Springfield Public Schools

Comprehensive School Counseling Program Guide
SPRINGFIELD PUBLIC SCHOOLS
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Working Document, August 2009
# COMPREHENSIVE SCHOOL COUNSELING PROGRAM GUIDE

## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXECUTIVE SUMMARY</strong></td>
<td>Pg. 5</td>
</tr>
<tr>
<td><strong>SECTION 1  INTRODUCTION TO SCHOOL COUNSELING</strong></td>
<td>Pg. 7</td>
</tr>
<tr>
<td>Defining School Counseling</td>
<td>7</td>
</tr>
<tr>
<td>Transitioning from Traditional to Transformed Practice</td>
<td>8</td>
</tr>
<tr>
<td>Benefits of Comprehensive School Counseling</td>
<td>11</td>
</tr>
<tr>
<td>Aligning with District Goals</td>
<td>12</td>
</tr>
<tr>
<td><strong>SECTION 2  FOUNDATION</strong></td>
<td>Pg. 14</td>
</tr>
<tr>
<td>Mission</td>
<td>14</td>
</tr>
<tr>
<td>Vision</td>
<td>14</td>
</tr>
<tr>
<td>Strategic Priorities</td>
<td>14</td>
</tr>
<tr>
<td>Guiding Principles</td>
<td>14</td>
</tr>
<tr>
<td>School Counseling Program Standards and Student Priorities</td>
<td>15</td>
</tr>
<tr>
<td><strong>SECTION 3  DELIVERY SYSTEM</strong></td>
<td>Pg. 21</td>
</tr>
<tr>
<td>Four Components of the Delivery System</td>
<td>21</td>
</tr>
<tr>
<td>Individual Student Planning</td>
<td>21</td>
</tr>
<tr>
<td>Student Development (Guidance) Curriculum</td>
<td>22</td>
</tr>
<tr>
<td>Responsive Services</td>
<td>23</td>
</tr>
<tr>
<td>System Support</td>
<td>23</td>
</tr>
<tr>
<td><strong>SECTION 4  MANAGEMENT SYSTEM</strong></td>
<td>Pg. 25</td>
</tr>
<tr>
<td>School Counselor and Principal Collaboration</td>
<td>25</td>
</tr>
<tr>
<td>School Centered Decision Making Team (Advisory Council)</td>
<td>26</td>
</tr>
<tr>
<td>Quarterly Reports</td>
<td>26</td>
</tr>
<tr>
<td>Annual Program Summary Reports</td>
<td>26</td>
</tr>
<tr>
<td>Program Mapping</td>
<td>26</td>
</tr>
<tr>
<td><strong>SECTION 5  ACCOUNTABILITY SYSTEM</strong></td>
<td>Pg. 27</td>
</tr>
<tr>
<td>School Improvement Process</td>
<td>27</td>
</tr>
<tr>
<td>Using Data</td>
<td>28</td>
</tr>
<tr>
<td>MEASURE Tool</td>
<td>29</td>
</tr>
<tr>
<td><strong>SECTION 6  NEXT STEPS: IMPLEMENTATION</strong></td>
<td>Pg. 31</td>
</tr>
<tr>
<td>Steps for Successful Implementation</td>
<td>31</td>
</tr>
<tr>
<td><strong>SECTION 7  RESOURCES</strong></td>
<td>Pg. 32</td>
</tr>
<tr>
<td>Reference List</td>
<td>33</td>
</tr>
<tr>
<td>Web Resources</td>
<td>34</td>
</tr>
<tr>
<td>Print Resources</td>
<td>35</td>
</tr>
</tbody>
</table>

Working Document, August 2009
SECTION 8  APPENDIX (Separate document)......................................................Pg. 36

Appendix A  Comprehensive School Counseling Program Policy, Adopted by the School Committee  April 2, 2009

Appendix B  Foundation
  • The ASCA National Standards
  • ASCA Ethical Standards
  • Role of the School Counselor
  • Research Basis for Comprehensive Programs

Appendix C  Delivery
  • Best Practices
  • Lesson Plan Template

Appendix D  Management
  • School Counselor and Principal Collaborative Plan
  • Quarterly Report
  • Annual Program Summary
  • Mapping Tool

Appendix E  Accountability
  • MEASURE

SECTION 9  WEB-BASED COUNSELOR TOOL KIT  TBD
EXECUTIVE SUMMARY

Comprehensive School Counseling Program Guide (CSCPG) of the Springfield Public Schools (SPS) is a description of the design, implementation, and evaluation of the SPS school counseling program. More specifically, the sections of the Program Guide include:

- Introduction
- Foundation
- Delivery System
- Management System
- Accountability System
- Next Steps: Implementation
- Resources
- Appendix
- Toolkit

The School Counseling Program Guide (SCPG) highlights the multitude of direct and indirect counseling services and activities that are integral components of the comprehensive school counseling program, and ensure that every student acquires the competencies to achieve success in school and life. Also, the SCPG explains the scope of counselor roles, responsibilities, and resources; defines parameters of the program; identifies the Pre-K through grade 12 program priorities; and aligns the school counseling program with the goals of school improvement.

The SPS School Counseling Program is informed by the American School Counselor Association (ASCA) National Model (2003, 2005), the ASCA National Standards for School Counseling Programs (1997), the Massachusetts Career Development Education Benchmarks, and the Springfield Public Schools Strategic Priorities and annual educational goals.

“The revised comprehensive school counseling program, coupled with relevant and focused professional development, can change practice from a service driven format to an intentional programmatic focus resulting in an alignment of the school counseling program with the district goals for student success.”
(Yolanda Johnson, 2008)

This comprehensive and developmental counseling and guidance program is responsive to identified student needs and the goals of school improvement. The Springfield Public Schools program is based on regularly provided individual and group counseling; the implemented guidance curriculum; professional consultation with teams, parents, and teachers; and appropriate coordinating functions.

School counseling in the 21st Century must adapt to meet the ever-changing societal demands, while facilitating student academic, personal/social, and career development. School counseling in Springfield is continually refined through diligent, ongoing evaluation, focused on the constantly evolving needs of students and the greater school community.

Working Document, August 2009
The table below offers a summary of the Components of the Springfield Public Schools Comprehensive School Counseling Program Guide:

<table>
<thead>
<tr>
<th>FOUNDATION SYSTEM</th>
<th>DELIVERY SYSTEM</th>
<th>MANAGEMENT SYSTEM</th>
<th>ACCOUNTABILITY SYSTEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission</td>
<td>Four Components of the Delivery System:</td>
<td>School Counselor and Principal Collaboration</td>
<td>School Improvement Process</td>
</tr>
<tr>
<td>Vision</td>
<td>(1) Individual Student Planning</td>
<td>School Centered Decision Making Team (Advisory</td>
<td>Using Data</td>
</tr>
<tr>
<td>Strategic Priorities</td>
<td>(2) Student Development (Guidance)</td>
<td>Council)</td>
<td>MEASURE Tool</td>
</tr>
<tr>
<td>Guiding Principles</td>
<td>Curriculum</td>
<td>Organization</td>
<td></td>
</tr>
<tr>
<td>School Counseling Program</td>
<td>(3) Responsive Services</td>
<td>Calendars</td>
<td></td>
</tr>
<tr>
<td>Standards and Student</td>
<td>System Support</td>
<td>Quarterly Reports</td>
<td></td>
</tr>
<tr>
<td>Priorities (Academic,</td>
<td></td>
<td>Annual Program Summary</td>
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<tr>
<td>Career and Social-Personal</td>
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<td>Reports</td>
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<tr>
<td>Development)</td>
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<td>Program Mapping</td>
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The Comprehensive School Counseling Program Guide Revision Team believes that all stakeholders in the Springfield Public School System should be informed and educated regarding the comprehensive school counseling program so that it can be productively and effectively instituted with everyone’s support and cooperation. This guide will assist parents, faculty, administration, and community members to better understand the scope and impact of the school counseling program and the primary goal of supporting the success of every student in Springfield Public Schools.
SECTION 1 INTRODUCTION TO SCHOOL COUNSELING

Introduction

A general introduction to the discipline of school counseling provides a clearer understanding of the individual sections included in this School Counseling Program Guide (SCPG).

Specifically, this Section highlights:

- Defining School Counseling
- Transitioning from Traditional to Transformed Practice
- Benefits of Comprehensive School Counseling
- Aligning with District Goals

Quality school counseling programs can have a powerful impact on student achievement and contribute significantly to state and national education reform initiatives. 
~Massachusetts Model for Comprehensive School Counseling Programs, 2006

Defining School Counseling

School counseling services offered as part of a comprehensive and developmental program address development of academic/educational, career, personal/social skills and competencies based on important school data, and are provided for every student, as well as school personnel, families, and the community at large. Program services are aligned with the overall educational mission of the Springfield Public Schools System and include a combination of indirect and direct counseling initiatives to include individual and group counseling, as well as student development lessons. School counselors develop a program plan based on the assessment of school improvement and needs-based data; they then coordinate, deliver, evaluate, and revise the program on a regular basis. The program also is shared with all stakeholders in the school and community.

A comprehensive program is designed for every student. The student development services are inclusive and constant; development is ongoing, preventative, and evaluative in a positive and productive manner. Through ongoing collaboration, counselors engage administrators, teachers, parents, and community members to participate in planning, delivery and evaluation. The goal is to provide the most comprehensive opportunities possible to benefit every student.

Comprehensive programs “…employ strategies to enhance academics, provide career awareness, develop employment readiness, encourage self-awareness, foster interpersonal communication skills, and impart life success skills for all students” (Savage, 2004) and are a critical component of every student’s school experience.
A comprehensive school counseling program follows five primary steps: 1) utilizes needs assessments and uses school data to identify critical and important needs; 2) implements a “clear and purposeful” program to address identified needs; 3) aligns with the ASCA National Standards and National Model and district goals; 4) evaluates progress of efforts; and, 5) identifies and communicates benefits to students and stakeholders. These steps as well as the coordination of services are valuable to students and the school community because the efforts “make a difference” in the lives of all students by maintaining a comfortable and structured learning environment. By determining ways in which students will acquire the competencies for appropriate knowledge, skills, attitudes, and behaviors, will assist them in becoming productive members of school, family and society.

**Transitioning from Traditional to Transformed Practice**

Contemporary school counseling is comprehensive and proactive. Although traditional mental health-focused training provided to school counselors throughout the past decades up until the late 1990’s may have provided ample skill development for practitioners to help students with personal and social challenges, it was not enough to help students succeed academically in an ever-changing society. Professional school counselors must be prepared to function as advocates for high academic achievement for students. Not only must they heighten their role in providing for the academic and career domains of school counseling, but they must also be prepared to provide leadership to motivate and inspire students, parents, and colleagues.

“On any given day, I am never sitting for very long. I am usually interacting with kids in the lunchroom or classroom or hallways… Checking-in or working together on a problem… Most counselors are out there and in constant contact with students throughout the day…”

*SPS Counselor (2008)*

In 1997, The American School Counseling Association (ASCA) published *Sharing the Vision: The National Standards for School Counseling Programs* which defined the content for the school counseling programs in the areas of academic, career and personal/social development. The *ASCA National Model: A Framework for School Counseling Programs* (ASCA, 2003, 2005) was developed to organize and focus the school counseling program to proactively contribute to student development and align with the expectations of school improvement and NCLB (2001). The ASCA National Model established a standards-based system with underpinnings in both accountability and utilization of data to drive student achievement and connects school success with life success. The National Model has assisted in professional growth and development of counselors by increasing the awareness of the expectations of the results of school counseling programs and by helping counselors stay focused and organized in their individual and collaborative efforts to meet those expectations.

Also introduced in 1997 was the *Transforming School Counseling Initiative (TSCI)* that articulates the attitudes, skills, and knowledge that professional school counselors need to increase educational opportunities for all students. TSCI emphasizes advocacy, leadership, and contributions to the academic success of students. *TSCI* encourages a systematic, developmental
preventative approach in which the school counselor’s focus is to identify systems or patterns within a school’s operations that might be generating barriers to growth and development for a student(s).

The following delineates the transition from traditional to transformed school counselor:

Table 1

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<thead>
<tr>
<th>The Practice of the Traditional School Counselor</th>
<th>The Practice of the Transformed School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Counseling</td>
<td>• Counseling</td>
</tr>
<tr>
<td>• Consultation</td>
<td>• Coordination of Services</td>
</tr>
<tr>
<td>• Coordination</td>
<td>• Consultation</td>
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<td>• Leadership</td>
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<td>• Social Justice Advocate</td>
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<td>• Systemic Change Agent</td>
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<tr>
<td></td>
<td>• Collaboration and Teaming</td>
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<tr>
<td></td>
<td>• Managing Resources</td>
</tr>
<tr>
<td></td>
<td>• Data Informed Practice</td>
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<td>Service-driven Model</td>
<td>• Use of Technology</td>
</tr>
</tbody>
</table>

(Data-driven and Standards-based Model)

(Education Trust, 1997)

The SPS Comprehensive School Counseling Program combines the best of the ASCA National Model with the Transforming School Counseling Initiative to offer SPS professional school counselors a significant opportunity to re-think, re-frame, and transform the role of school counseling in the Springfield Public schools. The SPS professional school counselor is in a pivotal position to serve as a systemic change agent and as an essential contributor to the district and individual school’s mission. School counselors serve as activists in which collaboration with the community brings essential resources to the students, schools, staff, and families. In addition, SPS school counselors work closely with teachers to help students acquire learning and study skills. The following further describes the contributions of professional school counselors in Springfield:

Counseling

- Establish a trusting and confidential working relationship with a student or groups of students to help set goals and/or make changes in behavior.
- Focus on problem solving, decision-making, social-emotional development, and the personal issues and concerns that impact learning and development.
- Utilize counseling theories and techniques to help each student achieve academic, career, and personal/social success
• Analyze, and explore behaviors and attitudes that impact a student’s ability to perform successfully in the learning community.

“**My school counselor is my hero because she helps me with my problems and I can do my work after I talk to her...**

*SPS 4th Grade Student*

**Coordination of Services**

• Determine the goals of the school counseling program and identify the mechanisms and resources needed to carry out those goals.
• Prioritize, organize, and deliver the components of the program, such as individual or group counseling, classroom guidance lessons, consultation services, career and academic advising, and systemic support.

**Leadership**

• Serve as leaders who are engaged in building system-wide change to ensure the success of every student.
• Help every student gain access to rigorous academic preparation that will lead to greater opportunity and increased academic achievement.
• Promote student success by closing the information, opportunity, and achievement gaps wherever found.
• Collaborate with other professionals in the school to influence system-wide changes and implement school reforms.

**Advocacy**

• Ensure that every student’s academic, personal/social and career needs are addressed.
• Work proactively with every student to remove obstacles to learning.
• Recognize diversity and advocate for acceptance and tolerance in race, ethnic background, economic status, abilities, and lifestyle choices.

**Collaboration and Teaming**

• Encourage genuine collaboration among all school staff to work toward the common goals of equity, access and academic success for every student.
• Work with all stakeholders to support the achievement of every student.
• Build a sense of community within the school by understanding and appreciating the contributions others make in educating all children.

**Managing Resources**

• Use creativity to identify internal and external supports and engage all stakeholders in the implementation of the school counseling program.
• Use time and resources efficiently to serve every student.

**Data Informed Practice**

• Analyze, and interpret data to identify and respond to student needs.
• Use data to work in tandem with building administrators and faculty to close the achievement gap.
• Monitor student attendance and class performance and devise strategies that will enable every student to achieve academic success.
• Demonstrate how school counseling programs positively impact student achievement and share accountability for school improvement by coordinating resources.

**Use of Technology**

• Use technology as an efficient and effective way of disseminating information and analyzing results.
• Apply basic computer literacy skills, knowledge of internet resources and software that relates to school counseling.
• Utilize virtual guidance offices that help students access internet resources related to career guidance, the college planning process, and resources to support the guidance and counseling program.
• Take appropriate and reasonable measures for maintaining confidentiality of student information (ASCA A 10, 2004).
• Collaborate with faculty to teach students safe practices when using technology.

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**Benefits of Comprehensive School Counseling in Springfield**

In addition to the empirically-supported benefits, bulleted below are sample ways in which District and School-level stakeholders benefit from the implementation of a comprehensive and developmental counseling program:

**Students**

• Participate in relevant curriculum, individual student planning, and responsive services.
• Participate in proactive strategies and responsive interventions to minimize and eliminate educational barriers.
• Receive multiple opportunities to develop skills in the three counseling domains: academic, personal/social, and career.
Faculty
- Enjoy collaborative and positive relationships with school counselors, students, parents, and teachers.
- Receive direct support in the classroom in order to improve student achievement.

Administration
- Receive support from school counselor as a critical stakeholder and leader in the educational process.
- Gain data to inform the School Improvement Plan and strengthen school climate and student performance/achievement.
- Receive input regarding opportunities for professional development.

Parents and Guardians
- Participate in educational and informational sessions.
- Participate in ongoing communication between parent, teacher, administrators, and school counselor.
- Enjoy increased access to school and community resources.

Community
- Participate in partnership with school stakeholders.
- Assist with the school’s access to community resources.
- Connect with school stakeholders and students who impact community well-being and workforce.

School Committee
- Understand the involvement and commitment of school counselors to student achievement.
- Gain insight as to the perspective of parent/guardians and students regarding their development and aspirations.
- Based on the common vision and alignment with the district goals, school counselors will have a unified focus to design, implement, and evaluate a comprehensive school counseling program.

Aligning with District Goals
In order to ensure that those benefits are generated and achievements are reached for students and stakeholders, counseling services must be aligned with district educational goals and priorities. According to counseling experts, “a strong, clear statement of philosophy compatible with the [school] system’s philosophy forms the foundation of any coherent programmatic effort” (Rye and Sparks, 1991), and so the role of the counselor in creating and implementing the counseling program is to ensure alignment with the educational mission of Springfield Public Schools.

In 2002, Springfield Public School’s School Counseling Program, in coordination with the University of Massachusetts (UMASS) Center for School Counseling Outcome Research, Working Document, August 2009.
formed a study group to examine other models to ensure that every student in the district receives outstanding school counseling services. On April 1, 2004, the Springfield School Committee approved a *Comprehensive Developmental School Counseling Program Policy* for the district.

Since the approval, the district has provided school counselor leadership and a variety of professional development experiences. Quality professional development equips counselors and administrators with the best knowledge and practices to help ensure that each student succeeds in accordance with the educational mission of the district and the school improvement plan of each school. As evidenced by these district supportive measures, school adjustment and guidance counselors serve a vital role in maximizing student achievement and in preparing students to meet high academic, career, and personal standards.

“As 2009 dawns, we must shine the bright sunlight on a school system that is in need of major, district-wide reform. We can no longer allow our problems to hide in the shadows, threatening the futures of our children. Our work to bring about this Renaissance will use five specific actions, both educational and managerial…” Dr. Alan Ingram (2008, p.1)

The 2009 Springfield Public Schools Comprehensive School Counseling Program follows the ASCA National Model (2003, 2005) and the Massachusetts Department of Elementary and Secondary Education expectations for student achievement. It is aligned with the following district goals and strategic priorities:

- improve student achievement
- safe and nurturing learning environment
- a high performance organization
- learning community
- accountability for results

The Springfield Public School System is dedicated to the formation and sustainment of a culture of educational excellence for students, teachers, staff, and the community. School counselors are committed to this goal. A comprehensive school counseling program that aligns with district priorities is key to the successful involvement of all counselors.
SECTION 2  FOUNDATION

Introduction

The purpose of this section is to provide an overview of the Foundation which is the basis of a comprehensive school counseling program plan that informs the development of the philosophy, vision, and standards for school counselors. More specifically, this section focuses on the following SPS Counseling Program elements:

- Mission
- Vision
- Strategic Priorities
- Guiding Principles
- Counseling Standards and Student Priorities

Mission Statement of the SPS Counseling Program

The Springfield Public Schools Counseling Program supports every student within the learning environment. The Counseling Program promotes and facilitates academic, personal/social, and career development, so that every student is empowered to realize his/her full potential in the 21st Century.

Vision Statement of the SPS Counseling Program

The SPS Counseling Program intends to facilitate a culture of educational excellence in which every student will be academically prepared to be a lifelong learner and a productive citizen.

Strategic Priorities of the SPS Counseling Program

- Advocate to improve student achievement
- Foster and contribute to a safe and nurturing learning environment
- Share accountability for results
- Facilitate effective communication and collaborative partnerships

Guiding Principles of the SPS Counseling Program

- Every student will benefit from a quality, comprehensive, developmental school counseling program that is vital to academic success.
- Every student will be prepared for success in post-secondary pursuits.
- Every student will be prepared to be positive contributors and leaders in the community.
- Every student will be prepared to develop meaningful relationships with peers and adults.
- Every student will be provided a safe and nurturing learning environment.
• Every student will be prepared to make successful transitions from elementary to middle school, from middle school to high school, from high school to post secondary education or the world of work.

School Counseling Program Standards

The nine school counseling program standards are identical to the American School Counselor Association National Standards (ASCA, 1997) and support the Counseling Department's mission and vision. The standards are statements of what students should know and be able to do as a result of participating in a school counseling program (ASCA, 1997) and follow the three universally accepted domains of counseling programs: academic, career, and personal/social development. Student competencies, which help to identify student knowledge and skills, follow each of the standards. Priorities were established based on the district strategic priorities and school improvement and are delineated by the Pre-K, Elementary, Middle, or High school levels.

The developmental organization for the acquisition of knowledge and skills is based on Bloom’s Taxonomy. Pre – K students become aware; elementary students learn; middle schoolers practice; and, high school students are expected to demonstrate or model what they have learned.
## SPRINGFIELD PUBLIC SCHOOLS
### SCHOOL COUNSELING PROGRAM STANDARDS AND STUDENT PRIORITIES

#### PRE-K LEVEL

<table>
<thead>
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<th>Academic Development</th>
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<td><strong>ASCA Standard A</strong></td>
<td><strong>ASCA Standard B</strong></td>
<td><strong>ASCA Standard C</strong></td>
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<tr>
<td>Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the lifespan.</td>
<td>Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.</td>
<td>Students will understand the relationship of academics to the world of work and to life at home and in the community.</td>
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<td>Students will</td>
<td>Students will</td>
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<td>• Become aware of communication skills for knowing when and how to ask for help</td>
<td>• Become aware of the relationship between classroom performance and success in school</td>
<td>• Become aware of the relationship between classroom performance and success in school</td>
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<tr>
<td>• Become aware of school rules and expectations</td>
<td>• Become a self-directed and independent learner</td>
<td>• Become aware of how school success and academic achievement enhance future career and vocational opportunities</td>
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<tr>
<td>• Take responsibility for their actions</td>
<td>• Be exposed to problem-solving and decision-making skills</td>
<td>• Develop a positive attitude and interest in learning</td>
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<td>• Develop a positive attitude and interest in learning</td>
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<td><strong>ASCA Standard A</strong></td>
<td><strong>ASCA Standard B</strong></td>
<td><strong>ASCA Standard C</strong></td>
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<td>Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</td>
<td>Students will employ strategies to achieve future career goals with success and satisfaction.</td>
<td>Students will understand the relationship between personal qualities, education, training, and the world of work.</td>
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<td>Students will</td>
<td>Students will</td>
<td>Students will</td>
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<td>• Become aware of the world of work and why people work</td>
<td>• Become aware of career interests</td>
<td>• Become aware of the relationship between educational achievement and career success</td>
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<td>• Develop an understanding of family needs, roles and jobs</td>
<td>• Become aware of the education and training needed to achieve career interests</td>
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<td>• Identify different kinds of jobs that people do at home, school and their community</td>
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<td><strong>ASCA Standard A</strong></td>
<td><strong>ASCA Standard B</strong></td>
<td><strong>ASCA Standard C</strong></td>
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<td>Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.</td>
<td>Students will make decisions, set goals, and take necessary action to achieve goals.</td>
<td>Students will understand safety and survival skills.</td>
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<tr>
<td>Students will</td>
<td>Students will</td>
<td>Students will</td>
</tr>
<tr>
<td>• Become aware of the difference between appropriate and inappropriate behavior</td>
<td>• Become aware of consequences of decisions and choices</td>
<td>• Become aware of safe and healthy choices</td>
</tr>
<tr>
<td>• Identify and express feelings</td>
<td>• Become aware of coping skills for dealing with problems</td>
<td>• Become aware of the emotional, physical dangers of substance use and abuse as well as environmental abuse</td>
</tr>
<tr>
<td>• Identify friendship qualities</td>
<td>• Become aware of when, where and how to seek help for solving problems</td>
<td>• Become aware of personal information (I.e. name, etc.)</td>
</tr>
<tr>
<td>• Respect similarities and differences amongst one another</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## ELEMENTARY SCHOOL LEVEL

### Academic Development

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

<table>
<thead>
<tr>
<th>Students will</th>
<th>Students will</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take responsibility for their actions</td>
<td>Learn the study skills necessary for academic success at each level</td>
</tr>
<tr>
<td>Learn to work independently, as well as cooperatively with others</td>
<td>Become a self-directed and independent learner</td>
</tr>
<tr>
<td>Learn how effort and persistence positively affect learning</td>
<td>Learn the relationship between classroom performance and success in school</td>
</tr>
<tr>
<td>Learn communication skills for knowing when and how to ask for help</td>
<td>Learn problem-solving and decision making skills</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Students will</th>
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</thead>
<tbody>
<tr>
<td>Learn to understand the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Students will</th>
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</thead>
<tbody>
<tr>
<td>Know the relationship between educational achievement and career success</td>
</tr>
<tr>
<td>Learn that the changing workplace requires lifelong learning and acquiring new skills</td>
</tr>
<tr>
<td>Learn how to use conflict management skills with peers and adults</td>
</tr>
</tbody>
</table>

### Career Development

**ASCA 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.

<table>
<thead>
<tr>
<th>Students will</th>
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</thead>
<tbody>
<tr>
<td>Learn how to work in teams</td>
</tr>
<tr>
<td>Learn to make good decisions</td>
</tr>
<tr>
<td>Learn to set goals</td>
</tr>
<tr>
<td>Learn the importance of responsibility, dependability, punctuality, integrity and effort in all aspects of life</td>
</tr>
<tr>
<td>Develop time-and-task-management skills</td>
</tr>
<tr>
<td>Develop an awareness of personal abilities, skills, interests, and motivations</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Students will</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn to use the Internet to access college career-planning information</td>
</tr>
<tr>
<td>Know the education and training needed to achieve career goals</td>
</tr>
<tr>
<td>Know the relationship between educational achievement and career success</td>
</tr>
<tr>
<td>Learn that the changing workplace requires lifelong learning and acquiring new skills</td>
</tr>
<tr>
<td>Learn how to use conflict management skills with peers and adults</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Students will</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know the difference in situations requiring peer support and situations requiring adult professional help</td>
</tr>
<tr>
<td>Learn effective problem-solving and decision-making skills to make safe and healthy choices</td>
</tr>
<tr>
<td>Learn about the emotional and physical dangers of substance use and abuse</td>
</tr>
<tr>
<td>Know personal information (i.e., telephone number, home address, emergency contact)</td>
</tr>
</tbody>
</table>

### Personal/Social Development

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

<table>
<thead>
<tr>
<th>Students will</th>
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<tbody>
<tr>
<td>Develop a positive self attitude</td>
</tr>
<tr>
<td>Learn the difference between appropriate and inappropriate behavior</td>
</tr>
<tr>
<td>Learn to appreciate diversity</td>
</tr>
<tr>
<td>Learn appropriate speaking, listening, and non-verbal behaviors</td>
</tr>
<tr>
<td>Learn to identify and express feelings</td>
</tr>
<tr>
<td>Learn how to make and keep friends</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Students will</th>
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</thead>
<tbody>
<tr>
<td>Understand consequences of decisions and choices</td>
</tr>
<tr>
<td>Develop effective coping skills</td>
</tr>
<tr>
<td>Learn conflict management and resolution skills</td>
</tr>
<tr>
<td>Learn when, where and how to seek help for solving problems and making decisions</td>
</tr>
<tr>
<td>Know when peer pressure is influencing decisions</td>
</tr>
</tbody>
</table>

**ASCA Standard C**
Students will understand safety and survival skills.

<table>
<thead>
<tr>
<th>Students will</th>
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</thead>
<tbody>
<tr>
<td>Know the difference in situations requiring peer support and situations requiring adult professional help</td>
</tr>
<tr>
<td>Learn effective problem-solving and decision-making skills to make safe and healthy choices</td>
</tr>
<tr>
<td>Learn about the emotional and physical dangers of substance use and abuse</td>
</tr>
<tr>
<td>Know personal information (i.e., telephone number, home address, emergency contact)</td>
</tr>
</tbody>
</table>
## MIDDLE SCHOOL LEVEL

<table>
<thead>
<tr>
<th>Academic Development</th>
<th>Academic Development</th>
<th>Academic Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASCA Standard A</strong></td>
<td><strong>ASCA Standard B</strong></td>
<td><strong>ASCA Standard C</strong></td>
</tr>
<tr>
<td>Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the lifespan.</td>
<td>Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.</td>
<td>Students will understand the relationship of academics to the world of work and to life at home and in the community.</td>
</tr>
</tbody>
</table>

### Academic Development

- Work independently, as well as cooperatively with others
- Understand how effort and persistence positively affect learning
- Take responsibility for their actions
- Practice time management and task management skills
- Practice communication skills to know when and how to ask for help
- Practice critical-thinking skills
- Practice the study skills necessary for academic success at each level
- Be a self-directed and independent learner
- Practice problem-solving and decision making skills to assess progress toward educational goals
- Understand the relationship between classroom performance and success in school
- Understand the requirements for success in high school
- Understand the value of lifelong learning as essential to seeking, obtaining and maintaining life goals
- Seek co-curricular and community experiences to enhance the school experience

### Career Development

- Practice working in teams
- Practice making good decisions
- Practice setting goals
- Develop an awareness of personal abilities, skills, interests, and motivations
- Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
- Practice using the Internet to access college and career-planning information
- Be aware of the education and training needed to achieve career goals
- Understand the college and career-planning process
- Understand the relationship between educational achievement and career success
- Understand that the changing workplace requires lifelong learning and acquiring new skills
- Describe the effect of work on lifestyle

### Personal/Social Development

- Develop a positive self-attitude
- Distinguish between appropriate and inappropriate behavior
- Appreciate diversity
- Know that communication involves speaking, listening and nonverbal behavior
- Respect alternative points of view
- Identify and express feelings
- Understand consequences of decisions and choices
- Practice effective coping skills
- Practice conflict resolution skills
- Know when peer pressure is influencing decisions
- Develop an action plan to set and achieve realistic goals
- Differentiate between situations requiring peer support and situations requiring adult professional help
- Practice effective problem-solving and decision-making skills to make safe and healthy choices
- Learn the emotional and physical dangers of substance use and abuse
- Learn the relationship between rules, laws, safety and the protection of rights of the individual
- Practice techniques for managing stress and conflicts
### High School Level

<table>
<thead>
<tr>
<th>Academic Development</th>
<th>Academic Development</th>
<th>Academic Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASCA Standard A</strong></td>
<td><strong>ASCA Standard A</strong></td>
<td><strong>ASCA Standard C</strong></td>
</tr>
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<td>Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.</td>
<td>Students will understand the relationship of academics to the world of work and to life at home and in the community.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Students will</th>
<th>Students will</th>
<th>Students will</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Work independently as well as cooperatively with other</td>
<td>• Demonstrate how effort and persistence positively effect learning</td>
<td>• Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals</td>
</tr>
<tr>
<td>• Demonstrate how effort and persistence positively effect learning</td>
<td>• Take responsibility for their actions</td>
<td>• Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life</td>
</tr>
<tr>
<td>• Demonstrate time management and task management skills</td>
<td>• Demonstrate the study skills necessary for academic success at each level</td>
<td>• Understand how school success and academic achievement enhance future career and vocational opportunities</td>
</tr>
<tr>
<td></td>
<td>• Be a self-directed and independent learner</td>
<td>• Demonstrate 21st century academic, technical and employability skills for success in school, career, and life</td>
</tr>
<tr>
<td></td>
<td>• Identify post-secondary options consistent with interests, achievements, aptitude and abilities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Understand the requirements for success in high school</td>
<td></td>
</tr>
</tbody>
</table>

### Career Development

<table>
<thead>
<tr>
<th>Academic Development</th>
<th>Academic Development</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>ASCA Standard A</strong></td>
<td><strong>ASCA Standard B</strong></td>
<td><strong>ASCA Standard C</strong></td>
</tr>
<tr>
<td>Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</td>
<td>Students will employ strategies to achieve future career goals with success and satisfaction.</td>
<td>Students will understand the relationship between personal qualities, education, training, and the world of work.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students will</th>
<th>Students will</th>
<th>Students will</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrate teamwork</td>
<td>• Utilize the Internet to access career-planning information</td>
<td>• Understand the relationship between educational achievement and career success</td>
</tr>
<tr>
<td>• Make good decisions</td>
<td>• Demonstrate awareness of the education and training needed to achieve career goals</td>
<td>• Understand that the changing workplace requires lifelong learning and acquiring new skills</td>
</tr>
<tr>
<td>• Set goals</td>
<td>• Assess and modify educational plan to support career</td>
<td>• Demonstrate conflict management skills with peers and adults</td>
</tr>
<tr>
<td>• Model responsibility, dependability, punctuality, integrity and effort in school and in the workplace</td>
<td>• Model problem-solving techniques</td>
<td>• Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences</td>
</tr>
<tr>
<td>• Demonstrate employability skills such as working on a team, problem-solving and organizational skills</td>
<td></td>
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</tr>
</tbody>
</table>

### Personal/Social Development

<table>
<thead>
<tr>
<th>Academic Development</th>
<th>Academic Development</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>ASCA Standard A</strong></td>
<td><strong>ASCA Standard B</strong></td>
<td><strong>ASCA Standard C</strong></td>
</tr>
<tr>
<td>Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.</td>
<td>Students will make decisions, set goals, and take necessary action to achieve goals.</td>
<td>Students will understand safety and survival skills.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students will</th>
<th>Students will</th>
<th>Students will</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Have a positive self-attitude</td>
<td>• Understand consequences of decisions and choices</td>
<td>• Differentiate between situations requiring peer support and situations requiring adult professional help</td>
</tr>
<tr>
<td>• Model self-control</td>
<td>• Demonstrate effective coping skills</td>
<td>• Model effective problem-solving and decision-making skills to make safe and healthy choices</td>
</tr>
<tr>
<td>• Accept and appreciate diversity</td>
<td>• Know when peer pressure is influencing decisions</td>
<td>• Learn the emotional and physical dangers of substance use and abuse</td>
</tr>
<tr>
<td>• Demonstrate effective speaking, listening and nonverbal behavior</td>
<td></td>
<td>• Model techniques for managing stress and conflicts</td>
</tr>
<tr>
<td>• Respect alternative points of view</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Identify and discuss changing personal and social roles</td>
<td></td>
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</tr>
</tbody>
</table>
SECTION 3  THE DELIVERY SYSTEM

Introduction

The purpose of this section is to outline the Delivery System for the comprehensive counseling program. Specific components of the Delivery section include:

- Individual Student Planning
- Student Development Curriculum (Guidance Curriculum)
- Responsive Services
- System Support

Four Components of the Delivery System

Comprehensive school counseling programs integrate academic, career and personal/social development. Within the Delivery system there are four components: 1) individual student planning, 2) responsive services, 3) student development curriculum, and, 4) system support. All school counseling activities should align with one of the component areas.

The following table provides time guidelines for those components:

<table>
<thead>
<tr>
<th>Component</th>
<th>Elementary</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Planning w/ Students</td>
<td>5% - 10%</td>
<td>15% - 25%</td>
<td>25% - 35%</td>
</tr>
<tr>
<td>Responsive Services</td>
<td>30% - 40%</td>
<td>30% - 40%</td>
<td>25% - 35%</td>
</tr>
<tr>
<td>Student Development Curriculum</td>
<td>35% - 45%</td>
<td>25% - 35%</td>
<td>15% - 25%</td>
</tr>
<tr>
<td>System Support</td>
<td>10% - 15%</td>
<td>10% - 15%</td>
<td>15% - 20%</td>
</tr>
</tbody>
</table>


Individual Student Planning

School counselors develop, coordinate, and monitor Individual Student Plans as a means of ensuring academic excellence for all students. Plans consist of the coordination of all systemic activities provided within the school setting focusing on academic, career, and personal-social development. Through Individual Student Planning, counselors can assist students in planning, monitoring, and managing their own learning and behavior.

Individual Student Plans provide the structures to promote successful transition from school to school, school to career and/or school to higher education. Individual student plans are developed and follow the student, as needed, through all grade levels. Individual student planning can be delivered in the following ways:
• **Individual**: Meet with student to develop and monitor the plan
• **Small Group**: Provide service delivery in a small group setting focusing on plan development, review, and implementation
• **Classroom**: Consult with teaching staff in the development and monitoring of plans
• **Case Management**: Monitor student progress via individual meetings with students, review of graded work, assessments and report cards, and consultation with teaching staff
• **Crisis Intervention**: Provide responsive crisis intervention as needed to the student or via a preventative behavioral management plan
• **Parents/Guardians**: Establish and coordinate the delivery of individual student plans and meet with the counselor and student

Moreover, student planning occurs within the three domains of academic, career and personal/social development.

- Academic planning consists of reviewing test scores i.e. MCAS, PSAT, SAT’s, developing four year educational plans and plans for higher education, identification of strengths and weaknesses, and credit reviews (at the secondary level).
- Career planning consists of utilizing career assessments tools, identification of strengths and weaknesses and the development of a post high school career and/or academic plan prior to graduation.
- Personal-social consists of identification of awareness of self and respect for others, assessment of personal management skills, development of strategies for processing feelings, emotions, problem solving; conflict resolution, and the development and monitoring of behavior management plans.

**Student Development Curriculum**

**Student Development (Guidance) Curriculum**
The student development curriculum promotes knowledge, attitudes, and skills through instruction in three areas: academic achievement, career development, and personal-social growth. The curriculum is planned, ongoing, and systematic with units of instruction. The scope and sequence of the curriculum incorporates the School Improvement Plan (SIP), the counseling standards, and input from school and community stakeholders.

Lessons are delivered through the following methods:

- **Classroom Instruction**: School counselors provide instruction, in collaboration with classroom teachers, staff, and/or other stakeholders around topics such as motivation, getting along with others, goal setting, decision making, career and college planning, respecting self and others, peer pressure, conflict resolutions, etc. Existing curricula such as Second Step, Steps to Respect, Bully Busters, Student Success Skills, Positive Behavior Management may also be used as part of classroom instruction.
- **Interdisciplinary Curriculum Development**: School counselors work in conjunction with staff to develop lessons which connect content areas and the student
development/(guidance) curriculum. Examples may include organizational and study skills, test taking strategies, community service, etc..

- **Group Activities**: School counselors provide instruction to students in a small group setting outside of the classroom. This has a different purpose than group counseling.

Classroom lessons and curriculum activities are an integral part of the total comprehensive counseling program and important to every student’s affective development. It is important that school counselors organize their schedules to deliver guidance curriculum, but also have ample opportunity to involve students in all aspects of the school counseling program, including responsive services, and individual student planning.

**Responsive Services**

> “If my counselor hadn’t bought me an alarm clock or called my uncle when I was late, I would never be on time and I would probably not graduate…”  SPS 8th Grade Student

Focused on the immediate needs of individuals and groups, the school counselor uses individual and group counseling, groups, consultation, and crisis intervention to provide proactive and responsive services. Responsive services ensure appropriate and timely responses to academic, career and personal-social concerns and are available to every student. Services are often student initiated through self-referral; teachers, staff, and parents may refer students for assistance. Responsive strategies include, but are not limited to:

- **Individual Counseling**: An opportunity to identify and clarify a concern to guide a student towards individual growth.
- **Small Group Counseling**: Group counseling that focuses on mediation and prevention issues.
- **Referral**: May be made within and outside the school setting for services to deal with crises.
- **Crisis Counseling**: Prevention, intervention, and follow-up services to students in emergency situations.
- **Consultation**: The process of sharing expertise with school and community professionals, and parents to develop a plan for a student’s success.
- **Conflict Resolution**: Counselors provide direct services to students engaged in conflict and/or train peer mediators to aid in the conflict resolution process.

**System Support**

System support consists of activities that establish, maintain and enhance the total school counseling program as part of the overall educational program. System support can include:

- **Professional Development**: Participation in and presentation of in-service training, membership in professional associations, and continued post graduate education, workshops, training, and research.
• **Consultation/Collaboration/Teaming**: Consultation and collaboration with staff, parents/guardian and community members and organizations in order to meet student needs and provide/receive information relevant to the school counseling program.

• **Participation in School Committees**: School counselors serving on important school committees.

• **Workshops and Seminars**: Planning and implementing afterschool and evening programs for parents, students and faculty.
SECTION 4 MANAGEMENT SYSTEM

Introduction
The Management System is the organizational and planning structure for the comprehensive school counseling program which includes:

- School Counselor and Principal Collaboration
- School-Centered Decision Making Team (Advisory Council)
- Organization
- Quarterly Reports
- Annual Program Summary Report
- Program Mapping

Organization
The key to an effective program management system is organization. To insure the participation of all students in a comprehensive school counseling program, it is important to establish calendars that list the delivery of activities. Calendars should be set by the amount of time school counselors can allocate to the different formats in the Delivery system: curriculum, individual planning, responsive services, and system support.

The school counselor documents activities conducted throughout the school day by using a tool/system of the counselor’s choosing. Documentation serves to annotate activities and is a guide for planning and program evaluation. The ASCA National Model recommends that school counselors spend the majority of their time in delivering direct services to students. Research recommends that counselors spend 80% of their time in direct services to students and 20% of their time in system support activities. Student needs require that school counselors focus on program delivery and direct counseling services with non-counseling activities reassigned whenever possible. An annual and weekly calendar is published to keep students, parents, teachers, and administrators informed. This communication also assists in planning and ensuring active participation in the program.

School Counselor and Principal Collaboration
Collaborative agreements bring principals and school counselors to consensus on annual goals. The counselor(s) produce and present a yearly draft of the collaboration; the principal then reviews the document and arrives at consensus with the school counselors as to how students will be assigned to specific counselors and how the student development curriculum and preventive and responsive services will be delivered. Decisions will be made based on the school site needs and data analysis. When the principal and school counselors meet and agree on program priorities, implementation strategies, and the organization of the counseling department, the entire program will produce the desired results for students. (See Appendix for Sample Collaboration Template).
School Centered Decision Making (SCDM) Team/Advisory Council

Each school has a School-Centered Decision Making (SCDM) Team that will serve as the advisory council, a representative group of persons who advise and assist with all facets of the school’s educational program, including the school counseling program. Membership reflects the community’s diversity and may include school staff, parents, school board members, students, and business and community representatives. The SCDM Team meets regularly and is organized at the district and school level.

Quarterly Reports

School counselors provide quarterly reports that identify the number of students receiving services. These services are categorized as: individual counseling, group counseling, classroom guidance, parent workshops, and other counseling activities. Quarterly reports provide school counselors with data critical to evaluate the services that have been provided and an ongoing opportunity to review student needs. The template is provided in the Appendix.

Annual Program Summary Reports

School counselors submit one program summary per school reflecting counselor activities, responsibilities, non-counseling activities and responsibilities, program information, and lesson plans. The report templates by level are included in the Appendix.

Mapping

Mapping helps to identify grade level competencies and the strategies for each grade level. Gaps in service delivery and activities can be easily identified through the mapping process. Mapping benefits the student and counselor by providing a comprehensive timeline for service delivery and can be used to develop a Pre-K through 12 scope and sequence. The Mapping tool (see appendix) is used not only for the identification and recording of all of the components of the delivery system, but also includes the student development curriculum.
SECTION 5  THE ACCOUNTABILITY SYSTEM

Introduction

The purpose of this section is to provide an overview of the comprehensive counseling program’s Accountability System that emphasizes and highlights the significance of school counseling’s essential role in student achievement and school improvement efforts. More specifically, this section offers methods for collecting, analyzing, and utilizing data to demonstrate the impact of the counseling plan. Highlights of this section are:

- School Improvement Process
- Using Data
- MEASURE: School Counselor’s Sharing Accountability

School Improvement Process

School improvement efforts nationwide, statewide, and in the City of Springfield, Massachusetts, continue to emphasize the need for data-informed practice and for addressing the question:

“How are students different as a result of the school counseling program?”

To demonstrate the effectiveness of the school counseling program in measurable terms, school counselors will report on immediate, intermediate and long-range results showing how students are different as a result of the school counseling program. Counselors will use data to show the impact of the school counseling program on school improvement and student achievement. ~ASCA 2005

School counselors share responsibility in improving student learning and academic success, as well as implementing strategies to narrow the achievement gap. When school counselors work with the same school-based data as their colleagues, they share accountability for student outcomes and contribute to moving critical data in a positive direction.

Additionally, a successful school counseling program affords counselors the ability to measure effectiveness of services in order to demonstrate the benefits and impact of those services or identify ways in which the services can be improved. Schools are required to develop a School Improvement Plan to include a mission statement and goals. School counselors are critical contributors to the goals of school improvement. Each School Improvement Plan (SIP) self-assesses the needs of the school and how the school intends to meet those needs. The counseling program goals align with the goals and objectives adopted by the school to educate students, parents, staff and community on the benefits and needs of a school counseling program to support its development and implementation process.
To evaluate the program and demonstrate accountability, school counselors must collect and use data that link the program to both student achievement and school improvement. School counselor accountability includes measurement, data collection, decision making, and evaluation focusing on student achievement and contributing to the school and system improvement goals.

Counselors also monitor student progress towards achieving the ASCA National Standards. Counselors review delivery strategies to support every student’s academic, career, and personal social development. Progress is assessed by analyzing student achievement data and achievement-related data, monitoring through student self reports, report card grades and comments, assessment data and student portfolios. Monitoring efforts include, but are not limited to:

- **Demographic Data**: Ethnicity; language; socioeconomics; mobility rate; immigration patterns, free/reduced lunch eligibility, special education placements.

- **Academic Data**: Test scores; dropout rates; promotions/retentions; special course enrollments; patterns in students’ grades: percent of students with failing grades; Massachusetts Comprehensive Assessment System Report; success of graduates attending college; post secondary attendance rates; course enrollment patterns, report cards, career and educational plans, promotion rates.

- **Climate Data**: Discipline referrals; participation in extracurricular activities; attendance rates; suspensions; in-school suspensions; follow up graduate surveys, observations, anecdotal, needs assessments, parental involvement, participation in afterschool and extra curricular activities.

**Using Data**

A comprehensive school counseling program is data-driven, meaning that the use of data to affect change within the school system is integral to ensuring student success. School counselors should be knowledgeable in the collection, analysis, and interpretation of data. School counselors monitor student progress through collection of various types of data:

- **Process Data**: Offers evidence only that an event or activity occurred. For example, school counselors may present the numbers of students seen individually, in groups, or in classrooms.

- **Perception Data**: Is gathered from needs assessments or surveys and report opinions at the time of data collection.

- **Results Data**: Answers the question "so what?" and provides evidence that student competency is not just mastered, but has affected course-taking patterns, graduation rates, knowledge attainment, attendance, behavior, and/or academic achievement (ASCA, 2003).
• **School Improvement Data**: Presents the picture of the current status of student needs, accomplishments, and progress. Publicizing the results of an effective school counseling program is a vital step in the accountability process, and, as a result, both internal and external stakeholders will have a deeper understanding of the contributions of the program that focus on student success. As partners in school improvement, school counselors have demonstrated a willingness to be accountable for impacting critical data and are viewed as essential to the school’s mission.

> When the school counseling program impacts school improvement data, effectiveness is self evident and these intentional practices lead to higher levels of student success. (Stone & Dahir, 2004)

**MEASURE**

**MEASURE**, adapted with permission for *The Springfield Public Schools Policy Guide* from Stone, C. & Dahir, C. (2010) *School Counselor Accountability: A Measure of Student Success*. 3rd edition, Upper Saddle River, NJ: Merrill Prentice-Hall, is a six-step accountability process that confirms the impact of the school counseling program on critical data and shows how school counselors act as agents of school and community change and contribute to a climate where access and support for quality and rigor is the norm. In doing so, underserved and under-represented students now have a chance at acquiring the education skills necessary to fully participate in the 21st Century economy. With an accountable, data-driven school counseling program, school counselors are seen as powerful partners and collaborators in school improvement and essential to fulfill the mission of every school. School counselor accountability becomes a MEASURE of student success.

MEASURE supports the accountability component of the ASCA *National Model* (2003, 2005) and moves school counselors from a “counting tasks” system to aligning the school counseling program with standards-based reform. MEASURE is a way of using information such as retention rates, test scores, and post-secondary going-rates to develop specific strategies for connecting school counseling to the accountability agenda of today’s schools.
The following table outlines **MEASURE**:

<table>
<thead>
<tr>
<th>MEASURE</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Mission</strong></td>
<td><em>Connect the comprehensive K-12 school-counseling program to the mission of the school and to the goals of the annual school improvement plan</em></td>
</tr>
</tbody>
</table>

Student achievement and success in rigorous academics is at the heart of every school's mission statement. School counselors need to ask how every aspect of their program supports the mission of the school and contributes to student achievement. Preparing students to choose from a wide array of options after high school is part of every school district’s mission for academic success for every student and is congruent with the goals of the school district.

| **Elements** | *Identify the critical data elements that are important to the internal and external stakeholders* |

Critical data elements can usually be found on the school's district or building report card (accountability data). School districts routinely collect and store both academic and demographic data in a retrievable form and school counselors have ready access to data in areas such as course enrollment patterns and attendance that contribute to achievement. Disaggregating data into separate elements in a variety of ways ensures that the system addresses access and equity issues. This approach to looking at data guarantees that no group of students is ignored or left behind.

| **Analyze** | *Discuss carefully which elements need to be aggregated or disaggregated and why* |

Analysis of the data will determine the institutional or environmental barriers that may be impeding student achievement. Data alone does not tell the whole story, it is important to disaggregate the critical data elements on which to focus and to look at them in terms of gender, race/ethnicity, socio-economic status, and perhaps by teacher to shed light on areas of success or areas in need. The data elements that impact the school improvement plan then become more apparent.

| **Stakeholders** | *Determine which stakeholders need to be involved in addressing these school-improvement issues and unite to develop strategies* |

By collaborating with other stakeholders, school counselors avoid tackling issues in isolation. Creating and implementing strategies collaboratively will begin to move the data in a positive direction.

| **Results** | *Examine your results or your impact and rethink and refine the strategies, refocus efforts as needed* |

School counselors periodically review the data and strategies to see if the goals of the MEASURE were met. This requires refining and reflecting on which interventions and strategies successfully moved the critical data elements in a positive direction. If the targeted results were not met, then it is important to also reanalyze and refocus the strategies to determine why the interventions were unsuccessful in moving the data in a positive direction.

| **Educate** | *Show the positive impact the school-counseling program has had on student achievement and on the goals of the school improvement plan.* |
SECTION 6  THE NEXT STEPS: IMPLEMENTATION

Introduction

The purpose of this section is to outline the essential steps for successful program implementation.

Steps for Successful Implementation

- Utilizing the SCDM as the comprehensive school counseling program Advisory Council offers opportunities for collaboration with, and input from, school and community stakeholders.
- New counselors will receive guidance and support from the information and tools in the Guide.
- Emphasis/focus will be placed on specific counseling activities and services and will allow school counselors to focus on the program priorities and decrease non-counseling duties.
- The comprehensive school counseling program puts student success first. School counselors are encouraged to join professional organizations, and attend conferences and workshops to acquire and refine skills.
- The school counseling program is an integral component of every child’s education.

All of our students must be empowered to realize their full-potential and lead fulfilling lives as lifelong learners, responsible citizens and leaders in the 21st Century. Aggressive pursuit of these priorities: improving student achievement; creating safe and nurturing learning environments; high performance management; aligned learning communities; accountability for results; and effective communications and collaborative partnerships will ultimately lead to the Renaissance we seek -- the creation of a culture of educational excellence and a school system of which we can all be proud.

(2008 Plan of Entry Summary Report)
REFERENCES


WEB RESOURCES

Alliance for Excellent Education   http://www.all4ed.org/

American School Counselor Association (ASCA)   www.schoolcounselor.org

College Board National Center for School Counselor Advocacy   www.collegeboard.org

Education Trust   www.edtrust.org   (Transforming School Counseling Initiative; data slides; Achievement in America power point)

Massachusetts School Counselor Association   www.masca.org

National Association of College Admissions Counseling   http://www.nacacnet.org

National Center for Educational Statistics   http://nces.ed.gov/   (student's classroom)

National Center for School Counselor Advocacy   www.collegeboard.com

Post Secondary Updates (poster)   www.postsecondary.org

University of Massachusetts Center for School Counseling Outcome Research   http://www.umass.edu/schoolcounseling/masca.htm

Tools for School Improvement   http://www.annenberginstitute.org/Tools
PRINT RESOURCES

BOOKS


Massachusetts School Counselor Association (2006), Massachusetts model for comprehensive school counseling programs. Boston, MA: Author


JOURNALS

Professional School Counseling
Educational Leadership
Journal of Counseling and Development
Phi Delta Kappan
National Association of Secondary School Principals
National Association of Elementary School Principals
College Admissions Counseling
### Comprehensive School Counseling Program Policy
Adopted by the School Committee April 2, 2009

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation</td>
<td></td>
</tr>
<tr>
<td>- The ASCA National Standards</td>
<td>7</td>
</tr>
<tr>
<td>- ASCA Ethical Standards</td>
<td>13</td>
</tr>
<tr>
<td>- Role of the School Counselor</td>
<td>20</td>
</tr>
<tr>
<td>- Research Basis for Comprehensive Programs</td>
<td>22</td>
</tr>
<tr>
<td>Delivery</td>
<td>26</td>
</tr>
<tr>
<td>- Best Practices</td>
<td>27</td>
</tr>
<tr>
<td>Management</td>
<td></td>
</tr>
<tr>
<td>- School Counselor and Principal Collaborative Plan</td>
<td>29</td>
</tr>
<tr>
<td>- Annual Program Summary</td>
<td>31</td>
</tr>
<tr>
<td>- Mapping Tool</td>
<td>39</td>
</tr>
<tr>
<td>Accountability</td>
<td>41</td>
</tr>
<tr>
<td>- MEASURE</td>
<td></td>
</tr>
</tbody>
</table>
THE PUBLIC SCHOOLS of SPRINGFIELD, MASSACHUSETTS

Springfield School Committee Policy
Adopted 4/1/2004
Readopted/Revised: 4/2/2009

COMPREHENSIVE SCHOOL COUNSELING PROGRAM

The Springfield School Committee is committed to creating pathways for every student to help them successfully transition from grade level to grade level and to quality postsecondary opportunities through the implementation of a comprehensive school counseling program. Comprehensive school counseling programs assist every student in acquiring the knowledge, skills, and attitudes needed to achieve success in school and in life. Springfield Public School’s Comprehensive School Counseling Program is a systemic and developmental program that is an integral part of the total educational program for every student in every school.

Springfield Public Schools’ counselors are professional educators certified by the Massachusetts Department of Elementary & Secondary Education as School Adjustment Counselors and/or School Guidance Counselors. School counselors are trained to service the entire PRE-K to 12 school community including students, families, staff, and school leadership through their area of certification. The comprehensive school counseling program in Springfield Public Schools is implemented by both school adjustment and school guidance counselors. The work of school counselors positively impacts student academic success in alignment with Massachusetts standards of educational expectations, social emotional development, readiness for higher education, and transition to a career. The framework for the delivery of school counseling practices and services are guided by the American School Counselor Association (ASCA), the Massachusetts School Counselor Association’s Counseling Models, National Association of Social Work (NASW) Standards for School Social Workers, and the American School Counselor Association’s Ethical Standards.

The Springfield Public School’s Comprehensive School Counseling Program is aligned with the Massachusetts Model for Comprehensive School Counseling Program (2005), which includes professional and ethical standards set forth in the American School Counselor Association National Model (2003, 2005). The Comprehensive School Counseling Program is aligned with the district’s strategic priorities and the goals of school improvement.

The below table offers a summary of the Components of the Springfield Public Schools Comprehensive School Counseling Program Guide (2009):
### FOUNDATION SYSTEM

<table>
<thead>
<tr>
<th>Mission</th>
<th>Vision</th>
<th>Strategic Priorities</th>
<th>Guiding Principles</th>
<th>School Counseling Program Standards and Student Priorities (Academic, Career, and Social-Personal Development)</th>
</tr>
</thead>
</table>

### DELIVERY SYSTEM

<table>
<thead>
<tr>
<th>Four Components of the Delivery System:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Individual Student Planning</td>
</tr>
<tr>
<td>(2) Student Development (Guidance)</td>
</tr>
<tr>
<td>(3) Responsive Services</td>
</tr>
<tr>
<td>(4) System Support</td>
</tr>
</tbody>
</table>

### MANAGEMENT SYSTEM

<table>
<thead>
<tr>
<th>School Counselor and Principal Collaboration</th>
<th>School Centered Decision Making Team (Advisory Council)</th>
<th>Organization</th>
<th>Calendars</th>
<th>Quarterly Reports</th>
<th>Annual Program Summary Reports</th>
<th>Program Mapping</th>
</tr>
</thead>
</table>

### ACCOUNTABILITY SYSTEM

| School Improvement Process | Using Data | MEASURE Tool |

**FOUNDATION SYSTEM:**
This component of the Program Guide is the basis of a comprehensive school counseling program and informs the development of the philosophy, vision, and school counseling standards.

The National Standards for School Counseling Program Standards (ASCA, 1997) are based on the three domains of student development: academic, career, and personal-social development. The following identifies some of the student development priorities:

**Academic Development**
- supports student success through study and test taking skills
- contributes to improving student attendance
- ensures students receive academic intervention support
- assures students and families have knowledge of and access to promotion and graduation requirements
- focuses on increased graduation rates
- uses data informed practice to increase opportunity and promote achievement
- supports teachers in their work with students

**Career and Post-Secondary Development**
- helps students explore post-secondary options including college and career choices
- facilitates the college application process
- engages parents in educational and career planning for their children
- helps parents to navigate the school’s role in the educational process
- provides skills necessary for student success in school, community, and the world of work
- connects career goals to educational goals

**Personal-Social Development:**
- focuses on reducing disciplinary referrals and suspension rates
- positively impacts school climate
- helps students acquire resiliency skills
- encourages positive character development traits
- promotes successful student transition from grade level to grade level
- teaches students mediation and conflict resolution skills
- facilitates access to community resources
- encourages positive motivation and aspiration
DELIVERY SYSTEM:
The comprehensive program is delivered through four components: (1) individual student planning, (2) student development curriculum, (3) responsive services, and (4) system support; and all school counseling activities should be aligned with one of the four component areas.

Individual Student Planning
School counselors develop, coordinate, and monitor Individual Student Plans as a means of ensuring academic excellence for all students. Plans consist of the coordination of all systemic activities provided within the school setting focusing on academic, career, and personal-social development. Through Individual Student Planning, counselors can assist students in planning, monitoring, and managing their own learning and behavior.

Individual Student Plans provide the structures to promote successful transition from school to school, school to career and/or school to higher education. Individual students plans are developed and follow the student, as needed, through all grade levels. Individual student planning can be delivered in the following ways:

- **Individual**: Meet with student to develop and monitor the plan
- **Small Group**: Provide service delivery in a small group setting focusing on plan development, review, and implementation
- **Classroom**: Consult with teaching staff in the development and monitoring of plans
- **Case Management**: Monitor student progress via individual meetings with students, review of graded work, assessments and report cards, and consultation with teaching staff
- **Crisis Intervention**: Provide responsive crisis intervention as needed to the student or via a preventative behavioral management plan

- **Parents/Guardians**: Establish and coordinate the delivery of individual student plans and meet with the counselor and student

Moreover, student planning occurs within the three domains of academic, career and personal/social development.

- Academic planning consists of reviewing test scores i.e. MCAS, PSAT, SAT’s, developing four year educational plans and plans for higher education, identification of strengths and weaknesses, and credit reviews (at the secondary level).
- Career planning consists of utilizing career assessments tools, identification of strengths and weaknesses and the development of a post high school career and/or academic plan prior to graduation.
- Personal-social consists of identification of awareness of self and respect for others, assessment of personal management skills, development of strategies for processing feelings, emotions, problem solving, conflict resolution, and the development and monitoring of behavior management plans.

Student Development (Guidance) Curriculum
The student development curriculum promotes knowledge, attitudes, and skills through instruction in three areas: academic achievement, career development, and personal-social growth. The curriculum is planned, ongoing, and systematic with units of instruction. The scope and sequence of the curriculum incorporates the School Improvement Plan (SIP), the counseling standards, and input from school and community stakeholders.
Lessons are delivered through the following methods:

- **Classroom Instruction**: School counselors provide instruction, in collaboration with classroom teachers, staff, and/or other stakeholders around topics such as motivation, getting along with others, goal setting, decision making, career and college planning, respecting self and others, peer pressure, conflict resolutions, etc. Existing curricula such as Second Step, Steps to Respect, Bully Busters, Student Success Skills, Positive Behavior Management may also be used as part of classroom instruction.

- **Interdisciplinary Curriculum Development**: School counselors work in conjunction with staff to develop lessons which connect content areas and the student development/guidance curriculum. Examples may include organizational and study skills, test taking strategies, community service, etc.

- **Group Activities**: School counselors provide instruction to students in a small group setting outside of the classroom. This has a different purpose than group counseling.

### Responsive Services

This component of the Delivery System is focused on the immediate needs of individuals and groups. The school counselor uses individual and group counseling, groups, consultation, and crisis intervention to provide proactive and responsive services. Responsive services ensure appropriate and timely responses to academic, career, and personal-social concerns and are available to every student. Services are often student initiated through self-referral, and teachers, staff, and parents may refer students for assistance. Responsive strategies include, but are not limited to:

- **Individual**: An opportunity to identify and clarify a concern to guide a student towards individual growth.
- **Small Group Counseling**: Group counseling that focuses on mediation and prevention issues.
- **Referral**: May be made within and outside the school setting for services to deal with crises.
- **Crisis Counseling**: Prevention, intervention, and follow-up services to students in emergency situations.
- **Conflict Resolution**: Counselors can provide direct services to students engaged in conflict and/or train peer mediators to aid in the conflict resolution process.

### System Support

System support consists of activities that establish, maintain, and enhance the total school counseling program as part of the overall educational program. System support can include:

- **Professional Development**: Participation in and presentation of in-service training, membership in professional associations, and continued post graduate education and research.
- **Consultation/Collaboration/Teaming**: Consultation and collaboration with staff, parents/guardian, and community members and organizations in order to meet student needs and provide/receive information relevant to the school counseling program.
- **Program Management and Operations**: Planning and management tasks which support the activities of a comprehensive development school counseling program, including data analysis.
- **Participation in School Committees**: School counselors serving on key school committees.

- **Workshops and Seminars**: Planning and implementing after school and evening programs for parents, students, and faculty.

### MANAGEMENT SYSTEM:

Key to the success of the comprehensive school counseling program is organization and structure. This component addresses the organizational and planning structure for the comprehensive school counseling program which includes:

- School Counselor and Principal Collaboration
- School Centered Decision Making Team (Advisory Council)
• Organization
• Calendars
• Quarterly Reports
• Annual Program Summary Reports
• Program Mapping

The above components ensure that planning and goal setting is collaborative, that input is assured from members of the school and community, a timeline is established for the delivery of services and programs, and the program is aligned with the school counseling standards and goals of school improvement.

The Mapping process identifies grade level competencies and strategies as well as assists with the identification of gaps in service delivery. Program mapping benefits the student and counselor by providing a comprehensive timeline for service delivery and is used to develop a Pre-K through 12 scope and sequence. Mapping can also help identify all the services in the delivery system to include individual student planning and responsive services.

**ACCOUNTABILITY SYSTEM:**
School counselors share responsibility to improve student learning and academic success, as well as to implement strategies to narrow the achievement gap. When school counselors work with the same school-based data as their colleagues, they share accountability for student outcomes and contribute to moving critical data in a positive direction i.e. attendance rate, MCAS test scores, graduation rate, high school promotion rate, postsecondary enrollment rates, etc. The accountability system includes:

- Alignment with the School Improvement Process
- Using Data
- MEASURE Tool (action plan)

A successful school counseling program affords counselors the ability to measure effectiveness of services so that they can then demonstrate the benefits and impact of those services or identify ways in which the services can be improved. Each year, school counseling programs set measurable goals in the academic, career, and personal-social development domains based on data, school improvement plans (SIP), and collaboration with school and community stakeholders. To evaluate the program and demonstrate accountability, school counselors must collect and use data that link the program to both student achievement and school improvement. School counselor accountability includes measurement, data collection, decision making, and evaluation focusing on student achievement and contributing to the school and district improvement goals.

**Summary:**
The School Committee supports Springfield Public School’s Comprehensive School Counseling Program as a systemic and developmental program that is an integral part of the total educational program for every student in every school. Springfield Public School’s counselors collaborate with all members of the school community to develop and deliver a comprehensive program which supports every student’s academic, career, and personal-social development.

Massachusetts Department of Elementary & Secondary Education:
603 CMR 7.11 Regulations for Educator Licensure and Preparation Program Approval
I. Academic Development

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

STUDENT COMPETENCIES
Improve Academic Self Concept

Students will:
- articulate feelings of competence and confidence as a learner
- display a positive interest in learning
- take pride in work and in achievement
- accept mistakes as essential to the learning process
- identify attitudes and behaviors which lead to successful learning

Acquire Skills for Improving Learning

Students will:
- apply time management and task management skills
- demonstrate how effort and persistence positively affect learning
- use communication skills to know when and how to ask for help when needed
- apply knowledge of learning styles to positively influence school performance

Achieve School Success

Students will:
- take responsibility for their actions
- demonstrate the ability to work independently as well as the ability to work cooperatively with other students
- develop a broad range of interests and abilities
- demonstrate dependability, productivity and initiative
- 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.
STUDENT COMPETENCIES

Improve Learning

Students will:

- demonstrate the motivation to achieve individual potential
- learn and apply critical thinking skills
- apply the study skills necessary for academic success at each level
- seek information and support from faculty, staff, family, and peers
- organize and apply academic information from a variety of sources
- use knowledge of learning styles to positively influence school performance
- become self-directed and independent learners

Plan to Achieve Goals

Students will:

- establish challenging academic goals in elementary, middle/junior high, and high school
- use assessment results in educational planning
- develop and implement an annual plan of study to maximize academic ability and achievement
- apply knowledge of aptitudes and interests to goal setting
- use problem-solving and decision making skills to assess progress towards educational goals
- understand the relationship between classroom performance and success in school
- 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.

STUDENT COMPETENCIES

Relate School to Life Experiences

Students will:

- demonstrate the ability to balance school, studies, extra-curricular activities, leisure time and family life
- seek co-curricular and community experiences to enhance the school experience
- understand the relationship between learning and work
- demonstrate an understanding of the value of life long learning as essential to seeking, obtaining, and maintaining life goals
- understand that school success is the preparation in making the transition from student to community member
- understand how school success and academic achievement enhance future career and vocational opportunities
II. Career Development
The career development standards reflect the recommendations of the Secretary’s Commission on Achieving Necessary Skills (SCANS, 1991) and the content of the National Career Development Guidelines (NOICC, 1989).

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.

STUDENT COMPETENCIES:

Develop Career Awareness

Students will:

- develop skills to locate, evaluate, and interpret career information
- learn about the variety of traditional and non-traditional occupations
- develop an awareness of personal abilities, skills, interests, and motivations
- learn how to interact and work cooperatively in teams
- learn to make decisions
- learn how to set goals
- understand the importance of planning
- pursue and develop competency in areas of interest
- develop hobbies and vocational interests
- develop a balance between work and leisure time

Develop Employment Readiness

Students will:

- acquire employability skills such as working on a team, problem-solving and organizational skills
- apply job readiness skills to seek employment opportunities
- demonstrate knowledge about the changing workplace
- learn about the rights and responsibilities of employers and employees
- learn to respect individual uniqueness in the workplace
- learn how to write a resume'
- develop a positive attitude toward work and learning
- understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace
- utilize time and task management skills

Standard B:

Students will employ strategies to achieve future career goals with success and satisfaction.

STUDENT COMPETENCIES

Acquire Career Information
Students will:

- apply decision making skills to career planning, course selection and career transitions
- identify personal skills, interests, and abilities and relate them to current career choices
- demonstrate knowledge of the career planning process
- know the various ways which occupations can be classified
- use research and information resources to obtain career information
- learn to use the Internet to access career planning information
- describe traditional and non-traditional occupations how these relate to career choice
- understand how changing economic and societal needs influence employment
- recognize trends and future training

Identify Career Goals

Students will:

- demonstrate awareness of the education and training needed to achieve career goals
- assess and modify educational plan to support career goals
- use employability and job readiness skills in internship, mentoring, shadowing, and/or other world of work experiences
- select coursework that is related to career interests
- maintain a career planning portfolio

Standard C:

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

STUDENT COMPETENCIES

Acquire Knowledge to Achieve Career Goals

Students will:

- understand the relationship between educational achievement and career success
- explain how work can help to achieve personal success and satisfaction
- identify personal preferences and interests which influence career choices and success
- understand that the changing workplace requires lifelong learning and acquisition of new skills
- describe the effect of work on lifestyles
- understand the importance of equity and access in career choice
- understand that work is an important and satisfying means of personal expression

Apply Skills to Achieve Career Goals

Students will:

- demonstrate how interests, abilities and achievement relate to achieving personal, social, educational, and career goals
- learn how to use conflict management skills with peers and adults
- learn to work co-operatively with others as a team member
- apply academic and employment readiness skills in work-based learning situations such as
internships, shadowing and/or mentoring experiences

III. Personal/Social Development

Standards in the personal/social area guide the school counseling program to implement strategies and activities to support and maximize each student’s personal growth and enhance the educational and career development of the student.

The school counseling program enables all students to achieve success in school and develop into contributing members of our society.

Standard A:

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

STUDENT COMPETENCIES

Acquire Self Knowledge

*Students will:*

- develop a positive attitude toward self as a unique and worthy person
- identify personal values, attitudes, and beliefs
- learn the goal-setting process
- understand change as a part of growth
- identify and express feelings
- distinguish between appropriate and inappropriate behaviors
- recognize personal boundaries, rights, and privacy needs
- understand the need for self-control and how to practice it
- demonstrate cooperative behavior in groups
- identify personal strengths and assets
- identify and discuss changing personal and social roles
- identify and recognize changing family roles

Acquire Interpersonal Skills

*Students will:*

- recognize that everyone has rights and responsibilities, including family and friends
- respect alternative points of view
- recognize, accept, respect, and appreciate individual differences
- recognize, accept, and appreciate ethnic and cultural diversity
- recognize and respect differences in various family configurations
- use effective communication skills
- know that communication involves speaking, listening, and nonverbal behavior
- learn how to communicate effectively with family
- learn how to make and keep friends
Standard B:

Students will make decisions, set goals and take necessary action to achieve goals.

STUDENT COMPETENCIES

Self Knowledge Applications

_Students will:_

- use a decision-making and problem-solving model
- understand consequences of decisions and choices
- identify alternative solutions to a problem
- develop effective coping skills for dealing with problems
- demonstrate when, where, and how to seek help for solving problems and making decisions
- know how to apply conflict resolution skills
- demonstrate a respect and appreciation for individual and cultural differences
- know when peer pressure is influencing a decision
- identify long and short term goals
- identify alternative ways of achieving goals
- use persistence and perseverance in acquiring knowledge and skills
- develop an action plan to set and achieve realistic goals

Standard C:

Students will understand safety and survival skills.

STUDENT COMPETENCIES

Acquire Personal Safety Skills

_Students will:_

- demonstrate knowledge of personal information (i.e. telephone number, home address, emergency contact)
- learn about the relationship between rules, laws, safety and the protection of an individual’s rights
- learn the difference between appropriate and inappropriate physical contact
- demonstrate the ability to assert boundaries, rights, and personal privacy
- differentiate between situations requiring peer support and situations requiring adult professional help
- identify resource people in the school and community and know how to seek their help
- apply effective problem-solving and decision-making skills to make safe and healthy choices
- learn about the emotional and physical dangers of substance use and abuse
- learn how to cope with peer pressure
- learn techniques for managing stress and conflict
- learn coping skills for managing life events
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 nondominant 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.6. 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 breaches confidentiality or 3) allow the student to have input as to how and to whom the breach will be made.

A.8. 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 noncustodial, 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 whom 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 are 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 affects 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, consultees 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.

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The professional school counselor is a certified/licensed educator trained in school counseling with unique qualifications and skills to address all students’ academic, personal/social and career development needs. Professional school counselors implement a comprehensive school counseling program that promotes and enhances student achievement. Professional school counselors are employed in elementary, middle/junior high and high schools and in district supervisory, counselor education and post-secondary settings. Their work is differentiated by attention to developmental stages of student growth, including the needs, tasks and student interests related to those stages.

Professional school counselors serve a vital role in maximizing student achievement. Incorporating leadership, advocacy and collaboration, professional school counselors promote equity and access to opportunities and rigorous educational experiences for all students. Professional school counselors support a safe learning environment and work to safeguard the human rights of all members of the school community. Collaborating with other stakeholders to promote student achievement, professional school counselors address the needs of all students through prevention and intervention programs that are a part of a comprehensive school counseling program. To achieve maximum program effectiveness, the American School Counselor Association recommends a counselor-to-student ratio of 1:250.

Professional school counselors have a master’s degree or higher in school counseling or the substantial equivalent, meet the state certification/licensure standards and abide by the laws of the states in which they are employed. They uphold the ethical and professional standards of professional counseling associations and promote the development of the school counseling program based on the following areas of the ASCA National Model: foundation, delivery, management and accountability.

Foundation

Professional school counselors identify personal beliefs and philosophies as to how all students benefit from the school counseling program and act on these beliefs and philosophies to guide the development, implementation and evaluation of a comprehensive school counseling program. Professional school counselors create a mission statement supporting the school’s mission and collaborate with other individuals and organizations to promote all students’ academic, career and personal/social development.

Delivery

Professional school counselors provide services to students, parents, school staff and the community in the following areas:

- School Guidance Curriculum – This curriculum consists of structured lessons designed to help students achieve the desired competencies and to provide all students with the knowledge and skills appropriate for their developmental level. The school guidance curriculum is delivered throughout the school's overall curriculum and is systematically presented by professional school counselors in collaboration with other professional educators in K-12 classroom and group activities.

- Individual Student Planning – Professional school counselors coordinate ongoing systemic activities designed to help students establish personal goals and develop future plans.

- Responsive Services – Responsive services are preventative and/or interventive activities meeting students’ immediate and future needs. These needs can be necessitated by events and conditions in students’ lives and may require any of the following:

  - individual or group counseling
o consultation with parents, teachers and other educators
o referrals to other school support services or community resources
o peer helping
o information

Professional school counselors develop confidential relationships with students to help them resolve or cope with problems and developmental concerns.

• System Support – System support consists of management activities establishing, maintaining and enhancing the total school counseling program. These activities include professional development, consultation, collaboration, program management and operations. Professional school counselors are committed to continual personal and professional development and are proactively involved in professional organizations promoting school counseling at the local, state and national levels.

Management

Professional school counselors incorporate organizational processes and tools that are concrete, clearly delineated and reflective of the school’s needs. Tools and processes include:

• Agreements developed with and approved by administrators at the beginning of the school year addressing how the school counseling program is organized and what goals will be accomplished
• Advisory councils made up of students, parents, teachers, counselors administrators and community members to review school counseling program results and to make recommendations
• Use of student data to affect systemic change within the school system so every student receives the benefit of the school counseling program
• Action plans for prevention and intervention services defining the desired student competencies and achievement results
• Allotment of 80 percent of the professional school counselor's time in direct service with students
• Use of master and weekly calendars to keep students, parents, teachers and administrators informed and to encourage active participation in the school counseling program

Accountability

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

Summary

Professional school counselors are certified/licensed professionals with a masters’ degree or higher in school counseling or the substantial equivalent and are uniquely qualified to address the developmental needs of all students. Professional school counselors deliver a comprehensive school counseling program encouraging all students’ academic, career and personal/social development and helping all students in maximizing student achievement.
RESEARCH BASIS FOR COMPREHENSIVE SCHOOL COUNSELING PROGRAMS

The motivation for adopting a comprehensive school counseling program is to provide counselors with the model for successfully managing the 21st Century issues facing students, families, and the extended community. Comprehensive counseling programs reflect the impetus for change and are the foundation to provide each child, adolescent, and family with the tools necessary for developing enduring skills to manage school and future challenges. School counselors continue to identify innovative ways of meeting those ever-changing demands of students’ lives and societal changes in Springfield.

Research associated with the impact of school counseling has typically assumed two distinctive modalities. Studies have either assessed the effectiveness of particular activities or interventions utilized by counselors (Poynton, 2006; Webb, 2005; Campbell & Brigman, 2005; Webb, Brigman, & Campbell, 2005; Brigman & Campbell, 2003) or the influence of school counseling or comprehensive school counseling programs have been evaluated (Sink, Akos, Turnbull, & Mvududu, 2008; Stroh, 2004; Sink & Stroh, 2003; Lapan, Gysbers, & Petroski, 2001; Lapan, Gysbers, & Sun, 1997; Nelson & Gardner, 1998).

The evolution of school counseling to where we are today can be characterized by the philosophical shift from a direct student service model to a comprehensive model. The Comprehensive Developmental Guide (CDG) Program model (Gysbers & Henderson, 2000), initiated in the 1970’s, emphasized school counseling as an essential component of the educational program, rather than ancillary systems of support services. Guidance curriculum, which reinforced specific structured competencies in the Academic, Career, and Personal/Social domains, was designed for application to the entire student population (McGannon, Carey, & Dimmnett, 2005). The advancement of school counseling continued when the American School Counselor Association released “The ASCA National Model: A Framework for School Counseling Programs” (ASCA, 2003, 2005). The ASCA framework was established in response to the demand for a more standards-based system with underpinnings in both accountability and utilization of data to drive student achievement.

Research supporting the significance of school counseling is extensive, some originating over a half century ago (Kefauver & Hand, 1941). In the modern era of school counseling, several researchers have assessed the significance of comprehensive school counseling programs (Lapan, Gysbers, & Sun, 1997; Nelson & Gardner, 1998; Lapan, Gysbers, & Petroski, 2001; Sink & Stroh, 2003; Sink et al., 2008). Lapan, Gysbers, and Sun (1997) in a statewide study which included 22,964 participants from 236 separate Missouri high schools. It was found that students who attended schools with more fully implemented comprehensive guidance and counseling programs reported more positive school experiences. Lapan and colleagues (1997) found statistically significant relationships between guidance program implementation and: higher self-reported grades; perceptions that their education was preparing them for the future; and the perception that their school delivered more career and college information. Additionally, significant associations were found between guidance implementation and school climate factors—feelings of belonging and safety in school, perception of less frequent classroom disruption, and improved behavioral management by peers.
Nelson and Gardner (1998) conducted two separate assessments involving secondary school students in Utah. Study II contrasted high school students from high- and low-implementation comprehensive guidance counseling programs. Results favored schools that supported highly implemented counseling programs. The researchers reported statistical significance between high- and low-implementation schools with regard to the following factors: the perception of preparation for careers and continuing education; the perception that academics targeted interest areas related to education and careers; and students enrolled in high-implementation school scored remarkably higher on the ACT College Entrance Examination.

Lapan, Gysbers, and Petroski (2003) conducted data analysis utilizing information from 22,601 seventh graders and 4,868 teachers attending 184 Missouri schools. Lapan et al. discovered more fully implemented counseling programs significantly predicted: perceptions around safety in school; positive relationships between teachers and students; greater overall satisfaction with the education; the perception that the education was relevant and important to one’s future; and higher academic grades.

Sink and Stroh (2003) randomly drew from 150 public schools in Washington State. The schools represented the entire population range and were situated in rural, suburban, and urban locations; the participants in the study numbered 20,131. The central findings were that students enrolled (for three or more years) in comprehensive school counseling programs benefited academically even if the comprehensive program wasn’t being fully implemented. Second, regardless of socioeconomic status, students who remained in a well implemented comprehensive school counseling program for multiple years generated significantly higher achievement scores than students who attended schools without such programs.

Sink, Akos, Turnbull, and Mvududu (2008) conducted a study involving 146 Washington State middle schools. The middle schools sampled were predominantly located in western Washington and reflected rural (33.6%), suburban (44.5%), and urban (21.9%) regions. The participants were divided along the continuum of schools utilizing comprehensive counseling programs (N = 31,010) and schools without such programs (N = 29,321). Subjects were further categorized based on high (N = 15,474) and low (N = 15,536) implementation of the comprehensive school counseling program. Classification of high- or low-implementation was operationally defined by the length of time the school employed a comprehensive program (a threshold level of five or more years was deemed high-implementation). Sink et al. found sixth graders in high-implementation schools significantly outperformed non-comprehensive schools on the Iowa Test of Basic Skills (language, math, and core total scores). Seventh graders enrolled in high-implementation schools scored significantly higher in reading and math on the Washington Assessment of Student Learning than those students in non-comprehensive schools. Furthermore, students in high-implementation schools tended to outperform their low-implementation counterparts.

Dahir, Burnham, & Stone (2009) analyzed the impact of school counselor involvement in critical school improvement issues and the results of the MEASURE plans (Dahir & Stone, 2009) illustrated the valuable contribution made through collaboration and teaming to improve school data. What can be ascertained from these research studies is that comprehensive school counseling programs positively shape a wide-spectrum of critical factors effecting and affecting students. These factors are both perceptual (i.e. personal safety within the school community, import of schooling both immediate and in the future, and overall satisfaction with school) and tangible (academic achievement and standardized test scores).
Furthermore, as evidenced in this summary, when the comprehensive school counseling programs are fully implemented over time (five or more years) the benefits of comprehensive school counseling programs are even more profound.

As the profession of school counseling continues to evolve and transform to meet the needs of 21st Century schools and students, researchers will continue to look carefully on the impact of school counseling programs on the goals of school improvement and school counselor contributions to closing the achievement gap.

REFERENCES


### BEST PRACTICES IN SCHOOL COUNSELING

<table>
<thead>
<tr>
<th>Domain Area:</th>
<th>Academic</th>
<th>Career</th>
<th>Personal-Social Development</th>
</tr>
</thead>
</table>

Name: _____________________________________  Job Title: _____________________________________

School: ______________________________________________________________________________

Title/Name of the Program/Activity: _______________________________________________________

Grade Level: __________

ASCA Standard: ________________________________________________________________

Competencies:  
____________________________________________________________________________________
____________________________________________________________________________________

Resources/materials: _________________________________________________________________
____________________________________________________________________________________

Strategies: ____________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Evaluation methods: _______________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Results/Measurable Outcomes: _________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Follow Up: ____________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
# Student Development Curriculum Lesson Plan Template

<table>
<thead>
<tr>
<th>Counselor:</th>
<th>Topic or Title of Lesson:</th>
</tr>
</thead>
</table>

**District Standard of Counselor Performance:** Principle I and Principle IV

**Student Development Curriculum Domain (circle all that apply):**

<table>
<thead>
<tr>
<th>ACADEMIC</th>
<th>CAREER</th>
<th>PERSONAL-SOCIAL</th>
</tr>
</thead>
</table>

**Standard (circle all that apply):** A   B   C

**Learning Expectations**  
The student will:

**Core Curriculum Connection:**

**Assessments:**  
How will you know when your students have met the Learning Expectations above? *Samples listed. Circle those you will use and/or add your own.*

**Formative:** Assessments that provide data (may include):
- ✓ activators, journal prompts, learning log entries
- ✓ Venn diagrams, t-charts, word splashes
- ✓ large and small group discussion, shared inquiry, think-pair-share
- ✓ text annotation
- ✓ pop quizzes
- ✓ Open Response questions/answers
- ✓ vocabulary checks
- ✓ dipsticking, yes-no-maybe
- ✓ ticket-to-leave, 3-2-1, one-sentence summarizer
- ✓ jig-sawing

**Summative/Unit:** Assessments occurring at the end of a unit, evidence of the extent to which students have mastered the unit Learning Expectations.
- ✓ a rigorous assessment includes: multiple choice, matching, fill-in-the-blank, Open Response items (MCAS format)
  
  *and one of the following:*
- ✓ multi-paragraph essay (MCAS format)
  
  *or*
- ✓ a 5-10 minute (group or individual) presentation demonstrating achievement of the Learning Expectations.
### Materials:

<table>
<thead>
<tr>
<th>Learning Activities: What activities will be used to meet and apply the Learning Expectations? Samples listed. Circle those you chose to use and/or add your own.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Create a K-W-L</td>
</tr>
<tr>
<td>- Identify any new words, word wall</td>
</tr>
<tr>
<td>- Predict meaning/discuss the significance of the topic</td>
</tr>
<tr>
<td>- Use t-charts</td>
</tr>
<tr>
<td>- Study guides, self-tests</td>
</tr>
<tr>
<td>- flash cards, word slash</td>
</tr>
<tr>
<td>- Think Pair Share, cooperative learning</td>
</tr>
<tr>
<td>- Jig-saw: Groups of three to four students are assigned a topic element. They review, provide examples, and explain the significance of these elements to the topic. Finally, they share their work with each other.</td>
</tr>
</tbody>
</table>

### Procedure (Describe in detail the sequence of events in the lesson):

- **Activator:** An activator is a question/task springing from the lesson/topic, intended to focus the students on the unit of instruction (i.e. pre-test).

- **Mini lesson:** A mini lesson is direct instruction on the objective of the day, what students need to know and be able to do during the learning activity.

- **Learning Activity:** The learning activity is a key activity that gives students the intellectual experiences you want them to have.

- **Wrap-up:** The wrap-up requires all students to summarize their learning from this lesson.
SCHOOL COUNSELOR AND PRINCIPAL COLLABORATIVE PLAN

The purpose of joint planning is to foster collaboration and to help us meet our school improvement goals. Please note: This plan should be completed while reviewing the SIP. In addition, this plan is not an evaluative tool.

Principal’s Name: ________________________ Counselor’s Name(s): ________________________

1. Delivery
The school counselor will spend approximately the following time in each component area to ensure delivery of the school counseling program:

<table>
<thead>
<tr>
<th>Actual Use:</th>
<th>Component at a glance:</th>
<th>Recommended Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>________ % of time</td>
<td>Delivering Student Development Curriculum</td>
<td>Provides Comprehensive Developmental Student Development curriculum in a systemic way to all students; K-12</td>
</tr>
<tr>
<td>______% of time</td>
<td>With Individual Student planning</td>
<td>Assists students and parents in development of academic and career plans</td>
</tr>
<tr>
<td>______% of time</td>
<td>With Responsive Services</td>
<td>Addresses the immediate concerns of all students</td>
</tr>
<tr>
<td>______% of time</td>
<td>With System Support</td>
<td>Includes program, staff, and school support activities and services</td>
</tr>
</tbody>
</table>

2. Programs will be delivered in the academic, personal/social, and career domains.

List the general priorities for each domain and the strategies to be used with each group to support/reinforce the priorities.

<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>GROUPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>Student</td>
</tr>
<tr>
<td>Career</td>
<td>Student</td>
</tr>
<tr>
<td>Personal/social</td>
<td>Student</td>
</tr>
</tbody>
</table>
3. **Professional Development**
The school counselor(s) will participate in one or more of the following professional development opportunities this year:

- State counselor conference _____
- National counselor conference _____
- Classes/workshops/trainings _____
- District counselor meetings _____
- Other (please specify) _____

Please specify Professional Development funding source(s):

________________________________________

4. **Professional Collaboration.**
The school counselor(s) will meet on a regular basis, as well as when needed, with the following:

- School staff/faculty
- Principal/administration
- Subject area departments
- School Leadership Team
- Counseling Department
- School Decision Making Team
- Other: ______________________________________

5. **Additional Planning & Comments:**
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Date agreement completed: ________    School year: ________  # of counselors in department: __________
________________________________________    ________________________________________
Principals’ Signature                                ________________________________________
________________________________________    ________________________________________
Counselor Signature(s)
Springfield Public Schools Comprehensive Developmental School Counseling
Elementary School Program Summary
20__ – 20__ School Year

Please return this form to Bertha Iglesias at Central Office by ____________

School Name: ___________________ Adjustment Counselor(s):__________________

Directions:

Please submit one Program Summary per school reflecting all counselors totals for each category and attach copies of the following:

- 20__ - 20__ School Counselor Calendar
- 20__ - 20__ Responsibilities (counseling related duties, committees involved in, etc.)
- List of additional non-counseling related activities and responsibilities
- Lesson/activity plan(s), flyers, brochures, etc

ACTIVITIES:

Number of students participating in group counseling sessions:

Number of students participating in individual counseling sessions:

Number of students who participated in conflict mediation:

Number of students referred to a talent development program (TAG, Talent Search, etc):

Number of students participating in a talent development program:

Number of students referred to community/counseling agencies:

CAREER:

Number of applications processed for charter and/or private schools

Number of students completing a career interest inventory

Number of students attending a career fair

Number of students attending a college fair/campus visit

GUIDANCE UNITS/LESSONS/WORKSHOPS:

On the following page, list school wide guidance programs, lessons, parent information sessions or workshops, including the attendance numbers for each.
ACTIVITY SUMMARY

Academic Development

List below any activities conducted related to increasing academic rigor, helping parents understand student expectations and requirements (e.g. orientations), reducing test anxiety, and anything else related to a student's academic development.

Name of Activity (including grade levels if applicable)  Date(s) of Activity  # in Attendance

Career Development

List below any activities conducted to help students explore career options, share information with parents about careers and life planning, and understand the connection between school options and careers.

Name of Activity (including grade levels if applicable)  Date(s) of Activity  # in Attendance

Personal-Social Development

List below any activities related to helping students develop and refine social skills, learn to problem solve, resolve conflicts, and deal with personal wellness and safety issues.

Name of Activity (including grade levels if applicable)  Date(s) of Activity  # in Attendance
Springfield Public Schools Comprehensive Developmental School Counseling
Middle School Program Summary
20__ – 20__ School Year
Please return this form to Bertha Iglesias at Central Office by ________________

School Name: ______________________ Department Chair: _______________________

Directions:
Please submit one Program Summary per school reflecting all counselors totals for each category and attach copies of the following:
- 20__ - 20__ Guidance Calendar
- 20__ - 20__ Responsibilities (counseling related duties, committees involved in, etc.)
- List of additional non-counseling related activities and responsibilities
- Lesson/activity plan(s), flyers, brochures, etc

ACTIVITIES:

Number of students participating in group counseling sessions:

Number of students participating in individual counseling sessions:

Number of students who participated in conflict mediation:

Number of students referred to a talent development program (Talent Search etc.):

Number of students participating in a talent development program:

Number of students referred to community/counseling agencies:

CAREER:

Number of applications processed for vocational, charter, and/or private schools

Number of students completing a career portfolio

Number of students attending a high school choice form

Number of students attending a college fair/campus visit

Number of students attending a career fair

GUIDANCE UNITS/LESSONS/WORKSHOPS:

On the following page, list school wide guidance programs, lessons, parent information sessions or workshops, **including the attendance numbers for each**.
ACTIVITY SUMMARY

Academic Development

List below any activities conducted related to increasing academic rigor, helping parents understand student expectations and requirements (e.g. orientations), reducing test anxiety, and anything else related to a student's academic development.

Name of Activity (including grade levels if applicable)     Date(s) of Activity            # in Attendance

Career Development

List below any activities conducted to help students explore career options, share information with parents about careers and life planning, and understand the connection between school options and careers.

Name of Activity (including grade levels if applicable)     Date(s) of Activity            # in Attendance

Personal-Social Development

List below any activities related to helping students develop and refine social skills, learn to problem solve, resolve conflicts, and deal with personal wellness and safety issues.

Name of Activity (including grade levels if applicable     Date(s) of Activity     # in Attendance
Please return this form to Bertha Iglesias at Central Office by _______________

School Name: _____________________________ Department Chair: _______________________

Directions:

Please submit one Program Summary per school reflecting all counselors totals for each category and attach copies of the following:

- 20__ - 20__ Guidance Calendar
- 20__ - 20__ Responsibilities (counseling related duties, committees involved in, etc.)
- List of additional non-counseling related activities and responsibilities
- Lesson/activity plan(s), flyers, brochures, etc

**ACTIVITIES:**

Number of students completing a four year & post secondary plan:

Number of students receiving an individual course and career planning meeting:

Number of students participating in group counseling sessions:

Number of student participating in individual counseling sessions:

Number of students who participated in conflict mediation:

Number of students referred to a TRIO/Gear Up program (Upward Bound, etc.)

Number of students participating in a TRIO/Gear Up program (Upward Bound, etc.)

**CAREER:**

Number of students taking the ASVAB

Number of students taking the PSAT

Number of students taking the ACT

Number of students taking the SAT

Number of students taking an SAT Subject Test
Total number of college applications processed

Total number of scholarship applications processed

Total number of FASFA applications completed

Total number of students enrolled in an SLC for 20__-20__ school year

GUIDANCE UNITS/LESSONS/WORKSHOPS:

On the following page, list school wide guidance programs, lessons, parent information sessions or workshops, including the attendance numbers for each.
ACTIVITY SUMMARY

Academic Development
List below any activities conducted related to increasing academic rigor, helping parents understand student expectations and requirements (e.g. orientations), reducing test anxiety, and anything else related to a student's academic development.

Name of Activity (including grade levels if applicable)  Date(s) of Activity  # in Attendance

Career Development
List below any activities conducted to help students explore career options, share information with parents about careers and life planning, and understand the connection between school options and careers.

Name of Activity (including grade levels if applicable)  Date(s) of Activity  # in Attendance

Personal/Social Development
List below any activities related to helping students develop and refine social skills, learn to problem solve, resolve conflicts, and deal with personal wellness and safety issues.

Name of Activity (including grade levels if applicable)  Date(s) of Activity  # in Attendance
### MAPPING

**Comprehensive School Counseling Program**

<table>
<thead>
<tr>
<th>Building</th>
<th>School Counselor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ASCA Standard**  
Academic___  Career____  Personal-Social___  Grade Level(s)____

<table>
<thead>
<tr>
<th>Service/activity</th>
<th>Competency</th>
<th>Grade Level/Students Involved (Delivery; Management)</th>
<th>Timeline (Management)</th>
<th>Who’s Involved (Management)</th>
<th>School Improvement Data (Accountability)</th>
<th>Measurable Outcomes (Accountability)</th>
<th>Delivery Process (I C R S)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I = Individual Student Planning</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>C= Curriculum</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>R = Responsive Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>S= System Support</td>
</tr>
</tbody>
</table>

I = Individual Student Planning  C= Curriculum  R = Responsive Services  S= System Support
MEASURE
Mission, Element, Analyze, Stakeholders-Unite, Results, Educate
A Six-step Accountability Process for School Counselors

Name and Address of School:

Principal:

Name of Counselor(s) Leading the Initiative:

Enrollment:

School Demographics:
- Caucasian/Non-Hispanic
- African American
- Hispanic
- Asian/Pacific Islander
- Native American
- Multi-Racial
- Free-Reduced lunch
- English as Second Language

Exceptional Student Education/Special Education

STEP ONE: MISSION

Mission
Connect your work to your school’s mission in keeping with the ASCA or your state’s comprehensive school counseling model.

Your school or department’s mission statement is:

STEP TWO: ELEMENT

Element
What critical data element are you trying to impact? (Examples include: grades; test scores; attendance; promotion rates; graduation rates; postsecondary-going rate; enrollment into honors or AP courses, special education; discipline referral data; etc.

What is the baseline for the data element? Where do you hope to move it goal?

Element:
Baseline:
Goal:
STEP THREE: ANALYZE

**ANALYZE**

Analyze the data element. You can use percentages, averages, raw scores, quartiles, or stanines. You can aggregate or disaggregate the data to better understand which students are meeting success. You can disaggregate by gender, race, ethnicity, socio-economic status or in a multitude of ways to look at student groupings.

The Baseline Data revealed:

STEP FOUR: STAKEHOLDERS - UNITE

**STAKEHOLDERS - UNITE** to develop strategies to impact the data element

<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Counselor(s)</td>
<td>•</td>
</tr>
<tr>
<td>Administrator(s)</td>
<td>•</td>
</tr>
<tr>
<td>Teachers</td>
<td>•</td>
</tr>
<tr>
<td>Students</td>
<td>•</td>
</tr>
<tr>
<td>Student Organizations (clubs, teams, etc.)</td>
<td>•</td>
</tr>
<tr>
<td>Parents</td>
<td>•</td>
</tr>
<tr>
<td>Parent Teacher Associations</td>
<td>•</td>
</tr>
<tr>
<td>School Psychologists</td>
<td>•</td>
</tr>
<tr>
<td>Social Workers</td>
<td>•</td>
</tr>
<tr>
<td>Community Agency Members</td>
<td>•</td>
</tr>
<tr>
<td>Faith Based Organizations</td>
<td>•</td>
</tr>
<tr>
<td>Youth and Community Associations</td>
<td>•</td>
</tr>
<tr>
<td>Colleges and Universities</td>
<td>•</td>
</tr>
<tr>
<td>Classroom Teacher Assistants</td>
<td>•</td>
</tr>
<tr>
<td>Other Support Staff (front office, custodial, cafeteria, playground)</td>
<td>•</td>
</tr>
<tr>
<td>School Improvement Team</td>
<td>•</td>
</tr>
</tbody>
</table>
STEP FIVE: RESULTS

Results: Restate your baseline data. State where your data is now. Did you meet your goal?

Restate baseline data: Results (data now): Met Goal: Yes ____ No ____

Questions to Consider as you examine results and revise your MEASURE:

Which strategies had a positive impact on the data?

Which strategies should be replaced, changed, added?

Based on what you have learned, how will you revise Step Four “Stakeholders-Unite?”

How did your MEASURE contribute to systemic change(s) in your school and/or in your community?

STEP SIX: EDUCATE

Educate others as to your efforts to move data. Develop a report card that shows how the work of the school counselor(s) is connected to the mission of the schools and to student success. Below is an example of a report card.

The Educate step in MEASURE has been adapted with permission from the Student Personnel Accountability Report Card sponsored by the California Department of Education and Los Angeles County Office of Education.
# Measure of Success

*(School Name)*

**Principal:**

**School Counselor(s):**

**Enrollment:**

<table>
<thead>
<tr>
<th>Principal Comment</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Counselor(s) Comment</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Critical Data Element(s)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Systemic Changes</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Stakeholders Involved</strong></td>
<td><strong>Faces behind the Data</strong></td>
</tr>
<tr>
<td><em>Counselors</em></td>
<td></td>
</tr>
<tr>
<td><em>Administrators</em></td>
<td></td>
</tr>
<tr>
<td><em>Teachers</em></td>
<td></td>
</tr>
<tr>
<td><em>Parents</em></td>
<td></td>
</tr>
<tr>
<td><em>Students</em></td>
<td></td>
</tr>
<tr>
<td><em>Colleges and Universities</em></td>
<td></td>
</tr>
<tr>
<td><em>Business Partners</em></td>
<td></td>
</tr>
</tbody>
</table>