LPDC of the employing school, district or agency since the issuance of the license to be renewed. Coursework, CEU's, or other equivalent activities may be combined.

**Second Renewal:** Completion of Master's Degree or 30 semester hours of graduate credit in classroom teaching and/or the area of licensure, with a minimum of 6 semester hours, 18 CEU's, or equivalent activities during the second renewal cycle.

**Note:** The requirement of a Master's Degree or 30 semester hours shall pertain to any individual who is admitted to a licensure program at an approved college or university after July 1, 1998, and to any individual who is admitted to a licensure program prior to January 1, 1998 and who completes said program after July 1, 2002.



# Ohio Administrative Code 3301-24-05

## Teacher Education Licensure Rules

***The professional pupil services license***, valid for five years for working with learners at all levels, shall be issued to an individual deemed to be of good moral character who has successfully completed the requirements specified in paragraph (F) (1) or (F) (2) of this rule:

(1) An approved program of preparation; recommendation by the dean or head of teacher education; successful completion of an examination prescribed by the State Board of Education; and evidence of the education and experience requirements specified for whichever of the following licensure areas is applicable:

(b) School counselor

(i) The requirements specified in paragraph (F) (1) of this rule; and

(ii) Master's degree, two years of successful teaching experience under a standard teaching certificate, or provisional or professional teacher license, and successful completion of an internship consisting of six hundred contact hours in a school setting; or

(iii) Master's degree, successful completion of an internship consisting of six hundred contact hours in a school setting, and a one-year induction under the supervision of a licensed school counselor; or

(iv) Master's degree and three years experience as a licensed school counselor in another state;



# Ethical Standards for School Counselors

Revised June 26, 2004

*Ethical Standards for School Counselors* was adopted by the ASCA Delegate Assembly, March 19, 1984, revised March 27, 1992, June 25, 1998, and June 26, 2004.

## Preamble

The American School Counselor Association (ASCA) is a professional organization whose members are certified/licensed in school counseling with unique qualifications and skills to address the academic, personal/social and career development needs of all students. 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 regardless of ethnic/racial status, age, economic status, special needs, English as a second language or other language group, 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: students of color, low socio-economic students, students with disabilities and students with 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 counselor-student relationship to comply with all laws, policies and ethical standards pertaining to confidentiality in the school setting.

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 counseling professionals. The purposes of this document are to:

- Serve as a guide for the ethical practices of all professional school counselors regardless of level, area, population served or membership in this professional association;
- Provide self-appraisal and peer evaluations regarding counselor responsibilities to students, parents/guardians, colleagues and professional associates, schools, communities and the counseling profession; and
- Inform those served by the school counselor of acceptable counselor practices and expected professional behavior.

## A.1. Responsibilities to Students

The professional school counselor:

- a. Has a primary obligation to the student, who is to be treated with respect as a unique individual.
- b. Is concerned with the educational, academic, career, personal and social needs and encourages the maximum development of every student.
- c. Respects the student's values and beliefs and does not impose the counselor's personal values.
- d. Is knowledgeable of laws, regulations and policies relating to students and strives to protect and inform students regarding their rights.

## A.2. Confidentiality

The professional school counselor:

- a. Informs students of the purposes, goals, techniques and rules of procedure under which they may receive counseling at or before the time when the counseling relationship is entered. Disclosure notice includes the limits of confidentiality such as the possible necessity for consulting with other professionals, privileged communication, and legal or authoritative restraints. The meaning and limits of confidentiality are defined in developmentally appropriate terms to students.
- b. Keeps information confidential unless disclosure is required to prevent clear and imminent danger to the student or others or when legal requirements demand that confidential information be revealed. Counselors will consult with appropriate professionals when in doubt as to the validity of an exception.
- c. In absence of state legislation expressly forbidding disclosure, considers 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
  - Counselor recommends the student notify partner and refrain from further high-risk behavior

- Student refuses
- Counselor informs the student of the intent to notify the partner
- Counselor seeks legal consultation as to the legalities of informing the partner

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

e. Protects the confidentiality of students' records and releases personal data in accordance with prescribed laws and school policies. Student information stored and transmitted electronically is treated with the same care as traditional student records.

f. Protects the confidentiality of information received in the counseling relationship as specified by federal and state laws, written policies and applicable ethical standards. Such information is only to be revealed to others with the informed consent of the student, consistent with the counselor's ethical obligation.

g. Recognizes his/her primary obligation for confidentiality is to the student but balances that obligation with an understanding of the legal and inherent rights of parents/guardians to be the guiding voice in their children's lives.

### **A.3. Counseling Plans**

The professional school counselor:

a. Provides students with a comprehensive school counseling program that includes a strong emphasis on working jointly with all students to develop academic and career goals.

b. Advocates for counseling plans supporting students' right to choose from the wide array of options when they leave secondary education. Such plans will be regularly reviewed to update students regarding critical information they need to make informed decisions.

### **A.4. Dual Relationships**

The professional school counselor:

a. Avoids dual relationships that might impair his/her objectivity and increase the risk of harm to the student (*e.g.*, counseling one's family members, close friends or associates). If a dual relationship is unavoidable, the counselor is responsible for taking action to eliminate or reduce the potential for harm. Such safeguards might include informed consent, consultation, supervision and documentation.

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

### **A.5. Appropriate Referrals**

The professional school counselor:

a. Makes referrals when necessary or appropriate to outside resources. 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.

### **A.G. Group Work**

The professional school counselor:

a. Screens prospective group members and maintains an awareness of participants' needs and goals in relation to the goals of the group. The counselor takes reasonable precautions to protect members from physical and psychological harm resulting from interaction within the group.

b. Notifies parents/guardians and staff of group participation if the counselor deems it appropriate and if consistent with school board policy or practice.

c. Establishes clear expectations in the group setting and clearly states that confidentiality in group counseling cannot be guaranteed. Given the developmental and chronological ages of minors in schools, the counselor recognizes the tenuous nature of confidentiality for minors renders some topics inappropriate for group work in a school setting.

d. Follows up with group members and documents proceedings as appropriate.

### **A.7. Danger to Self or Others**

The professional school counselor:

a. Informs parents/guardians or appropriate authorities when the student's condition indicates a clear and imminent danger to the student or others. This is to be done after careful deliberation and, where possible, after consultation with other counseling professionals.

b. Will attempt to minimize threat to a student and may choose to 1) inform the student of actions to be taken, 2) involve the student in a three-way communication with parents/guardians when breaching confidentiality or 3) allow the student to have input as to how and to whom the breach will be made.

### **A.S. Student Records**

The professional school counselor:

- a. Maintains and secures records necessary for rendering professional services to the student as required by laws, regulations, institutional procedures and confidentiality guidelines.
- b. Keeps sole-possession records separate from students' educational records in keeping with state laws.
- c. Recognizes the limits of sole-possession records and understands these records are a memory aid for the creator and in absence of privilege communication may be subpoenaed and may become educational records when they 1) are shared with others in verbal or written form, 2) include information other than professional opinion or personal observations and/or 3) are made accessible to others.
- d. Establishes 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. Careful discretion and deliberation should be applied 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.

### **A.9. Evaluation, Assessment and Interpretation**

The professional school counselor:

- a. Adheres to all professional standards regarding selecting, administering and interpreting assessment measures and only utilizes assessment measures that are within the scope of practice for school counselors.
- b. Seeks specialized training regarding the use of electronically based testing programs in administering, scoring and interpreting that may differ from that required in more traditional assessments.
- c. Considers confidentiality issues when utilizing evaluative or assessment instruments and electronically based programs.
- d. Provides interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the student(s) can understand.
- e. Monitors the use of assessment results and interpretations, and takes reasonable steps to prevent others from misusing the information.
- f. Uses 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. Assesses the effectiveness of his/her 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**

The professional school counselor:

- a. Promotes the benefits of and clarifies the limitations of various appropriate technological applications. The counselor promotes technological applications (1) that are appropriate for the student's individual needs, (2) that the student understands how to use and (3) for which follow-up counseling assistance is provided.
- b. Advocates for equal access to technology for all students, especially those historically underserved.
- c. Takes appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted over electronic media including although not limited to fax, electronic mail and instant messaging.
- d. While working with students on a computer or similar technology, takes reasonable and appropriate measures to protect students from objectionable and/or harmful online material.
- e. Who is engaged in the delivery of services involving technologies such as the telephone, videoconferencing and the Internet takes responsible steps to protect students and others from harm.

### **A.11. Student Peer Support Program**

The professional school counselor:

Has unique responsibilities when working with student-assistance programs. The school counselor is responsible for the welfare of students participating in peer-to-peer programs under his/her direction.

## **B. RESPONSIBILITIES TO PARENTS/GUARDIANS**

### **B.1. Parent Rights and Responsibilities**

The professional school counselor:

- a. Respects the rights and responsibilities of parents/guardians for their children and endeavors to establish, as appropriate, a collaborative relationship with parents/guardians to facilitate the student's maximum development.

- b. Adheres to laws, local guidelines and ethical standards of practice when assisting parents/guardians experiencing family difficulties that interfere with the student's effectiveness and welfare.
- c. Respects the confidentiality of parents/guardians.
- d. Is sensitive to diversity among families and recognizes that all parents/guardians, custodial and non-custodial, are vested with certain rights and responsibilities for the welfare of their children by virtue of their role and according to law,

## **B.2. Parents/Guardians and Confidentiality**

The professional school counselor:

- a. Informs parents/guardians of the counselor's role with emphasis on the confidential nature of the counseling relationship between the counselor and student.
- b. Recognizes that working with minors in a school setting may require counselors to collaborate with students' parents/guardians.
- c. Provides 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.
- d. Makes reasonable efforts to honor the wishes of parents/guardians concerning information regarding the student and in cases of divorce or separation exercises a good-faith effort to keep both parents informed 'with regard to critical information with the exception of a court order.

## **C. RESPONSIBILITIES TO COLLEAGUES AND PROFESSIONAL ASSOCIATES**

### **C.1. Professional Relationships**

The professional school counselor:

- a. Establishes and maintains professional relationships with faculty, staff and administration to facilitate an optimum counseling program.
- b. Treats colleagues with professional respect, courtesy and fairness. The qualifications, views and findings of colleagues are represented to accurately reflect the image of competent professionals.
- c. Is aware of and utilizes related professionals, organizations and other resources to which the student may be referred.

### **C.2. Sharing Information with Other Professionals**

The professional school counselor:

- a. Promotes awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information and staff consultation.
- b. Provides professional personnel with accurate, objective, concise and meaningful data necessary to adequately evaluate, counsel and assist the student.
- c. If a student is receiving services from another counselor or other mental health professional, the counselor, with student and/or parent/guardian consent, will inform the other professional and develop clear agreements to avoid confusion and conflict for the student.
- d. Is knowledgeable about release of information and parental rights in sharing information.

## **D. RESPONSIBILITIES TO THE SCHOOL AND COMMUNITY**

### **D.1. Responsibilities to the School**

The professional school counselor:

- a. Supports and protects the educational program against any infringement not in students' best interest.
- b. Informs 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 counselor.
- c. Is knowledgeable and supportive of the school's mission and connects his/her program to the school's mission.
- d. Delineates and promotes the counselor's role and function in meeting the needs of those served. Counselors will notify appropriate officials of conditions that may limit or curtail their effectiveness in providing programs and services.
- e. Accepts employment only for positions *for* which he/she is qualified by education, training, supervised experience, state and national professional credentials and appropriate professional experience.

f. Advocates that administrators hire only qualified and competent individuals for professional counseling positions.

g. Assists in developing: (1) curricular and environmental conditions appropriate for the school and community, (2) educational procedures and programs to meet students' developmental needs and (3) a systematic evaluation process for comprehensive, developmental, standards-based school counseling programs, services and personnel.

The counselor is guided by the findings of the evaluation data in planning programs and services.

## **D.2. Responsibility to the Community**

The professional school counselor:

a. Collaborates with agencies, organizations and individuals in the community in the best interest of students and without regard to personal reward or remuneration.

b. Extends his/her influence and opportunity to deliver a comprehensive school counseling program to all students by collaborating with community resources for student success.

## **E. RESPONSIBILITIES TO SELF**

### **E.1. Professional Competence**

The professional school counselor:

a. Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his/her actions.

b. Monitors personal well-being and effectiveness and does not participate in any activity that may lead to inadequate professional services or harm to a student.

c. Strives through personal initiative to maintain professional competence including technological literacy and to keep abreast of professional information. Professional and personal growth is ongoing throughout the counselor's career.

### **E.2. Diversity**

The professional school counselor:

a. Affirms the diversity of students, staff and families.

b. Expands and develops awareness of his/her own attitudes and beliefs affecting cultural values and biases and strives to attain cultural competence.

c. Possesses knowledge and understanding about how oppression, racism, discrimination and stereotyping effects her/him personally and professionally.

d. Acquires 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.

## **F. RESPONSIBILITIES TO THE PROFESSION**

### **F.1. Professionalism**

The professional school counselor:

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

b. Conducts herself/himself in such a manner as to advance individual ethical practice and the profession.

c. Conducts appropriate research and report findings in a manner consistent with acceptable educational and psychological research practices. The counselor advocates for the protection of the individual student's identity when using data for research or program planning.

d. Adheres 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 works responsibly for change.

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

f. Does not use his/her professional position to recruit or gain clients, consult fees for his/her 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**

The professional school counselor:

- a. Actively participates in local, state and national associations fostering the development and improvement of school counseling.
- b. Contributes to the development of the profession through the sharing of skills, ideas and expertise with colleagues.
- c. Provides support and mentoring to novice professionals.

## **G. MAINTENANCE OF STANDARDS**

Ethical behavior among professional school counselors, association members and nonmembers, is expected at all times. When there exists serious doubt as to the ethical behavior of colleagues or if counselors are forced to work in situations or abide by policies that do not reflect the standards as outlined in these Ethical Standards for School Counselors, the counselor is obligated to take appropriate action to rectify the condition. The following procedure may serve as a guide:

1. The 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 counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek resolution.
3. If resolution is not forthcoming at the personal level, the counselor shall utilize the channels established within the school, school district, the state school counseling association and ASCA's Ethics Committee.
4. 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
5. 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 chair
  - handling complaints of alleged violations of the ethical standards. 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.

# **ASCA NATIONAL STANDARDS**

## **Competencies and Indicators**

### **Academic Development**

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

#### **A:A1 Improve Academic Self-Concept**

- 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 which lead to successful learning

#### **A:A2 Acquire Skills for Improving Learning**

- 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

#### **A:A3 Achieve School Success**

- 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.**

#### **A:B1 Improve Learning**

- 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

**A:B2 Plan to Achieve Goals**

- A:B2.1 Establish challenging academic goals in elementary, middle/junior high and high 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.**

**A:C1 Relate School to Life Experiences**

- 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

## **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.**

### **C:A1 Develop Career Awareness**

- C:A1.1 Develop skills to locate, evaluate and interpret career information
- C:A1.2 Learn about the variety of traditional and non-traditional 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 how 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

### **C:A2 Develop Employment Readiness**

- 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.**

### **C:B1 Acquire Career Information**

- 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 sources to obtain career information
- C:B1.6 Learn to use the Internet to access career-planning information
- C:B1.7 Describe traditional and non-traditional career choices and how they relate to career choice
- C:B1.8 Understand how changing economic and societal needs influence employment trends and future training

**C:B2 Identify Career Goals**

- 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.**

**C:C1 Acquire Knowledge to Achieve Career Goals**

- C:C1.1 Understand the relationship between educational achievement and career success
- 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

**C:C2 Apply Skills to Achieve Career Goals**

- 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 members
- C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences

## **Personal/Social**

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

### **PS:A1 Acquire Self-knowledge**

- 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

### **PS:A2 Acquire Interpersonal Skills**

- 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 communication skills
- PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior
- PS:A2.6 Learn how to make and keep friends

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

### **PS:B1 Self-knowledge Application**

- 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 appreciation 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.**

**PS:C1 Acquire Personal Safety Skills**

- 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 their 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 use and 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

# **BIBLIOGRAPHY/ RESOURCES**

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