SOUTH DAKOTA

COMPREHENSIVE SCHOOL COUNSELING

PROGRAM MODEL

2006

INTRODUCTION

You are invited to take a journey to explore your school counseling program as never before. You will experience the "places to go" and the places your program should be. This guide will lead you through each step of the journey. The guidelines, worksheets, and suggestions are intended to help you recreate your program and make the vision of counseling a reality.

This manual guides you through a planning and implementation model. The process involves examination of your current counseling program, identification of student needs, and selection of activities, strategies, and services to ensure that students achieve the necessary skills as they progress from kindergarten through graduation in preparation for the future. The South Dakota School Counseling Program Model supports the Governor's 2010 Initiative of "starting strong, finishing strong, and staying strong".

The South Dakota Comprehensive Counseling Model enables school districts to:

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

Professional school counselors are certified/licensed professionals with a masters' degree or higher in school counseling and are uniquely qualified to address the developmental needs of all students. Professional school counselors deliver a comprehensive school counseling program encouraging all students' academic, career and personal/social development and helping all students in maximizing student achievement.

ACKNOWLEDGMENTS

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This current model is a revision of the 2002 South Dakota Framework. A special thank you to those school counselors from across the state who made suggestions during this revision and editing process.

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Professional school counselors are certified/licensed professionals with a masters' degree or higher in school counseling and are uniquely qualified to address the developmental needs of all students. They deliver a comprehensive school counseling program encouraging all students' academic, career and personal/social development and helping all students in maximizing student achievement.

What is a School Counseling Program?

A high-quality school counseling program is comprehensive in scope, preventative in design and developmental in nature. A school counseling program organized and administered in this comprehensive approach ensures that every student receives benefits from the program

Comprehensive in Scope

School counseling programs which are designed and implemented in a comprehensive fashion focus on what all students need to know and understand in order to be able to be successful. A quality school counseling program is organized around three domains: academic, career, and personal/social. The emphasis on academic success is paramount for every student, not just those who are motivated and ready to learn. A comprehensive school counseling program assists all students to find success in school which in turn allows them to develop into contributing members of our society

Preventive in Design

A comprehensive school counseling program allows students to learn specific skills in a proactive, preventive manner ensuring all students can find school success. To provide this quality experience, certified school counselors need to use their time and skills on program delivery and direct counseling services.

Developmental in Nature

Comprehensive school counseling programs meet the needs of students at various growth and development stages. By establishing goals, expectations, support systems, and experiences for all students, school counselors enhance student learning. Student content standards are public statements of what

students should know and be able to do as a result of participating in a school counseling program.

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

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

Student Content Standards

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

Academic Development

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

Career Development

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

Personal/Social Development

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

Why is a comprehensive school counseling program necessary?

SCHOOL COUNSELING PROGRAM BENEFITS

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

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

Benefits for Teachers
- Promotes an interdisciplinary team approach to address student needs and educational goals
- Increases collaboration with school counselors and teachers
- Supports development of classroom-management skills
- Provides a system for co-facilitation of classroom guidance lessons

- Supports the learning environment
- Promotes teaming to increase student achievement
- Analyzes data to improve school climate and student achievement
- Provides the framework for the Teachers as Advisors program and thus student achievement

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

Benefits for the Boards and Departments of Education
- Provides a rationale based on data for implementing a school counseling program
- Ensures equity and access to a quality school counseling program for every student
- Demonstrates the need for appropriate levels of funding
- Articulates appropriate credentials and staffing ratios (see page 38)
- Informs the community about school counseling program success
- Supports standards-based programs
- Provides data about improved student achievement

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

Benefits to Counselor Educators
- Builds collaboration between counselor education programs and schools
- Provides a framework for school counseling programs
- Provides a model for site-based school counseling fieldwork or internships
- Increases data collection for collaborative research on school counseling programs

- Establishes a framework for professional development to benefit practicing school counselors
- Promotes alliances with other constituent training programs

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

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

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

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

SECTION I – CONCEPTS

Counseling in the schools exists to provide direct services to students – to assist them to reach their full personal and academic potential. School counseling is an educational program in and of itself. It is a specialized curriculum that leads students to effectively take charge of their lives and to plan for their futures.

The term "school counseling" means different things to different schools. For the purpose of this model, school counseling refers to educational services designed to affect the personal/social, academic and career and life planning development of students.

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

The focus on student competencies and meeting student needs is essential to developing and implementing comprehensive school counseling programs and of this program guide. Using students' needs as the primary focus for program development, the South Dakota Comprehensive School Counseling Program Model has been designed for counselors, teachers, and administrators to use to develop school counseling programs for their schools.

ELEMENT ONE: MISSION STATEMENT

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

The mission is **to address the needs of all students by helping them to acquire competencies in personal, academic and career development domains.**

ELEMENT TWO: PHILOSOPHY

The philosophy describes the importance of school counseling as an equal partner in education to promote student learning. It provides a foundation for the program and further defines the mission statement.

The philosophy for the South Dakota School Counseling Model is as follows:

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

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

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

ELEMENT THREE: GUIDING PRINCIPLES

Guiding principles are statements regarding the contribution the program makes to student success. It also defines the direction and structure of the school counseling program.

The Guiding Principles for the South Dakota School Counseling Model are as follows:

A comprehensive school counseling program:

- *provides a link to the total instructional program of the school.*

- *has structured activities based on student needs.*

- *contains measurable student outcomes for all education levels.*

- *is an integral part of the students' total educational experience.*

- *provides developmental, preventive, and remedial services.*

- *includes professional development necessary to maintain a quality program.*

- *is an equal partner in the education process.*

- *is based on standards and student competencies (indicators of success).*

- *is essential to a student's personal growth and development and therefore essential to academic success.*

- *is a comprehensive program designed to meet the needs of all children, kindergarten through grade 12.*

- *depends upon the support and collaboration of administrators, teachers, other school personnel, students, and the community.*

- *contains curricular elements which clearly identify the knowledge, attitudes, and skills to be acquired through regularly assessed needs of the students.*

- *will be regularly and systematically evaluated in light of its elements and standards.*

- *is coordinated and implemented by certified school counselors.*

ELEMENT FOUR: ADVISORY COMMITTEE

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

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

Membership of the Advisory Committee should be chosen to reflect the diversity of the community. It is recommended that the committee be comprised of staff, parents, school board members, and business and community leaders. It is also suggested that the committee be chaired by the School Counselor or School Counseling Program Director. At a minimum, the group should meet two times per year.

Advocacy for a program begins with creating alliances with staff, parents, and the larger community. An Advisory Committee ensures that the school counselor is not working alone in advocating for the program.

ELEMENT FIVE: FINANCIAL RESOURCES

Adequate financial resources are provided for the school counseling program to ensure full implementation.

A successful school counseling program requires a commitment of resources both to implement the program and also to maintain and improve the program. A budget detailing the financial support required for the effective operation of the program should be established. The school counseling team can work with the school administration to establish a budget that adequately supports the program. The budget should be reviewed annually so the evolving goals of the staff and advisory committee can be accomplished.

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

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

- The "one-time-only" costs to create the system changes (primarily involved in forming, planning, designing, and implementing)

- The ongoing (annual) costs to maintain and improve the program.

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ELEMENT SIX: FACILITIES, RESOURCES, AND EQUIPMENT

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

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

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

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

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

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

- space for individual and group counseling;
- office(s) equipped with locking file cabinets, telephone, and computer;
- a student resource/career center with appropriate materials and resources, accessible during after school hours for student and parent use;

- access to classrooms as needed; and
- adequate storage space, as well as access to equipment for training.

ELEMENT SEVEN: PROFESSIONAL STAFF

Properly credentialed staff for the school counseling program is in place.

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

Depending upon the size of the district, school counseling staff can range from one individual responsible for the entire K-12 school counseling program to a district with a School Counseling Director, a counseling staff responsible for elementary, middle, and high school levels, as well as a career counselor and clerical support. Whatever the staffing situation, it is recommended that job descriptions be prepared for each position.

The American School Counselor Association recommends a counselor to student ration of 1:250 to achieve maximum program effectiveness. The chart below shows a sample distribution of Total School Counselor Time by level of assignment.

Sample Distribution of Total School Counselor Time				
Delivery System Component	*K-12 % of Time	Elementary School % of Time	Middle School % of Time	High School % of Time
Guidance Curriculum	25%-45%	35%-45%	25%-35%	15%-25%
Individual Student Planning	10%-35%	5%-10%	15%-25%	25%-35%
Responsive Services	30%-40%	30%-40%	30%-40%	25%-35%
System Support	5%-10%	10%-15%	10%-15%	15%-20%

Source: *The ASCA national model: A framework for school counseling programs* & *SDSCA Recommendations.

The appendix provides information on competencies for counselors, as well as examples of job descriptions for counseling staff. As staffing is a local decision, these samples are provided as a resource in designing the personnel requirements for a local program.

ELEMENT EIGHT: POLITICAL AND LEGAL RESOURCES

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

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

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

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

ELEMENT NINE: MANAGEMENT AND SUPPORT

Management and support strategies are in place for maintaining and enhancing the district's comprehensive school counseling program.

A comprehensive school counseling program requires an ongoing support system to maintain and enhance the total program.   The support system consists of the management activities through which the program is established, maintained, and improved. Activities through this component may be part of the overall operations of the school district. This component includes strategies that support the goals of the school system, as well as the school counseling program in the following areas:

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

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

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

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

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

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

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

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

SECTION III: DELIVERY

ELEMENT TEN: PROGRAM CONTENT

The comprehensive school counseling program is based upon specific student growth and development content.

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

The content of a comprehensive school counseling program is the overall umbrella of services and curriculum provided to students.

SD MODEL DOMAINS
Personal/Social Development
Career Development
Academic Development

Each standard is further divided into competencies with indicators listed for each. A supplemental resource kit with student activities is provided as an additional tool for school counselors.

All comprehensive school counseling programs at both the state and local level should contain a description of what is expected of students as a result of effective school counseling program development, implementation, and evaluation. The identification of expected student outcomes/competencies then must be the focal point around which program activities are implemented.

ELEMENT ELEVEN: SCHOOL COUNSELING CURRICULUM

A school counseling program curriculum that specifies competencies all students should achieve has been developed and implemented.

The curriculum provides the content, scope and sequence, and instructional strategies of the school counseling program   It typically consists of

competencies for students (organized by domains or areas and specified by grade levels) with structured strategies, activities, or units presented systematically through classrooms, large groups, or school wide events. The purpose of the school counseling curriculum is to provide students with knowledge of growth and development, assist them in acquiring and using life skills, and assist them in making future education and career plans.

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

Needs Assessments

While all of the competencies are important for student development, each district will also set local priorities. The process for determining local priorities may be based on the results of needs assessment surveys. While the needs assessment is the main method of determining local priorities, the knowledge and training of school counseling personnel must also be taken into consideration. Needs assessment samples are provided in the appendices.

Curriculum Development and Delivery Strategies

Needs assessment results are used as a basis for developing the curriculum that is delivered to students. Program activities and curriculum are developed and delivered in a number of ways:

Classroom Activities: Counselors teach or team teach with the classroom instructor learning activities for students. A master calendar has been provided in the appendices as an example for use in planning learning activities in all school counseling program areas.

Group Activities: Counselors conduct small group activities outside of the classroom in response to student's identified needs or interests.

Individual Activities: One-on-one instruction may occur in response to individualized needs.

ELEMENT TWELVE: INDIVIDUAL PLANNING

All students, along with their parents/guardians, are provided opportunities to develop, monitor, and manage their educational and career plans.

The focus of individual planning activities is on assisting students in developing life and career plans based on their skills, aptitudes, and abilities. School counselors serve students and parents as facilitators of student development. The ultimate goal is for each South Dakota student to graduate from high school with the necessary skills needed to continue on to some type of post secondary training.

As part of the South Dakota 2010 Education Initiatives students and their families are involved in working school staff to create an individualized Personal Learning Plan. Each student's Personal Learning Plan will serve as a guide to their pathway to graduation. South Dakota's Pathways to Graduation information and resources must be incorporated into each student's plan.

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

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

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

A Senior Project may serve as the culmination of the high school experience for many South Dakota students. This project is a high school capstone experience that requires students to demonstrate not only what they know, but what they can do. Students become an "expert" in their chosen topic and showcase the skills

and abilities they have gathered through their high school experience. Four major components make up the complete project. These include a portfolio, a product, a paper, and a presentation.

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

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

Individual Advisement: Counselors work with students using personal, academic, career, and labor market information in planning and setting goals. The involvement of students, parents, and the school in the planning of each students' Personal Learning Plan to meet their needs is critical.

Most schools do not have sufficient counselors to provide each student and parent with individual counseling or at least enough quality time to achieve the desired results. Individualized career school counseling is possible if each teacher, administrator, and counselor becomes a planning advisor. The Teacher as Advisor's role is to help students plan a program of study and monitor their progress. Counselors may train advisors on how to deliver career information to parents and students in an effective manner.

Teachers as Advisors: Teachers as Advisors is a program that has been successful in schools and is a strategy that gives the student more individual attention for their career planning needs. It is also an excellent way to get other faculty involved in helping to deliver the school counseling curriculum.

ELEMENT THIRTEEN: RESPONSIVE SERVICES

All students and their parents/guardians have access to responsive services, including consultation, individual and small group counseling, and referral to assist them with problems or concerns related to their academic, social, and career development.

Responsive services consist of activities to meet the immediate needs and concerns of students. These needs may include counseling, consultation, referral, or information. These services are most often student initiated.

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

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

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

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

In this component, as in the others, locally identified needs will dictate the priorities for problem topics and for the groups of students served. A developmental school counseling program includes supplemental school counseling and counseling services for students delivered by a certified school counselor who has appropriate clinical skills.

SECTION IV: ACCOUNTABILITY

ELEMENT FOURTEEN: STUDENT ASSESSMENT

The comprehensive school counseling program provides for academic, career, and personal-social assessments. The foundation is based on results for students that will assist them in being and becoming successful in school, in their lives, and in their careers.

Student assessment is vital to this process. A school counselor cannot assist students in reaching their full potential unless he/she knows where they are now, and have an indication as to how much they are able to achieve based on their knowledge, skills, and abilities. Assessment is an on-going process that assists students in making transitions.

How Do We Assess, Who Does It, and When?

All assessment efforts need to operate in harmony with each other, therefore, it is recommended that a special meeting of counseling staff, teachers, administrators, and the testing coordinator be held for the purpose of coordinating the school system's total assessment process. Some of these assessments may or may not be part of the school counselor's responsibility. A task for the assessment committee meeting will be to decide areas of responsibility.

Types of Student Assessment

There are many types of assessments that are integral to a comprehensive school counseling program. Needs assessments may be conducted to assist in curriculum planning and to determine student concerns. As students reach the middle and high school years, interests, abilities, and values are assessed to provide needed information in post high school planning. Academic achievement is assessed throughout grades K-12 in a variety of formats. The following table illustrates the variety of assessments that can be given within a school setting and the grades in which they are usually administered:

Assessment	Grade Level	Approximate Time of Administration	Optional/Required
Dakota STEP	3-8 & 11	Over 3 weeks in April	Required
SD Writing Assessment	5 & 9	October	Required
SD CAP	9	Between October & January	Required

DACS	Varies	Throughout year	Optional
OLSAT 8	Varies	Along with Dakota STEP	Optional
EXPLORE	8 or 9	October	Optional
PLAN	10	November	Optional
PSAT	11	October	Optional
ACT	11	Throughout year	Either the SAT or the ACT are required for college admission
SAT	11	Throughout year	See above

ELEMENT FIFTEEN: PERSONNEL EVALUATION

The district utilizes a personnel performance based supervision evaluation system for school counselors and other professional school counseling program staff.

Today's school counselors are vital members of the education team. They help *all* students in the areas of academic achievement, personal/social development and career development, ensuring today's students become the productive, well-adjusted adults of tomorrow.

Supervision of school counselors has both administrative and clinical components. School administrators may be able to provide supervision of overall program functions, but school counselors may need to seek out other avenues for supervision of their clinical counseling duties through other counselors in the area or counselor educators in the state.

School counselors may consider aspiring to the level of National Certified School Counselor (NCSC). This is a specialty credential which recognizes counselors who possess a minimum of a master's degree in counseling with coursework in school counseling and who have passed a challenging national application and examination process. NCSC's have a strong commitment to the school counseling profession and to providing high quality services to students, parents, teachers and communities.

The role of the school counselor is defined by the administration of a school district, as well as by the school counseling program plan utilized by that school. This model provides examples of job descriptions in the appendices.

Personnel evaluation tools are designed based on the roles and responsibilities as outlined in the job description and based on the goals and objectives of the comprehensive program. Examples of school counselor evaluations are provided in the appendices.

ELEMENT SIXTEEN: PROGRAM EVALUATION

*Accountability of the school counseling program is an absolute necessity. The role of the school counselor is defined by the administration of a school district, as well as by the counseling program plan utilized by that school. School counselors must answer the question, "**How are students different as a result of the school counseling program**?"*

Data collection provides the school counseling program with information needed to evaluate the program as it related to students' progress. Programs can be evaluated for effectiveness during the implementation process. Data is collected are three different intervals. Short-term data provides an immediate evaluation of the activity process on student behavior or student learning. Intermediate data collection occurs over a longer period of time as a benchmark or indication of progress toward a goal. Long-term data collection occurs over an extended period of time and measure's the program's overall results for students.

Many types of data can capture the overall view of student progress. Demographics, graduation and post secondary attendance rates, discipline and attendance data, test scores and other sources of statistical information can be utilized.

Evaluation of that data ensures programs are carried out, analyzed for effectiveness and changed to be further improved as needed. Student data is collected for activities outlined. The goal is to show change in student behavior and student learning. Sharing these results with stakeholders serves as an advocacy for students and the program. The school counseling program seeks to assist every student in the mastery of competencies designed to enhance academic, career, and personal/social development. Through the advocacy and leadership of the school counselor barriers to learning are discovered and methods to remove them implemented.

IMPLEMENTATION - PART B

Administrator support is necessary to ensure effective implementation of the school counseling program. The school counseling staff and administration must collaborate to make key decisions.

Steps to Implementation

While the responsibility for making school counseling programs work rests with the entire school staff, it is with the school counselor where the leadership role resides. As the implementation process gets underway, there are key elements to consider.

- Secure commitment from administration and school staff.
- Understand the conditions necessary for effective change.
- Form a group of school counselors, staff, and parents to work as the program development team.
- Develop a timeline for program development.
- Assess your current program and compare it to the SD Model.
- Assess the needs of the school district.

Implementation Checklist

Steps	Date Completed
1. Secure a Commitment from administration and school staff.	
2. Form a planning group.	
3. Develop a timeline for program development.	
4. Assess your current program and compare it to the SD Model.	
5. Assess the needs of the school district.	

Mission Statement and Philosophy

1. Determine program goal(s).

What do you wish to accomplish by implementing a comprehensive school counseling? What results do you want to see for students? the school? the community? for parents?

2. Clearly relate the purpose of the program to the school's overall mission.

The school counseling program is an integral part of the total educational system of a school district. Therefore, the purpose must relate directly to back to the overall mission statement and be tied directly to state standards.

3. **Develop the program mission statement and philosophy.**

   The program mission statement and philosophy must be developed with input from advisory committee members and school staff. A draft statement can be prepared, but not adopted until endorsement from these groups is received.

Form Committees

1. **Identify a steering committee**

   The purpose of the steering committee is to assist with program implementation and overall school counseling of the process.

2. **Select advisory committee members**

   This committee will remain in existence after the program is developed and implemented. Their purpose is to serve as general advisors to the program in areas such as curriculum content, school counseling services, and program structure.

Assess Needs

1. **Review the current program**

   Although some aspects of your program will remain constant, a needs assessment can identify new issues that need to be addressed. Has any state or federal legislation been passed that will have an impact on your program? These are important items to keep in mind when formulating your program plan.

2. **Identify needs to be assessed**

   If a needs assessment is to be conducted, initial planning is key. The results of this phase may be of value in setting the direction and content for your program.

3. **Identify stakeholders**

   Who are the key stakeholders? It is suggested that students, parents, school staff, business, and the community all be included. Their input is vital in developing your program.

4. **Collect and analyze data – set program priorities based on identified student competencies**

When setting program priorities, it is important to enlist your steering/advisory committee in the process. It is also important to keep your administration and school board apprised of the current needs, as well as the priorities that have been set.

Establish Objectives

1. Determine desired outcomes

What do you want students to know and be able to do as a result your program? These items should form the basis for student and program outcomes and are obtained from needs assessment results.

2. Describe the program and outline changes in responsibilities

Any time change is implemented, it is important to keep all parties informed with what is happening and when. It is important to keep in mind the "chain of command". A well-planned presentation of your program is vital. Everyone— this includes the administration, governing board, advisory/steering committee, counseling staff, teachers--should have an opportunity to provide input.

Design a Delivery System

1. Consider possible program alternatives and consequences

Are you willing to step "outside the box" and look at new things? Is your program comprehensive and complete? What are other schools doing?

2. Identify major areas of responsibility

The person with overall responsibility for program implementation or improvement should be identified as well as the individuals responsible for implementing the various phases of your program. This is where action planning comes in.

3. Define specific tasks involved in each responsibility

Your action plan should be comprehensive and used as a planning tool, as well as to form the agenda for planning meetings.

4. Establish timelines/budget

An action plan cannot be effective unless timelines are established and a budget provided. You cannot implement a program unless a timeline is used

to hold people responsible. You cannot implement a program unless financial resources have been allocated to support it.

5. Assign subcommittee members to responsibility areas and tasks.

Everyone on the committee should have the opportunity to contribute to the process. A procedure for reporting back results and progress should be established.

6. Meet with the administration and governing board to gain support to improve and restructure the school counseling program.

Full support and buy-in of the administration and governing board is required before the implementation process can begin. They should have the opportunity to review a program draft and ask questions and/or make recommendations.

Development

1. Design or Revise the School Counseling Program Plan

A. Determine program content and processes

Reviewing the program currently in place is the first step. The beginning phase of the process can begin with the results of needs assessments. Defining these needs can take the form of formal or informal assessment. Input from other counselors may be obtained. Resources and materials from other schools and schools should also be researched.

B. Establish student competencies and indicators

There are several excellent resources in existence. This model provides you with a listing of the ASCA competencies and indicators. Many states and schools have adopted these or changed them to better fit their needs. Other states and schools have designed their own competencies.

C. Select indicators for the identified student competencies.

Indicators set the target for what students should know and be able to do in your school district.

D. Develop a curriculum delivery sequence and select appropriate learning activities

What will be delivered and when? Who will deliver the curriculum? What curriculum resources and materials are needed? Have priorities been determined?

E. Implement sequential school counseling curriculum for each grade level or grade level grouping.

The school counseling content delivered to students should be developmental and sequential, reinforcing content grade level by grade level.

F. Develop a master calendar for each month of the school year, categorizing activities under the appropriate program components.

The calendar serves as an excellent planning tool for district level activities.

2. Define Staff Competencies

Job descriptions and performance evaluation tools for staff are a local issue, however some examples have been included in this guide to serve as a resource.

3. Obtain Administrative Endorsement

The endorsement of the administration and school board is the final step before beginning to implement your program. It is important that they "sign-off' on the program, indicating their support. Periodic reports should also be made from time to time to keep them informed of progress.

4. Implementation

In planning for program implementation it is important to identify organizational capabilities. What is the role of faculty? What resources are needed? Is there a need for support staff? What is the budget for implementation? What needs are there as far as staff development? What are the timelines? These are all items that need to be addressed.

5. Program Evaluation

Determine if the school counseling program is meeting the established goals and objectives. Evaluate the school counseling program based on student competency attainment, personnel performance-based evaluation, and the achievement of program standards.

6. Documentation

It is important to develop a documentation file as a part of the implementation process. Examples of materials to include are as follows:

- Mission and Philosophy Statement
- Board of Education Assurances
- Listing of Steering/Advisory Committee Members
- Agenda and Minutes of Steering and Advisory Committee Meetings
- Summary of Needs Assessment Data
- Current Listing of Curriculum Resources
- Action Plan Copies

APPENDIX A

ESTABLISHING AN ADVISORY COMMITTEE

1. Commitment to the Advisory Committee must be made by the school administration and teachers. Without a willingness to consider the Advisory Committee's advice, the Council will not function properly as a vehicle for education input nor will it attract the kind of members needed for an effective group.

2. Goals and Objectives for the Advisory Committee should be set in advance of selecting Advisory Committee members. It is the responsibility of the educational institution and the counselor involved to let the Committee know the direction that it should take. These goals can be subject to revision as the need might arise.

3. The effectiveness of the Advisory Committee. It is crucial that each Advisory Committee meeting have a specific agenda and goals to be accomplished. Minutes of previous meetings and an agenda of the upcoming meeting should also be sent to each member several days in advance.

4. The number of Advisory Committee members should be according to local district needs. The number of people participating on the Advisory Committee can vary. The greater the representation, the more realistic and up-to-date information can be. With expanding numbers, however, there is a greater risk of having a group that is less manageable. This group should not be so large that it becomes cumbersome to deal with and should lend itself to informal, constructive discussion. Generally, a good rule of thumb is to establish a committee with a minimum of six members and a maximum of twelve members.

5. Potential members should be **invited officially by letter to serve** on the Advisory Committee.   A brief explanation should be provided in the letter to indicate the amount of time that may be needed and some of the purposes of the old Advisory Committee. An opportunity for the potential member to decline should also be included.

6. **The first meeting**. An Advisory Committee should be called together by the person in charge of the committee. Information should be provided in detail as to the purpose and direction of the committee. Along with this information, any reports and other information and data that has been previously collected should be included in a packet to each member. Setting meeting dates and times and other organizational activities should take place at the first meeting.

7. **Advisory Committee Coordination**. It is the responsibility of the educator in charge of the Advisory Committee to help set up meetings, develop the

agenda, contact the Advisory Committee members, and provide general assistance to the committee.

8. **Term of Membership**. Members should be appointed to definite terms of office serving from one to three years. Provision should be made for staggered replacement so that there will always be experienced members serving. When a term has expired, a new committee member should be appointed for a new term.

9. **Number of Meetings**. Needless meetings should not be called. It is important however, to maintain an open line of communication with all Advisory Committee members. Meetings should be called as needed with a minimum of two per year needed to update the committee on any changes to the program. Periodic telephone contacts between formal Advisory Committee meetings are also recommended.

SELECTING A COUNCIL

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

- Both sexes, handicapped individuals, and racial and ethnic minorities.
- Appropriate representatives of business and the community whose expertise will benefit the program.   Individuals who can represent various organizations important to the school counseling and counseling area should also be considered.
- Individuals from various age and educational levels and parents will offer valuable contributions.

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

- A sincere interest in the school counseling program. Doing a good job will require that each member be willing to take an active role in the council, not a passive one.
- A background knowledge of school counseling. Individuals with occupational expertise and/or work experience are valuable assets. Individuals with no foundation knowledge to offer when they are first appointed may find the information and understanding gap is too great to overcome.

- Good communication skills, administrative skills, and a willingness to work hard. These are characteristics of an effective leader and should be a prerequisite for membership on the council.
- A member with good character and the confidence and respect of their associates in the business community. The good reputation of the council's members will enhance the standing and reputation of the entire program.
- Respect and tolerance are critical qualities, as well as the ability to be a good listener and to express his/her opinions.
- Willingness to devote the time required to be an Advisory Council member. A commitment to attend council meetings and to work on projects is a prerequisite.

Advisory Council Activities

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

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

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

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

APPENDIX B - ADVOCACY AND PROMOTING YOUR PROGRAM

APPENDIX C - ROLE OF THE SCHOOL COUNSELOR

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, 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.

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

<u>Responsive Services</u> – 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
- consultation with parents, teachers and other educators
- referrals to other school support services or community resources
- peer helping
- information

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

<u>System Support</u> – 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 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.

ACTIVITIES FOR SCHOOL COUNSELORS

Appropriate Activities for School Counselors	Nonessential Activities for School Counselors
• Individual student academic program planning • Individual counseling • Interpreting cognitive, aptitude and achievement tests • Counseling students who have personal, academic, or career concerns • Collaborating with teachers to present classroom curriculum lessons • Interpreting student records • Ensuring counseling records are maintained • Assisting the school principal with identifying and resolving student issues, needs and problems • Working with students to provide small-and large-group counseling services • Advocating for students at individual education plan meetings, student study teams and school attendance review boards • Assist with data analysis	• Registration and scheduling of all new students • Coordinating and administering cognitive, aptitude and achievement tests • Performing disciplinary actions • Teaching classes when teachers are absent • Computing grade-point averages • Maintaining student academic records • Supervising study halls • Clerical record keeping • Assisting with duties in the principal's office • Preparation of individual education plans, student study teams and school attendance review boards • Data entry

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

Individual Counseling

Individual counseling is a personal and private interaction between a certified or licensed counselor and a student in which they work together on a problem or topic of interest. A face-to-face, one-to-one meeting with a counselor provides a student maximum privacy in which to freely explore ideas, feelings, and behaviors. School counselors establish trust and build a helping relationship. They respect the privacy of information, always considering actions in terms of rights, integrity, and the welfare of students. Counselors are obligated by law and ethical standards report and to refer a case when a person's welfare is in jeopardy. It is a counselor's duty to inform an individual of the conditions and limitations under which assistance may be provided.

Small Group Counseling

Small group counseling involves a counselor working with two or more students together. Group size generally ranges from five to eight members. Group discussions may be relatively unstructured or may be based on structured learning activities. Group members have an opportunity to learn from each other. They can share ideas, give and receive feedback, increase their awareness, gain new knowledge, practice skills, and think about their goals and actions. Group discussions may be problem-centered, where attention is given to particular concerns or problems. Discussions may be growth-centered, where general topics are related to personal and academic development.

Classroom Instruction

Large group meetings offer the best opportunity to provide school counseling to the largest number of students in a school. Counselors first work with students in large groups wherever appropriate because it is the most efficient use of time. Large group work involves cooperative learning methods, in which the larger group is divided into smaller working groups under the supervision of a counselor or teacher. The school counseling curriculum, composed of organized objectives and activities, is delivered by teachers or counselors in classrooms or advisory groups. School counselors and teacher may co-lead some activities. Counselors develop and present special school counseling units which give attention to particular developmental issues or areas of concern in their respective schools and they help prepare teachers to deliver part of the school counseling and counseling curriculum.

Consultation

The counselor as a consultant helps people to be more effective in working with others. Consultation helps individuals think through problems and concerns, acquire more knowledge and skill, and become more objective and self-

confident. This intervention can take place in individual or group conferences, or through staff development activities.

Coordination

Coordination as a counselor intervention is the process of managing various indirect services which benefits students and being a liaison between school and community agencies. It may include organizing special events which involve parents or resource people in the community in school counseling projects. It often entails collecting data and disseminating information. Counselors might coordinate a needs assessment, the interpretation of standardized tests, a child study team, or a school counseling related teacher or parent education program.

APPENDIX D - JOB DESCRIPTIONS

ELEMENTARY SCHOOL COUNSELORS

Elementary School Students' Developmental Needs
The elementary years are a time when students begin to develop their academic self-concept and their feelings of competence and confidence as learners. They are beginning to develop decision-making, communication and life skills, as well as and character values. It is also a time when students develop and acquire attitudes toward school, self, peers, social groups and family. Comprehensive developmental school counseling programs provide education, prevention and intervention services, which are integrated into all aspects of children's lives. Early identification and intervention of children's academic and personal/social needs is essential in removing barriers to learning and in promoting academic achievement. The knowledge, attitudes and skills that students acquire in the areas of academic, career and personal/social development during these elementary years serve as the foundation for future success.

Meeting the Challenge
Elementary school counselors are professional educators with a mental health perspective who understand and respond to the challenges presented by today's diverse student population. Elementary school counselors don't work in isolation; rather they are integral to the total educational program. They provide proactive leadership that engages all stakeholders in the delivery of programs and services to help students achieve school success. Professional school counselors align with the school's mission to support the academic achievement of all students as they prepare for the ever-changing world of the 21st century.

Elementary School Counselors Implement the Counseling Program by Providing:

School Counseling Curriculum
Academic support, including organizational, study and test-taking skills
Goal setting and decision-making
Career awareness, exploration and planning
Education on understanding self and others peer relationships, coping
        strategies and effective social skills
Communication, problem-solving and conflict resolution
Substance abuse education
Multicultural/diversity awareness

Individual Student Planning
Academic planning
Goal setting/decision- making
Education on understanding of self, including strengths and weaknesses
Transition plans

Responsive Services
Individual and small-group counseling
Individual/family/school crisis intervention
Conflict resolution
Consultation/collaboration
Referrals

System Support
Professional development
Consultation, collaboration and teaming
Program management and operation

Elementary School Counselors Collaborate with:

Parents
Parent education
Communication/networking
Academic planning
College/career awareness programs
One-on-one parent conferencing
Interpretation of assessment results

Teachers
Classroom guidance activities
Academic support, including learning style assessment and education to help students succeed academically
Classroom speakers
At-risk student identification and implementation of interventions to enhance success

Administrators
School climate
Behavioral management plans
School-wide needs assessments
Student data and results
Student assistance team building

Students
Peer education
Peer support
Academic support
School climate
Leadership development
Community
Job shadowing, service learning
Crisis interventions
Referrals

Parenting classes
Support groups
Career education

MIDDLE SCHOOL COUNSELORS

Middle School Students' Developmental Needs
Middle school is an exciting, yet challenging time for students, their parents and teachers. During this passage from childhood to adolescence, middle school students are characterized by a need to explore a variety of interests, connecting their learning in the classroom to its practical application in life and work; high levels of activity coupled with frequent fatigue due to rapid growth; a search for their own unique identity as they begin turning more frequently to peers rather than parents for ideas and affirmation; extreme sensitivity to the comments from others; and heavy reliance on friends to provide comfort, understanding and approval.

Meeting the Challenge
Middle school counselors are professional educators with a mental health perspective who understand and respond to the challenges presented by today's diverse student population. Middle school counselors do not work in isolation; rather they are integral to the total educational program. They provide proactive leadership that engages all stakeholders in the delivery of programs and services to help students achieve success in school. Professional school counselors align with the school's mission to support the academic achievement of all students as they prepare for the ever-changing world of the 21st century.

Middle School Counselors Implement the Counseling Program by Providing:

School Guidance Curriculum
Academic skills support
Organizational, study and test-taking skills
Education in understanding self and others
Coping strategies
Peer relationships and effective social skills
Communication, problem-solving, decision-making and conflict resolution
Career awareness, exploration and planning
Substance abuse education
Multicultural/diversity awareness

Individual Student Planning
Goal-setting/decision- making
Academic planning
Career planning
Education in understanding of self, including strengths and weaknesses
Transition planning

Responsive Services
Individual and small group counseling
Individual/family/school crisis intervention
Peer facilitation
Consultation/collaboration
Referrals

System Support
Professional development
Consultation, collaboration and teaming
Program management and operation

Middle School Counselors Collaborate With:

Parents
Parent information night
Communication/networking
Academic planning programs
Parent and family education
One-on-one parent conferencing
Assessment results interpretation
Resource referrals
College/career exploration

Teachers
Career portfolio development
Assistance with students' academic plans
Classroom guidance activities on study skills, career development, etc.
Academic support, learning style assessment and education to help students succeed academically
Classroom career speakers
At-risk student identification and implementation of interventions to enhance success
Parent communication/education

Administrators
School climate
Behavioral management plans
School-wide needs assessment
Student data and results
Student assistance team building
Leadership

Students
Peer education
Peer support
Academic support

School climate
Leadership development

Community
Job shadowing, service learning
Crisis interventions
Referrals
Parenting classes
Support groups
Career education

SECONDARY SCHOOL COUNSELORS

Secondary School Students' Developmental Needs
High school is the final transition into adulthood and the world of work as students begin separating from parents and exploring and defining their independence. Students are deciding who they are, what they do well, and what they will do when they graduate. During these adolescent years, students are evaluating their strengths, skills and abilities. The biggest influence is their peer group. They are searching for a place to belong and rely on peer acceptance and feedback. They face increased pressures regarding risk behaviors involving sex, alcohol and drugs while exploring the boundaries of more acceptable behavior and mature, meaningful relationships. They need guidance in making concrete and compounded decisions. They must deal with academic pressures as they face high-stakes testing, the challenges of college admissions, the scholarship and financial aid application process and entrance into a competitive job market.

Meeting the Challenge
Secondary school counselors are professional educators with a mental health perspective who understand and respond to the challenges presented by today's diverse student population. Secondary school counselors do not work in isolation; rather they are integral to the total educational program. They provide proactive leadership that engages all stakeholders in the delivery of programs and services to help the student achieve success in school. Professional school counselors align and work with the school's mission to support the academic achievement of all students as they prepare for the ever-changing world of the 21st century. This mission is accomplished through the design, development, implementation and evaluation of a comprehensive, developmental and systematic school-counseling program. The ASCA National Standards in the academic, career, and personal/social domains are the foundation for this work. The ASCA National Model: A Framework For School Counseling Programs (2), with it's data-driven and results-based focus serves as a guide for today's school counselor who is uniquely trained to implement this program.

Secondary School Counselors Implement the Counseling Program by Providing:

Classroom Instruction

Academic skills support
Organizational, study and test-taking skills
Post-secondary planning and application process
Career planning
Education in understanding self and others
Coping strategies
Peer relationships and effective social skills
Communication, problem-solving, decision-making, conflict resolution and study
    skills
Career awareness and the world of work
Substance abuse education
Multicultural/diversity awareness

Individual Student Planning
Goal setting
Academic plans
Career plans
Problem solving
Education in understanding of self, including strengths and weaknesses
Transition plans

Responsive Services
Individual and small-group counseling
Individual/family/school crisis intervention
Peer facilitation
Consultation/collaboration
Referrals

System Support
Professional development
Consultation, collaboration and teaming
Program management and operation

Secondary School Counselors Collaborate with:

Parents
Academic planning/support
Post-secondary planning
Scholarship/financial search process
School-to-parent communications
School-to-work transition programs
One-on-one parent conferencing
Referral process

Students
Academic support services

Program planning
Peer education program
Peer mediation program
Crisis management
Transition programs

Teachers
Portfolio development, providing recommendations and assisting students with the post-secondary application process
Classroom guidance lessons on post-secondary planning, study skills, career development, etc.
School-to-work transition programs
Academic support, learning style assessment and education to help students succeed academically
Classroom speakers
At-risk student identification and implementation of interventions to enhance success

Administrators
School climate
Academic support interventions
Behavioral management plans
School-wide needs assessments
Data sharing
Student assistance team development

Community
Job shadowing, worked-based learning, part-time jobs, etc.
Crisis interventions
Referrals
Career education

K-12 SCHOOL COUNSELORS

K-12 Developmental Needs include all three levels:

Elementary School Students' Developmental Needs
The elementary years are a time when students begin to develop their academic self-concept and their feelings of competence and confidence as learners. They are beginning to develop decision-making, communication and life skills, as well as and character values. It is also a time when students develop and acquire attitudes toward school self, peers, social groups and family. Comprehensive developmental school counseling programs provide education, prevention and intervention services, which are integrated into all aspects of children's lives. Early identification and intervention of children's academic and personal/social

needs is essential in removing barriers to learning and in promoting academic achievement. The knowledge, attitudes and skills that students acquire in the areas of academic, career and personal/social development during these elementary years serve as the foundation for future success.

Middle School Students' Developmental Needs
Middle school is an exciting, yet challenging time for students, their parents and teachers. During this passage from childhood to adolescence, middle school students are characterized by a need to explore a variety of interests, connecting their learning in the classroom to its practical application in life and work; high levels of activity coupled with frequent fatigue due to rapid growth; a search for their own unique identity as they begin turning more frequently to peers rather than parents for ideas and affirmation; extreme sensitivity to the comments from others; and heavy reliance on friends to provide comfort, understanding and approval.

High School Students' Developmental Needs
High school is the final transition into adulthood and the world of work as students begin separating from parents and exploring and defining their independence. Students are deciding who they are, what they do well, and what they will do when they graduate. During these adolescent years, students are evaluating their strengths, skills and abilities. The biggest influence is their peer group. They are searching for a place to belong and rely on peer acceptance and feedback. They face increased pressures regarding risk behaviors involving sex, alcohol and drugs while exploring the boundaries of more acceptable behavior and mature, meaningful relationships. They need guidance in making concrete and compounded decisions. They must deal with academic pressures as they face high-stakes testing, the challenges of college admissions, the scholarship and financial aid application process and entrance into a competitive job market.

Meeting the Challenge
K-12 counselors are professional educators with a mental health perspective who understand and respond to the challenges presented by today's diverse student population. K-12 counselors do not work in isolation; rather they are integral to the total educational program. They provide proactive leadership that engages all stakeholders in the delivery of programs and services to help students achieve success in school. Professional school counselors align with the school's mission to support the academic achievement of all students as they prepare for the ever-changing world of the 21st century. This mission is accomplished through the design, development, implementation and evaluation of a comprehensive, developmental and systematic school-counseling program. The ASCA National Standards in the academic, career, and personal/social domains are the foundation for this work. The ASCA National Model: A Framework For School Counseling Programs (2), with its' data-driven and results-based focus serves as a guide for today's school counselor who is uniquely trained to implement this program.

K-12 Counselors Implement the Counseling Program by Providing:

School Guidance Curriculum/ Classroom Instruction

Academic skills support
Organizational, study and test-taking skills
Education in understanding self and others
Coping strategies
Peer relationships and effective social skills
Communication, problem-solving, decision-making and conflict resolution
Study skills
Post-secondary planning and application process
Career awareness, exploration and planning, and the world of work
Career planning
Substance abuse education
Multicultural/diversity awareness
Post-secondary planning and application process

Individual Student Planning
Goal-setting/decision- making
Academic planning
Career planning
Education in understanding of self, including strengths and weaknesses
Problem solving
Transition planning

Responsive Services
Individual and small group counseling
Individual/family/school crisis intervention
Peer facilitation
Consultation/collaboration
Referrals

System Support
Professional development
Consultation, collaboration and teaming
Program management and operation

K-12 Counselors Collaborate With:

Parents
Parent information night
Communication/networking
Parent and family education
One-on-one parent conferencing

Assessment results interpretation
Resource referrals
College/career exploration
Academic planning/support
Post-secondary planning
Scholarship/financial search process
School-to-parent communications
School-to-work transition programs

Teachers
Career portfolio development providing recommendations and assisting students with the post-secondary application process
Academic support, learning style assessment and education to help students succeed academically
Classroom guidance activities on study skills, career development, etc.
Academic support, learning style assessment and education to help students succeed academically
Classroom career speakers
At-risk student identification and implementation of interventions to enhance success
Parent communication/education

Administrators
School climate
Behavioral management plans
Academic support interventions
School-wide needs assessment
Student data and results
Data sharing
Student assistance team building
Leadership

Students
Peer education
Peer support/mediation
Academic support services
Program planning
School climate
Leadership development
Community
Job shadowing, service learning
Crisis interventions/management
Referrals
Parenting classes
Support groups
Career education
Transition programs

Community Service Learning
Job shadowing, worked-based learning, part-time jobs, etc.
Crisis interventions
Referrals
Parenting classes
Support groups
Career education

APPENDIX E – ASCA NATIONAL STANDARDS

ASCA DOMAIN: ACADEMIC DEVELOPMENT

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

Competency: A:A1 Improve Academic Self-Concept

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

Competency: A:A2 Acquire Skills for Improving Learning

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

Competency: A:A3 Achieve School Success

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

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

Competency: A:B1 Improve Learning

Indicators:	A:B1.1 Demonstrate the motivation to achieve individual potential
	A:B1.2 Learn and apply critical thinking skills
	A:B1.3 Apply the study skills necessary for academic success at each level
	A:B1.4 Seek information and support from faculty, staff, family, and peers
	A:B1.5 Organize and apply academic information from a v variety of sources
	A:B1.6 Use knowledge of learning styles to positively influence school performance
	A:B1.7 Become a self-directed and independent learner
Competency:	A:B2 Plan to Achieve Goals
Indicators:	A:B2.1 Establish challenging academic goals in elementary, middle/junior high and school
	A:B2.2 Use assessment results in educational planning
	A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement
	A:B2.4 Apply knowledge of aptitudes and interests to goal setting
	A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals
	A:B2.6 Understand the relationship between classroom performance and success in school
	A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities
Standard C:	**Students will understand the relationship of academics to the world of work and to life at home and in the community.**
Competency:	A:C1 Relate School to Life Experiences
Indicators:	A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life.
	A:C1.2 Seek co-curricular and community experiences to enhance the school experience
	A:C1.3 Understand the relationship between learning and work
	A:C1.4 Demonstrate an understanding of the value of llifelong learning as essential to seeking, obtaining, and maintaining life goals

A:C1.5 Understand that school success is the preparation to make the transition from student to community member
A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

ASCA DOMAIN: CAREER DEVELOPMENT

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

Competency: C:A1 Develop Career Awareness

Indicators: C:A1.1 Develop skills to locate, evaluate, and interpret career information
C:A1.2 Learn about the variety of traditional and nontraditional occupations
C:A1.3 Develop an awareness of personal abilities, skills, interests, and motivations
C:A1.4 Learn how to interact and work cooperatively in teams
C:A1.5 Learn to make decisions
C:A1.6 Learn how to set goals
C:A1.7 Understand the importance of planning
C:A1.8 Pursue and develop competency in areas of interest
C:A1.9 Develop hobbies and vocational interests
C:A1.10 Balance between work and leisure time

Competency: C:A2 Develop Employment Readiness

Indicators: C:A2.1 Acquire employability skills such as working on a team, problem-solving, and organizational skills
C:A2.2 Apply job readiness skills to seek employment opportunities
C:A2.3 Demonstrate knowledge about the changing w workplace
C:A2.4 Learn about the rights and responsibilities of employers and employees
C:A2.5 Learn to respect individual uniqueness in the workplace
C:A2.6 Learn how to write a resume
C:A2.7 Develop a positive attitude toward work and learning

C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
C:A2.9 Utilize time and task management skills

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

Competency: C:B1 Acquire Career Information

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

Competency: C:B2   Identify Career Goals

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

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

Competency: C:C1   Acquire Knowledge to Achieve Career Goals

Indicators:	C:C1.1 Understand the relationship between educational achievement and career goals. C:C1.2 Explain how work can help to achieve personal success and satisfaction C:C1.3 Identify personal preferences and interests influencing career choice and success C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills C:C1.5 Describe the effect of work on lifestyle C:C1.6 Understand the importance of equity and access in career choice C:C1.7 Understand that work is an important and satisfying means of personal expression
Competency:	C:C2 Apply Skills to Achieve Career Goals
Indicators:	C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational, and career goals C:C2.2 Learn how to use conflict-management skills with peers and adults C:C2.3 Learn to work cooperatively with others as a team Member C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences

ASCA DOMAIN: PERSONAL/SOCIAL

Standard A:	**Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.**
Competency:	PS:A1 Acquire Self-Knowledge
Indicators:	PS:A1.1 Develop positive attitudes toward self as a unique and worthy person PS:A1.2 Identify values, attitudes and beliefs PS:A1.3 Learn the goal-setting process PS:A1.4 Understand change is a part of growth PS:A1.5 Identify and express feelings PS:A1.6 Distinguish between appropriate and inappropriate behavior PS:A1.7 Recognize personal boundaries, rights and privacy

needs

PS:A1.8 Understand the need for self-control and how to practice it

PS:A1.9 Demonstrate cooperative behavior in groups

PS:A1.10 Identify personal strengths and assets

PS:A1.11 Identify and discuss changing personal and social roles

PS:A1.12 Identify and recognize changing family roles

Competency: PS:A2 Acquire Interpersonal Skills

Indicators: PS:A2.1 Recognize that everyone has rights and responsibilities

PS:A2.2 Respect alternative points of view

PS:A2.3 Recognize, accept, respect and appreciate individual differences

PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity

PS:A2.5 Recognize and respect differences in various family configurations

PS:A2.6 Use effective communications skills

PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior

PS:A2.8 Learn how to make and keep friends

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

Competency: PS:B1 Self-Knowledge Application

Indicators: PS:B1.1 Use a decision-making and problem-solving model

PS:B1.2 Understand consequences of decisions and choices

PS:B1.3 Identify alternative solutions to a problem

PS:B1.4 Develop effective coping skills for dealing with problems

PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions

PS:B1.6 Know how to apply conflict-resolution skills

PS:B1.7 Demonstrate a respect and appreciate for individual and cultural differences

PS:B1.8 Know when peer pressure is influencing a decision

PS:B1.9 Identify long-and short-term goals

PS:B1.10 Identify alternative ways of achieving goals

PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills

PS:B1.12 Develop an action plan to set and achieve realistic goals

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

Competency: PS:C1 Acquire Personal Safety Skills

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

APPENDIX F
SOUTH DAKOTA SCHOOL COUNSELOR PERFORMANCE STANDARDS

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

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

The school counselor performance standards are as follows:

School Counselor Performance Standards

Standard 1: The professional school counselor plans, organizes and delivers the school counseling program
1.1 A program is designed to meet the needs of the school.
1.2 The professional school counselor demonstrates interpersonal relationships with students.
1.3 The professional school counselor demonstrates positive interpersonal relationships with educational staff.
1.4 The professional school counselor demonstrates positive interpersonal relationships with parents or guardians.

Standard 2: The professional school counselor implements the school counseling curriculum through the use of effective instructional skills and careful planning of structured group sessions for all students.
2.1 The professional school counselor teaches school guidance units effectively.
2.2 The professional school counselor develops materials and instructional strategies to meet student needs and school goals.
The professional school counselor encourages staff involvement to ensure the effective implementation of the school counseling curriculum.
2.3 The professional school counselor encourages staff involvement to ensure the effective implementation of the school counseling curriculum.

Standard 3: The professional school counselor implements the individual planning component by guiding individuals and groups of students and

their parents or guardians through the development of educational and career plans.

3.1 The professional school counselor, in collaboration with parents or guardians, help students establish goals and develop and use planning skills.

3.2 The professional school counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information.

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

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

4.2 The professional school counselor consults effectively with parents or guardians, teachers, administrators and other relevant individuals.

4.3 The professional school counselor implements an effective referral process with administrators, teachers and other school personnel.

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

5.1 The professional school counselor provides a comprehensive and balanced school counseling program in collaboration with school staff.

5.2 The professional school counselor provides support for other school programs.

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

6.1 The professional school counselor discusses the qualities of the school counselor management system with the other members of the counseling staff and has agreement.

6.2 The professional school counselor discusses the program results anticipated when implementing the action plans for the school year.

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

7.1 The professional school counselor meets with the advisory committee.

7.2 The professional school counselor reviews the school counseling program audit with the council.

7.3 The professional school counselor records meeting information.

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

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

Standard 9: The professional school counselor monitors the student on a regular basis as they progress in school.
9.1 The professional school counselor is accountable for monitoring every student's progress.
9.2 The professional school counselor implements monitoring systems appropriate to the individual school.
9.3 The professional school counselor develops appropriate interventions for students as needed and monitors their progress.

Standard 10: The professional school counselor uses time and calendars to implement an efficient program.
10.1 The professional school counselor uses a master calendar to plan activities throughout the year.
10.2 The professional school counselor distributes the master calendar to parents or guardians, staff and students.
10.3 The professional school counselor posts a weekly or monthly calendar.
10.4 The professional school counselor analyzes time spend providing direct service to students,

Standard 11: The professional school counselor develops a results evaluation for the program.
11.1 The professional school counselor measures results attained from school guidance curriculum and closing the gap activities.
11.2 The professional school counselors works with members of the counseling team and with the principal to clarify how programs are evaluated and how results are shared.
11.3 The professional school counselor knows how to collect process, perception and results data.

Standard 12: The professional school counselor conducts a yearly program audit.
12.1 The professional school counselor completes a program audit to determine the degrees to which the school counseling program is being implemented.
12.2 The professional school counselor shares the results of the program audit with the advisory council.
12.3 The professional school counselor uses the yearly audit to make changes in the school counseling program and calendar for the following year.

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

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

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

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

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

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

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

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

APPENDIX G - SCHOOL COUNSELING PROGRAM CALENDAR

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

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

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

October
- Prepare and develop classroom units
- Begin or continue student group sessions
- Plan public relations activities
- Administer statewide standardized testing: writing assessment
- SAT/ACT registration and testing
- Early acceptance for college scholarship
- Attend college fairs/ career fairs
- Administer the SDCAP

- Prepare for PLAN, PSAT, & ASVAB

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

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

January
- Scholarship applications due
- Complete FAFSA forms
- Introduce Personal Learning Plans—8th grade
- Start planning transition activities

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

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

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

May
- Finalize class registrations
- Complete scholarship list
- Final transcript requests
- Update records
- Prepare for closure of groups
- Preparation for graduation

- Evaluate year and plan for next year

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

Program Audit: ASCA National Model

(2003) American School Counselor Association

Program Audit

The program audit is used to assess the school counseling program in comparison with ASCA's National Model for School Counseling Programs upon which the South Dakota Model is based. Audits serve to set the standard for the school counseling program. Audits are first performed when a school counseling program is being designed and then yearly to appraise the progress of the program development. Using the findings of both program implementation and results, strengths and weaknesses are determined, and goals are created for the following school year.

School_____ **Date**_____

FOUNDATION

I. BELIEFS AND PHILOSOPHY

The philosophy is a set of principles that guides the development, implementation and evaluation of the school counseling program.

CRITERIA	None	In Progress	Completed	Implemented	Comments
1.1 A statement of philosophy has been written for the school counseling program					
1.2 Indicates an agreed-upon belief system about the ability of every student to achieve					
1.3 Addresses every student's right to a school counseling program					
1.4 Includes a plan of closing-the-gap activities for underserved student populations					
1.5 Focus is on primary prevention, intervention and student-developmental needs					
1.6 Identifies the persons to be involved in the delivery of program activities					
1.7 Identifies who will plan and who will manage the program					
1.8 Defines how the program will be evaluated and by whom					
1.9 Includes ethical guidelines and standards					
1.10 The statement of philosophy has been presented to and accepted by administration, counselors and the advisory council					

II. MISSION OF SCHOOL COUNSELING PROGRAMS

The mission articulates the intentionality of the school counseling program. It represents the immediate and long-range impact (i.e. what is desired for every student five to ten years after graduation).

CRITERIA	None	In Progress	Completed	Implemented	Comments
2.1 A mission statement has been written for the school counseling program					
2.2 Written with the student as the primary client					
2.3 Written for every student					
2.4 Indicates the content or competencies to be learned					
2.5 Links with the vision, purpose and mission of the state, district and the school					
2.6 Indicates the long-range results desired for all students					
2.7 The mission statement has been presented to and accepted by administration, counselors, advisory council and school board.					

III. DOMAINS AND GOALS

Goals are the extension of the mission and focus on the results students will achieve by the time each student leaves the school system. The ASCA National Standards domain areas serve as the foundational goals for the school counseling program: academic, career and personal/social development. The National Standards provide a structure for the definition of goals related to competencies.

CRITERIA	None	In Progress	Completed	Implemented	Comments
3.1 Goals have been written for the school counseling program					
3.2 Reflect the domains in the ASCA National Standards for School Counseling Programs					
3.3 Identifies a framework for organization of goals and competencies (knowledge, attitudes and skills)					
3.4 Identifies the developmental structure for the school counseling program from K-12 (and beyond) and what will be measured					

CRITERIA			
3.5 Goals have been presented to and accepted by administration, counselors and the advisory council			

IV. ASCA NATIONAL STANDARD/COMPETENCIES

Competencies are knowledge, attitudes or skills that are observable and can be transferred from a learning situating to a real-life situation and that involve the production of a measurable outcome. Competencies are indicators that a student is making progress toward the goals of the school counseling programs. They are developed and organized into content areas.

CRITERIA	None	In Progress	Completed	Implemented	N/A
4.1 Student competencies have been written that directly relate to the domains: (academic, career, personal/social)					
4.2 Developmentally appropriate student competencies are specified for each grade-level grouping					
4.3 Selected competencies are based on assessment of student needs and are measurable or observable					
4.4 Goals demonstrate the link with the school counseling program mission, the school's mission and expected student results					
4.5 Written student competencies have been presented to and accepted by the administration, counselors and the school counseling advisory council					

DELIVERY SYSTEM

V. GUIDANCE CURRICULUM

Consists of structured developmental lessons designed to assist students in achieving the competencies and is presented systematically through classroom and group activities, K-12. The purpose of the guidance curriculum is to provide all students with the knowledge and skills appropriate to their developmental level. The curriculum is organized to help students acquire, develop and demonstrate competencies within the three domains: academic, career and personal/social.

CRITERIA	None	In Progress	Completed	Implemented	Comments
5.1 Guidance curriculum for all three domains has been written and adopted based on local site needs.					

CRITERIA	None	In Progress	Completed	Implemented	Comments
5.2 All students receive, in a systemic way, the content to acquire knowledge, attitudes and skills to enhance their academic, career and personal/social development.					
5.3 Content is measurable (by pre-post tests, product creation or other methods)					

CRITERIA	None	In Progress	Completed	Implemented	Comments
5.4 Materials, equipment and facilities are available to support the program delivery.					
5.5 Effectiveness of curriculum is evaluated annually					
5.6 The school counseling curriculum has been presented to and accepted by administration, counselors, and the school counseling advisory council					

VI. INDIVIDUAL STUDENT PLANNING

Individual student planning consists of school counselors coordinating ongoing systemic activities designed to assist the individual student in establishing personal goals and developing future plans.

CRITERIA	None	In Progress	Completed	Implemented	Comments
6.1 There is a systemic approach to helping students make appropriate education plans.					
6.2 There is a systemic approach to helping students understand themselves through interpretation of standardized and individual tests					
6.3 A tool exists at the secondary level to assist students in making appropriate educational plans (i.e. six-year plan)					
6.4 Individual student planning includes: individual appraisal, individual advisement and appropriate student placement					
6.5 Accurate, appropriate and effective printed material is distributed to support the individual planning efforts of student and their parents					
6.6 The districtwide tools used for educational planning have been presented to the board					

VII. RESPONSIVE SERVICES

Responsive services within the school counseling program consist of activities to meet the immediate need of students. These needs or concerns require counseling, consultation, referral, peer mediation or information.

CRITERIA	None	In Progress	Completed	Implemented	Comments
7.1 Every student K-12 receives prevention education to address life choices in academic, career and personal/social development (i.e. ATOD, violence etc)					
7.2 Students are assisted in solving immediate problems that interfere with their academic, career and personal/social development (i.e. conflict resolution, peer mediation)					
7.3 There is a systemic and consistent provision for the referral of students who exhibit barriers to learning					
7.4 Responsive services include: Individual and small-group counseling					
Crisis counseling					
Peer facilitation					
Consultation/collaboration					
Referral system					
7.5 A system is in place to ensure intervention for identified students.					

System support consists of management activities that establish, maintain and enhance the total counseling program.

CRITERIA	None	In Progress	Completed	Implemented	Comments
8.1 System support services have been created collaboratively with counselors and administrators					
8.2 Counselors provide professional development to staff regarding the school counseling program					
8.3 Counselors participate in professional development activities					
8.4 Counselors serve on departmental curriculum committees, district-level subject councils, community committees or advisory councils					

The management system is the process by which accountability for results is established and indicates who will be responsible for which students acquiring predetermined competencies.

IX. SCHOOL COUNSELOR / ADMINISTRATOR AGREEMENTS

Agreements are statements of responsibility by each counselor specifying the results and students the counselor is accountable for. These agreements are negotiated with and approved by the designated administrator.

CRITERIA	None	In Progress	Completed	Implemented	Comments
9.0 There is a clear division between assumed accountability for results and assigned duties					
9.1 The expected results are clearly delineated					
9.2 Counselors and administrators agree on assignments of counselors					
9.3 Counselors have decided how to distribute caseload and access to students – alpha assignments, domain specialization, grade level, random, counselor of the day, etc.					

An advisory council is a group of persons appointed to review the program audit, goals and results reports of the school counseling program and to make recommendations to the school counseling department, principal and/or the superintendent. The membership has representation of groups affected by the school counseling program: student, parents, teachers, counselors, administrators and community.

CRITERIA	None	In Progress	Completed	Implemented	Comments
10.1 An advisory council has been organized and has established meeting dates and has identified tasks					
10.2 The advisory council has appropriate representative membership					
10.3 The advisory council meets at least twice a year					
10.4 The advisory panel reviews the guidance program audit, a summary of the program results reports and makes appropriate recommendations					

XI. USE OF DATA and STUDENT MONITORING

Analysis of data drives the program. Monitoring students' progress ensures each student acquires the identified competencies. Monitoring may be systemic by district or specific to school site, grade, class or individually, depending on site and student need. The process includes recording verification of the completion of the competency on a form (planning folder, portfolio, computer disc or other document) and measuring student improvement over time.

CRITERIA	None	In Progress	Completed	Implemented	Comments
11.1 District- and site-specific data on student achievement are collected and disaggregated					
11.2 District- and site-specific data on achievement related data are collected and disaggregated					
11.3 Standards and competency-related data are collected and disaggregated					
11.4 Counselors are accountable for monitoring the progress of every student					
11.5 There is an established means to monitor students' progress in guidance-related competencies, including academic achievement					
11.6 Each student has a means to document his/her own progress, knows where documentation is kept and how to access documentation					
11.7 Monitoring activities are determined by district, school site and grade level and are assessed over time					

XII. USE OF DATA and CLOSING THE GAP

Analysis of data drives the program. The needs surface when program and individual data are analyzed monitoring equity and access to rigorous academic programs for every student. Monitoring of individual progress reveals interventions may be needed to support the student in achieving academic success. Data are necessary to determine: Where are we now? Where should we be? Where are we going to go? Needs are identified discrepancies between the desired results and the results currently being achieved.

CRITERIA	None	In Progress	Completed	Implemented	Comments
12.1 The data are disaggregated by variables such as gender, ethnicity and grade level.					
12.2 The data are systemically analyzed to determine where students are and where they ought to be					
12.3 The identified discrepancies are aligned with the ASCA National Standards					
12.4 The identified needs become sources for the determination of closing-the-gap activities					

XIII. ACTION PLANS (GUIDANCE CURRICULUM AND CLOSING THE GAP)

For every competency taught or result anticipated by counselors, there must be a plan of how the responsible counselor intends to achieve the desired competency or result. Each plan contains 1) the domain, standard and competency addressed; 2) description of actual activity and curriculum used; 3) the data driving the decision to address this competency; 4) time activity is to be completed; 5) who is responsible for delivery; 6) the means of evaluating student success – process, perception or results data; and 7) the expected result for student(s).

CRITERIA	None	In Progress	Completed	Implemented	Comments
13.0 Action plans are drafted by the counseling team during a planning meeting					
13.1 Closing-the-gap plans are drafted by the counseling team at a planning meeting					
13.2 The action plans are consistent with the program's goals and competencies					
13.3 Action plans address every aspect of the program and the academic, career and personal/social domains					
13.4 Plans include 1) the domain, standard and competency addressed; 2) description of actual activity and curriculum used; 3) curriculum or materials to be used; 4) time activity is to be completed; 5) who is responsible for delivery; 6) means of evaluating student success i.e. process or outcome data; and 7) the expected result for student(s).					
13.5 Results are stated in terms of what will be demonstrated by the student					
13.6 Every student is included in the results					
13.7 Counselors have identified specific results that they are accountable for					
13.8 Plans have been reviewed and signed by the administrator					
13.9 Action plans and closing-the-gap plans are completed in the spring for the next year and signed by the counselor and principal					
13.10 There are written action plans on file with the administration in charge of the school counseling program					

XIV. USE OF TIME/CALENDAR

A master calendar of events is developed and published to effectively plan and promote the school counseling program. To maximize active participation in the program, the calendar provides students, parents, teachers and administrators with knowledge of what is scheduled and the location and time indicating when and where activities will be held.

CRITERIA	None	In Progress	Completed	Implemented	Comments
14.1 The counselor's total time spent in each component of the delivery system has been compared to the ASCA National Model recommendations (see Use of Time).					
14.2 The time study is conducted and analyzed along with the program results to determine delivery system priorities.					
14.3 A list of appropriate system support services (i.e. counseling/noncounseling activities) has been created.					
14.4 The approved list of counseling/non-counseling activities has been approved by the board					
14.5 Master calendar exists					
14.6 The master calendar identifies grade level(s), dates and activities					
14.7 Master calendar is published and distributed to appropriate persons: students, staff, parents and community					
14.8 The counselors weekly/monthly schedule is posted					

ACCOUNTABILITY

For every competency or result assumed by counselors, there must be a plan of how the responsible counselor intends to achieve the desired competency or result. Each results report contains 1) the domain, standard and competency addressed; 2) description of actual activity and curriculum used; 3) the data that drove the decision to address this competency; 4) when it was completed; 5) who was responsible for delivery; 6) the means used to evaluate student success – process or outcome data; and 7) the final result for student(s).

CRITERIA	None	In Progress	Completed	Implemented	Comments

		In			
15.1 There is an established timeline for reporting evidence of the results obtained					
15.2 Every student is included in the results					
15.3 The administrator responsible for the school counseling program has been actively involved in the negotiation of the results agreement					
15.4 A results form for the collection of results data is written and accepted by administration and school counselors.					
15.5 A results form for the collection of data from Closing-the-gap activities is accepted by the administrators and the counselors					
15.6 There is a results agreement addressing every aspect of the program and the academic, career and personal/social domains					
15.7 Process data are collected					
15.8 Perception data is collected which measures knowledge, attitudes and skills (i.e. pre-post tests; activity completed)					
15.9 Results data is collected and disaggregated measuring behaviors (i.e. graduation rates, attendance, behavior, academic achievement data over time)					
15.10 Immediate, intermediate and long-range data are collected and reviewed					
15.10 Results are reported to administrators, counselors and the school board					
15.11 Results are analyzed and used to improve the program in subsequent years.					

XVI. COUNSELOR PERFORMANCE EVALUATION

The school counselor's performance standards used for evaluation contain basic standards of practice expected of school counselors implementing a comprehensive school counseling program. These performance standards serve as both a basis for counselor evaluation and as a means for counselor self-evaluation.

CRITERIA	None	In Progress	Completed	Implemented	Comments
16.1 Is written to assess the school counselor's ability to understand and implement the foundation of the comprehensive school counseling program based on ASCA National Standards					

	None	In Progress	Completed	Implemented	Comments
16.2 Is written to assess the counselor's ability to implement the delivery system (i.e. guidance curriculum, individual planning with students, responsive services, system support)					
16.3 Is written to assess the counselor's ability to manage the school counseling program					
16.4 Is written to assess the school counselor's ability to measure the results of the program					
16.5 Is written to assess the counselor's use professional communication within the school community					
16.6 Is written to determine the school counselor's fulfillment of professional growth responsibilities (i.e. use of data, technology and ethical standards)					
16.7 Is written to assess the school counselor's ability to be a leader, student advocate and systems change agent.					

The program audit provides evidence of the program's alignment with the ASCA National Model. The primary purpose for collecting information is to guide future actions within the program and to improve future results for students.

CRITERIA	None	In Progress	Completed	Implemented	Comments
17.1 The program is audited annually					
17.2 The audit aligns with and includes all program components					
17.3 The results of the audit are shared in the spring and drive the program training and behavior for the following year					
17.4 A written long-range plan for the improvement of the school counseling program is published and revised each year					
17.5 The school counseling program has been approved by the school district's board of education					

APPENDIX I - SAMPLE EVALUATIONS

School Counselor Performance Appraisal Form

The school counselor performance appraisal form contains basic standards of practice expected from school counselors. These performance standards not only function as the basis of counselor evaluation but also serve as guides for self-evaluation. This form can be used by the school counselor as a self-evaluation or by the principal along with the required professional support staff appraisal form.

The standards to be evaluated are:
- Standard 1   Program Organization
- Standard 2   Guidance Curriculum Delivered to All Students
- Standard 3   Individual Planning with Students
- Standard 4   Response Services
- Standard 5   Systems Support
- Standard 6   School Counselor/Administrator Agreement
- Standard 7   Use of Data
- Standard 8   Student Monitoring
- Standard 9   Master Calendar/Time
- Standard 10   Results Evaluation
- Standard 11   Program Audit
- Standard 12   Advisory Council
- Standard 13   Infusing Themes

The performance standards are to be assessed by indicating "Yes" or "No" to each of the standards. Comments under each section could indicate strengths in that standard or recommendations.

Standard 1: The professional school counselor plans, organizes and delivers the comprehensive school counseling program.	YES	NO
1.1 A program has been written to meet the needs of the school.	☐	☐
1.2 The professional school counselor demonstrates interpersonal relationships with students.	☐	☐
1.3 The professional school counselor demonstrates positive interpersonal relationships with educational staff.	☐	☐
1.4 The professional school counselor demonstrates positive interpersonal relationships with parents/guardians.	☐	☐
Comments: _____	Date: _____	
Standard 2: The professional school counselor implements the guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions for all students.	YES	*NO*
2.1 The professional school counselor teaches guidance units effectively.	☐	☐
2.2 The professional school counselor develops materials and instructional strategies to meet student needs and school goals.	☐	☐

	YES	NO
2.3 The professional school counselor encourages staff involvement to ensure the effective implementation of the guidance curriculum.	☐	☐
Comments: ‗‗‗‗	Date: ‗‗‗‗	
Standard 3: The professional school counselor implements the individual planning component by guiding individuals and groups of students and their parents through the development of educational and career plans.	YES	**NO**
3.1 The professional school counselor, in collaboration with parents, helps students establish goals and develop and use planning skills.	☐	☐
3.2 The professional school counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information.	☐	☐
Comments: ‗‗‗‗	Date: ‗‗‗‗	
Standard 4: The professional school counselor implements the responsive services component through the effective use of individual and small-group counseling, consultation and referral skills.	**YES**	**NO**
4.1 The professional school counselor counsels individual students and groups of students with identified needs/concerns.	☐	☐
4.2 The professional school counselor consults effectively with parents, teachers, administrators and other relevant individuals.	☐	☐
4.3 The professional school counselor implements an effective referral process with administrators, teachers and other school personnel.	☐	☐
Comments: ‗‗‗‗	Date: ‗‗‗‗	
Standard 5: The professional school counselor implements the systems support component through effective guidance program management and support for other educational programs.	**YES**	**NO**
5.1 The professional school counselor provides a comprehensive and balanced guidance program in collaboration with school staff.	☐	☐
5.2 The professional school counselor provides support for other school programs.	☐	☐
Comments: ‗‗‗‗	Date: ‗‗‗‗	

Standard 6: The professional school counselor has discussed the counseling department management system and the program action plans with the school administrator.	YES	NO
6.1 The professional school counselor has discussed the qualities of the counselor management system with the other members of the counseling staff and has agreement.	☐	☐
6.2 The professional school counselor has discussed the program results that will be obtained on the action plans for the school year.	☐	☐
Comments: _____	Date: _____	

Standard 7: The professional school counselor knows how to use data as a guide to program direction and emphasis.	YES	NO
7.1 The professional school counselor uses school data to make decisions regarding student choice of classes and special programs.	☐	☐
7.2 The professional school counselor uses data from the counseling program to make decisions regarding revisions to the school counseling program.	☐	☐
Comments: _____	Date: _____	

Standard 8: The professional school counselor monitors the students on a regular basis as they progress in school.	YES	NO
8.1 The professional school counselor is accountable for monitoring the progress of every student.	☐	☐
8.2 The professional school counselor implements monitoring activities appropriate to his/her own school.	☐	☐
8.3 The professional school counselor develops appropriate interventions for students as needed and monitors their progress.	☐	☐
Comments: _____	Date: _____	

Standard 9: The professional school counselor implements the master calendar/time component to have an efficiently run program.	YES	NO
9.1 The professional school counselor uses a master calendar to plan activities through the year.	☐	☐
9.2 The professional school counselor distributes the master calendar to parents, staff and students.	☐	☐
9.3 The professional school counselor posts a weekly/monthly calendar.	☐	☐
9.4 The professional school counselor analyzes his/her time spent in each of the four areas of the management system to achieve a healthy balance.	☐	☐
Comments: _____	Date: _____	

Standard 10: The professional school counselor has developed a results evaluation for the program.	YES	NO
10.1 The professional school counselor includes every student in the results.	☐	☐
10.2 The professional school counselor works with members of the school counseling team and with the principal to formulate the desired results.	☐	☐
10.3 The professional school counselor knows how to collect and process data.	☐	☐
Comments: _____	Date: _____	

Standard 11: The professional school counselor conducts a yearly program audit.	YES	NO
11.1 The professional school counselor provides a yearly program audit that includes the results of all the program components.	☐	☐
11.2 The professional school counselor shares the results of the program audit with the advisory council.	☐	☐
11.3 The professional school counselor uses the yearly audit to make changes in the school counseling program for the following year.	☐	☐
Comments: _____	Date: _____	

Standard 12: The professional school counselor is responsible for establishing and convening a school advisory council for the comprehensive school guidance and counseling program.	YES	NO
12.1 The professional school counselor has met with the advisory council.	☐	☐
12.2 The professional school counselor has reviewed the school counseling program audit with the council.	☐	☐
12.3 The professional school counselor keeps a record of meeting information.	☐	☐
Comments: _____	Date: _____	

Standard 13: The professional school counselor is a student advocate, leader, collaborator and a systems change agent.	YES	NO
13.1 The professional school counselor promotes academic success of every student.	☐	☐
13.2 The professional school counselor promotes equity and access for every student.	☐	☐
13.3 The professional school counselor takes a leadership role within the counseling department, the school setting and the community.	☐	☐
13.4 The professional school counselor understands reform issues and works to close the achievement gap.	☐	☐
13.5 The professional school counselor collaborates with teachers, parents and the community to promote academic success of students.	☐	☐
13.6 The professional school counselor builds effective teams by encouraging collaboration among all school staff.	☐	☐
13.7 The professional school counselor uses data to recommend systemic change in policies and procedures that limit or inhibit academic achievement.	☐	☐
Comments: _____	Date: _____	

APPENDIX J – COUNSELOR TIME & TASK ANALYSIS FORM

Counselor Time & Task Analysis Form

Time	Guidance Curriculum	Individual Planning	Responsive Services	System Support	Noncounseling Activities	Total Students Served
7–7:30 a.m.	☐	☐	☐	☐	☐ _____	
7:30–8 a.m.	☐	☐	☐	☐	☐ _____	
8–8:30 a.m.	☐	☐	☐	☐	☐ _____	
8:30–9 a.m.	☐	☐	☐	☐	☐ _____	
9–9:30 a.m.	☐	☐	☐	☐	☐ _____	
9:30–10 a.m.	☐	☐	☐	☐	☐ _____	
10–10:30 a.m.	☐	☐	☐	☐	☐ _____	
10:30–11 a.m.	☐	☐	☐	☐	☐ _____	
11–11:30 a.m.	☐	☐	☐	☐	☐ _____	
11:30 a.m.–12 p.m.	☐	☐	☐	☐	☐ _____	
12–12:30 p.m.	☐	☐	☐	☐	☐ _____	
12:30–1 p.m.	☐	☐	☐	☐	☐ _____	
1–1:30 p.m.	☐	☐	☐	☐	☐ _____	
1:30–2 p.m.	☐	☐	☐	☐	☐ _____	
2–2:30 p.m.	☐	☐	☐	☐	☐ _____	
2:30–3 p.m.	☐	☐	☐	☐	☐ _____	
3–3:30 p.m.	☐	☐	☐	☐	☐ _____	
3:30–4 p.m.	☐	☐	☐	☐	☐ _____	
4–4:30 p.m.	☐	☐	☐	☐	☐ _____	
4:30–5 p.m.	☐	☐	☐	☐	☐ _____	
5–5:30 p.m.	☐	☐	☐	☐	☐ _____	
5:30–6 p.m.	☐	☐	☐	☐	☐ _____	
6–6:30 p.m.	☐	☐	☐	☐	☐ _____	
6:30–7 p.m.	☐	☐	☐	☐	☐ _____	
7–7:30 p.m.	☐	☐	☐	☐	☐ _____	
7:30–8 p.m.	☐	☐	☐	☐	☐ _____	
8–8:30 p.m.	☐	☐	☐	☐	☐ _____	
8:30–9 p.m.	☐	☐	☐	☐	☐ _____	

	Guidance Curriculum	Individual Planning	Responsive Services	System Support	Noncounseling Activities
Number of Blocks:	_____	_____	_____	_____	_____
Daily Percentage:	_____	_____	_____	_____	_____

Total Number of Blocks: _____

Total Percentages: _____

APPENDIX K – SAMPLE YEAR END REPORT

SAMPLE YEAR END REPORT

MHS School Counseling Program
2006-2007 End–of-year Report (* 260 Student Population)

Guidance Curriculum: Prevention	First Quarter	Second Quarter	Third Quarter	Fourth Quarter	Total
Total Number of lessons	101	81	84	95	361

100 percent of students taught

Support Groups:
- Six support groups first semester and six support groups second semester
- Sample: 41 students involved in second semester
- 15.8 percent of the student population
- Based on the observations of the students themselves, teachers, principal and counselor, the results of the students' progress were: 13 very improved, 14 somewhat improved, 13 a little improved and one no improvement.

66 percent of the students showed significant improvement.
(This year an informal assessment was used to determine the degree of improvement of the students as opposed to last year's more formal assessment. This may be the reason for the discrepancy of this year's percentage of "significant improvement" and last year's, which was 80 percent significant improvement.)

Responsive Services	First Quarter	Second Quarter	Third Quarter	Fourth Quarter	Total
Individual guidance and counseling	7	55	58	109	297
Agency consultation and referral	8	3	8	11	30
Home visits	8	3	0	2	13
SRO needed	27	2	0	7	36
Mediations	11	19	14	14	58
Faculty and staff collaboration	138	46	58	124	366
Crisis intervention	4	0	4	9	17

100 percent of the crises are stabilizing.

Individual Planning and System Support	First Quarter	Second Quarter	Third Quarter	Fourth Quarter	Total
Parent phone calls and conferences	100	70	101	125	396
TAT and specialist meetings	33	29	27	20	109
504 meetings for implementation	0	10	5	2	17
Faculty and staff collaboration	92	129	74	76	371

- Number of staff development sessions: Once a week at the school site and once a month for elementary school counselors
- Leadership roles in the school: TAT Facilitator and 504 coordinator

Referrals	First Quarter	Second Quarter	Third Quarter	Fourth Quarter	Total
2004-2005	19	16	8	18	61
2005-2006	10	2	10	7	29