

Greenwood Lake Union Free School District

School Counseling Comprehensive Plan Summary



Introduction

The American School Counselor Association and its state chapter, the New York State School Counselor Association have published models of professional practice shifting attention away from the school counselor's role to the impact school counselors have on issues including student achievement, school safety, and the academic mission of the school. *The National Model for School Counseling Programs* (ASCA, 2019, 4th Edition) describes how school counselors can measure their impact on these areas. *The New York State Model for Comprehensive K-12 School Counseling Programs* (NYSSCA, 2005) more specifically links school counselors' work to the New York State Educational Standards.

NYS Education Department School Counseling Regulations:

On July 1, 2017, the New York State Education Department Board of Regents adopted amendments to Commissioner's Regulations related to school counseling (<http://www.regents.nysed.gov/common/regents/files/517brca14.pdf>). The New York State Education Department further explained the role of the school counselor as:

"A school counselor's role is central to the success of students. School counselors support students through individual and group counseling, college and career exploration instruction, assistance in crisis situations, and referrals to school social workers, school psychologists or other professionals when specialized interventions are required for student success in school. The New York State Education Department believes that the amended school counseling regulations will help increase opportunities for all students to be successful. It is important for students to have access to a certified or licensed school counselor in the early years to help inspire young students to strive for success and consider college and career opportunities. It is equally important to emphasize the positive effects that school social workers, school psychologists, school counselors, school nurses, health educators, teachers, and parents can have on student success when they collaborate and work as a team, offering their respective professional expertise to support the "whole child" (NYSED, 2018).

In the January 3, 2018 memo from the New York State Education Department to school district leaders the following highlights to the changes to the school counseling regulations were identified:

Old Requirement	New Requirement
Each school district shall have a guidance program for all students.	Beginning with the 2019-2020 school year, each school district shall have a comprehensive developmental school counseling/guidance program for all students in grades kindergarten (K) through grade 12. Each school district shall also ensure that all students in grades kindergarten through twelve have access to a certified school counselor(s). For the city school district of the City of New York and the city school district of the City of Buffalo, this shall include a licensed guidance counselor(s) pursuant to part 80 of the Commissioner's regulations.
In grades K-6, the program shall be designed in coordination with the teaching staff.	Beginning with the 2019-2020 school year, in grades kindergarten through five, the program shall be designed by a certified school counselor in coordination with teaching staff and any appropriate pupil personnel service providers.
In grades 7-12, the program shall include an annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors.	Beginning with the 2019-2020 school year, for students in grades six through twelve, certified school counselors shall provide an annual individual progress review plan, which shall reflect each student's educational progress and career plans. For a student with a disability, the plan shall be consistent with the student's individualized education program.
Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements.	Beginning with the 2019-2020 school year, each school district shall develop district-wide and building-level comprehensive developmental school counseling/guidance plans which set forth the manner for compliance with this subdivision. Such district and building level plans shall be updated annually, available for review at the district offices and each school building, and made available on the district's website.
N/A	Each school district shall establish a comprehensive developmental school counseling/guidance program advisory council to be comprised of representative stakeholders (such as parents, members of the board of education, school building and/or district leaders, community-based service providers, teachers, certified school counselors and other pupil personnel providers in the district including school social workers and/or school psychologists). The advisory council shall meet no less than twice each year for the purpose of reviewing the comprehensive developmental school counseling/guidance program plan and advising on the implementation of the school counseling/guidance program.

(NYSED, 2018)

ASCA Model Components

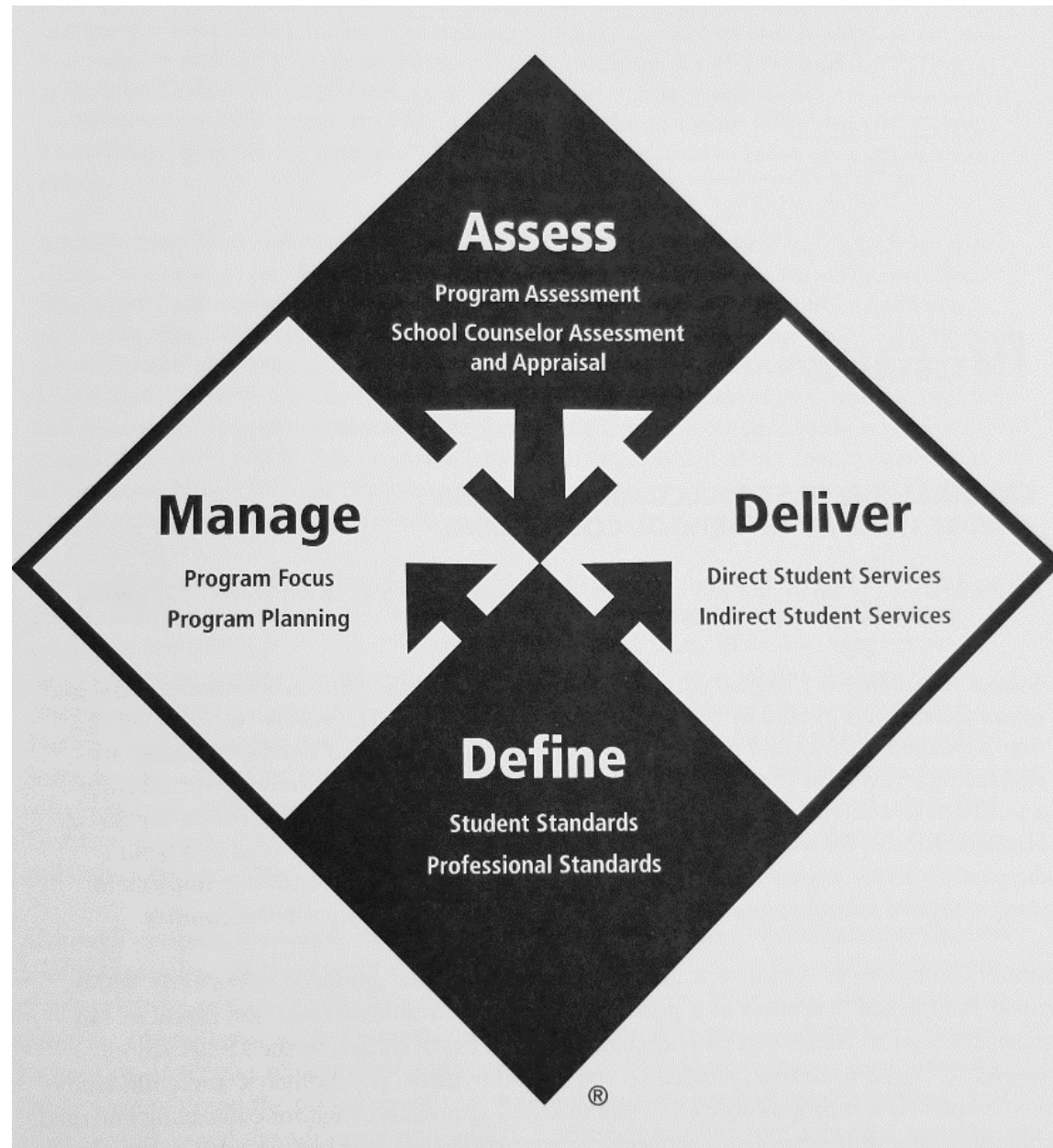
Executive Summary

(www.schoolcounselor.org)

The framework of a comprehensive school counseling program consists of four components: define, manage, deliver and access.

- ❑ **Define:** School counselors create comprehensive school counseling programs that focus on student and professional standards.
 - ❑ **Student Competencies:** Enhancing the learning process for all students, the ASCA Mindsets & Behaviors for Student Success: K-12 College and Career Readiness for Every Student guide the development of effective school counseling programs around three domains: academic, career and social/emotional development. School counselors also consider how other student standards important to state and district initiatives complement and inform their school counseling program.
 - ❑ **Professional Competencies:** The ASCA School Counselor Competencies outline the knowledge, attitudes and skills that ensure school counselors are equipped to meet the rigorous demands of the profession. The ASCA Ethical Standards for School Counselors specify the principles of ethical behavior necessary to maintain the highest standards of integrity, leadership and professionalism. They guide school counselors' decision-making and help to standardize professional practice to protect both students and school counselors.
- ❑ **Manage:** School counselors can effectively and efficiently manage their school counseling program.
 - ❑ Program focus includes the beliefs, mission and vision statements.
 - ❑ Program planning is a set of data sources, and resources assisting with the organization of the program.
 - ❑ School counselor competency and school counseling program assessments to self-evaluate areas of strength and improvement for individual skills and program activities.
 - ❑ Use-of-time calculator to determine the amount of time spent toward the recommended 80 percent or more of the school counselor's time to direct and indirect services with students.
 - ❑ Advisory council made up of students, parents, teachers, school counselors, administrators and community members to review and make recommendations about school counseling program activities and results.
 - ❑ Use of data to measure the results of the program as well as to promote systemic change within the school system.

- ❑ Closing-the-gap action plans including developmental, prevention and intervention activities and services that measure the desired student competencies and the impact on achievement, behavior and attendance.
 - ❑ Calendars to keep students, parents, teachers and administrators informed and to encourage active participation in the school counseling program.
 - ❑ Annual administrative meetings with administrative supervisors.
- ❑ **Deliver:** School counselors provide services to students, parents, school staff and the community in the following areas:
- ❑ **Direct Student Services:** Direct services are in-person interactions between school counselors and students and include the following:
 - ❑ School counseling instructional: This curriculum consists of structured lessons designed to help students attain the desired competencies and to provide all students with the knowledge, attitudes and skills appropriate for their developmental level. The school counseling core curriculum is delivered establishing personal goals and developing future plans.
 - ❑ Individual student appraisal and advisement: School counselors coordinate ongoing systemic activities designed to assist students in establishing personal goals and developing future plans.
 - ❑ Counseling: Individual or small group activities designed to meet students' immediate needs and concerns. Indirect
 - ❑ **Indirect Student Services:** Indirect services are provided on behalf of students as a result of the school counselors' interactions with others including referrals for additional assistance, consultation, collaboration with parents, teachers, other educators and community organizations and crisis response support to the system.
- ❑ **Access:** To demonstrate the effectiveness of the school counseling program in measurable terms, school counselors analyze school and school counseling program data to determine how students are different as a result of the school counseling program. School counselors use data to show the impact of the school counseling program on student achievement, attendance and behavior and analyze school counseling program assessments to guide future action and improve future results for all students. The performance of the school counselor is evaluated on basic standards of practice expected of school counselors implementing a comprehensive school counseling program



(ASCA, 2014)

Greenwood Lake UFSD

School Counseling Comprehensive Plan

In an effort to develop and align the current school counseling program to the New York State Education Department regulations, the school counseling team at the Greenwood Lake Union Free School District has developed this comprehensive school counseling plan. The Greenwood Lake Union Free School District School Counseling Program utilizes the ASCA National Model components to:

- Establish the school counseling practice
- Develop a foundation (mission, vision, belief and SMART goals) for the program
- Create a management method to continuously improve programs to support student's academic, social emotional, career and college readiness skills
- Provide an instructional plan for the school counseling delivery methods
- Obtain and review data to support the needs of students and collaborate with school leaders, teachers, staff and community members

The Greenwood Lake Union Free School District School Counseling Comprehensive Plan will be reviewed yearly and updated as needed.

School Counseling Department Team Members

Middle School Counselor	Elementary School Counselor
Melanie Seay	Natalie Van Curen

School Counseling Comprehensive Plan

The Greenwood Lake UFSD School Counseling Department's comprehensive school counseling focus is established through a program vision, mission, and beliefs. The program is aligned to the district's mission and benefits all students.

Mission Statement: We, the School Counseling Department at Greenwood Lake Union Free School District, empower all students to become successful and contributing citizens of an ever-changing society. In partnership with all stakeholders, School Counselors provide a comprehensive developmental counseling program aligned with the American School Counselor Student Standards addressing the academic, social, and career development of all students.

Vision Statement: As a School Counseling Program at Greenwood Lake Union Free School District, we will:

- deliver to all students a comprehensive program that supports the acquisition of academic, social emotional, and career skills
- extend awareness beyond the individual to be mindful, well-adjusted, and caring citizens of the community and world
- encourage agency in making their own positive choices
- value all students' differences in the planning and implementation of the school counseling program
- abide by ASCA Ethical Standards for school counselors

School Counseling Program Beliefs: In order to advance the Greenwood Lake Union Free School District School Counseling Department's shared mission and vision, we believe in the importance of:

- upholding the American School Counselor Association Student Standards in order to support every learner's social, emotional, and academic needs at the Greenwood Lake Union Free School District
- building, growing, and continually reviewing our comprehensive school counseling program
- teaching students the value of caring about one another, their school community, the community of Greenwood Lake, and the world
- ensuring we are teaching students how to make safe, thoughtful, and positive choices
- valuing all students' differences and the contribution of each learner within our community
- regularly using data to assess that our practices as educators are in alignment with our Comprehensive School Counseling Plan

School Counseling Plan Goals

The school counseling goals are specific, measurable, achievable, realistic and timely. Goals define how a school counseling program will achieve the established foundational mission and vision as well as guide the development of curriculum, small-group and closing-the-gap action plans. (ASCA, 2005)

Goal	By June 2020, review, assess, and align the current school counseling program
Objective	<ul style="list-style-type: none"> Organize and connect current school counseling program to the ASCA Student standards
Action Plan(s)	<ul style="list-style-type: none"> Create an advisory council for the Greenwood Lake Union Free School District Evaluate the current school counseling program using ASCA self-assessment tools
Assessment(s)	<ul style="list-style-type: none"> Review the Greenwood Lake Union Free School District School Counseling Comprehensive Plan

Goal	By June 2020, students will make safe, thoughtful, and positive choices
Objective	<ul style="list-style-type: none"> Align language specific to making choices to the ASCA Student standards
Action Plan(s)	<ul style="list-style-type: none"> A series of grade-level specific lessons in classrooms
Assessment(s)	<ul style="list-style-type: none"> Continually review behavioral referral and suspension data

School Counseling Program

Direct vs. Indirect Student Services

The American School Counseling Association National Model (2019, 4th Edition) states that school counselors provide services to students, parents, school staff and the community in the following areas:

Direct Student Services

Individual Student Planning

- Appraisal - Work with students to analyze and evaluate their abilities, interests, skills and achievement.
- Advisement - Help students to make decisions for future plans based on academic, career and personal/social data.

Instruction

- Direct instruction through classroom delivery, team teaching, co-teaching and assisting with lesson plans which promote academic, career or personal/social development.
- Group Activities - Conduct group activities which support instructional goals. Examples: community service, college/career fairs, student team building, student leadership workshops.

Counseling

- Counseling sessions in individual or small group settings to help students overcome barriers to development and achievement.

Indirect Student Services

Referrals

- Direct students and parents to school or community resources for additional assistance or information.
 - i.e. tutoring, career support, college planning, community mental health agencies, and community counseling agencies.

Consultation

- Share strategies which support student achievement with parents, educators, and community organizations.

Collaboration

- Work with educators, parents, and community to establish programs and interventions which promote student success.
 - i.e. advisory boards, school district partnerships, and parent workshops.

Crisis Response

- Support and assistance in a crisis or emergency situations.

School Counseling Program Planning Calendar

	THEME	LEARNING OUTCOMES		RESOURCES
		Elementary School	Middle School	
September ASCA Standards M 3 M 5 M 6 B-LS 1 B-LS 3 B-LS 6 B-LS 7 B-SMS 1 B-SMS 4	RESPONSIBILITY: <i>I am in charge of me.</i>	<ul style="list-style-type: none"> ● Understanding expectations <ul style="list-style-type: none"> ○ school protocol ○ classroom protocol ○ acceptable behavior ○ daily routines ● In charge of self <ul style="list-style-type: none"> ○ word choice ○ behavior choice ○ response choice ○ spatial awareness ● In charge of materials <ul style="list-style-type: none"> ○ proper use of materials ○ responsible for personal and borrowed materials ● Seeking and offering help <ul style="list-style-type: none"> ○ Introduction to school counseling ○ How to ask for help ○ Who to ask when 	<ul style="list-style-type: none"> ● What is SEL? <ul style="list-style-type: none"> ○ Responsible decision making ○ Self-Management ○ Self-Awareness ○ Social Awareness ○ Relationship Skills ● Following routines ● Seeking and offering help 	Responsibility: <ul style="list-style-type: none"> ● https://proudtobeprimary.com/how-to-be-responsible/ Growth Mindset: <ul style="list-style-type: none"> ● I Can't Do That YET (book) ● https://www.edutopia.org/article/growth-mindset-resource Seeking and Offering Help: <ul style="list-style-type: none"> ● https://www.edutopia.org/article/teaching-students-how-as-k-help

<p>October</p> <p>ASCA Standards M 1 B-LS 5 B-SMS 2 B-SMS 9 B-SS 5</p>	<p>DECISION MAKING: <i>I can make healthy choices.</i></p>	<ul style="list-style-type: none"> ● Making safe choices <ul style="list-style-type: none"> ○ School safety ○ Classroom safety ○ Playground safety ○ Personal safety ● Making healthy choices <ul style="list-style-type: none"> ○ Exercise ○ Nutrition ○ Hygiene ○ Sleep/bedroom routine ● Self regulation <ul style="list-style-type: none"> ○ Impulse control ○ Delayed gratification ○ Coping skills ● Self respect 	<ul style="list-style-type: none"> ● Making healthy eating ● Making healthy life decisions ● Bullying <ul style="list-style-type: none"> ○ Making appropriate social choices 	<p>Red Ribbon Week:</p> <ul style="list-style-type: none"> ● http://redribbon.org/ <p>Healthy Lifestyle Topics (ES/MS)</p> <ul style="list-style-type: none"> ● Exercise and nutrition ● School/playground safety ● Hygiene ● Sleep/bedtime routines <p>Healthy Lifestyle Topics (MS)</p> <ul style="list-style-type: none"> ● Drugs and Alcohol ● Vaping <p>Healthy Choice Resources</p> <ul style="list-style-type: none"> ● https://www.weareteachers.com/11-fantastically-fun-childrens-books-that-teach-healthy-eating-habits/
<p>November</p> <p>ASCA Standards M 3 M 6 B-SS 1 B-SS 2 B-SS 8</p>	<p>Gratitude: <i>I can be thankful and grateful.</i></p>	<ul style="list-style-type: none"> ● Defining gratitude ● Identifying gratitude ● Showing gratitude 	<ul style="list-style-type: none"> ● Defining gratitude ● Identifying gratitude ● Showing gratitude 	

December ASCA Standards M 1 M 3 M 6 B-SS 7	RESPECT: <i>I can celebrate differences.</i>	<ul style="list-style-type: none"> ● Acceptance of others <ul style="list-style-type: none"> ○ Teaching tolerance ○ Respecting differences ● Social awareness <ul style="list-style-type: none"> ○ Celebrating diversity ○ Understanding perspectives ○ Cultural awareness ● Kindness <ul style="list-style-type: none"> ○ defining kindness ○ identifying kindness ○ showing kindness to others 	<ul style="list-style-type: none"> ● Acceptance of others <ul style="list-style-type: none"> ○ Teaching tolerance ○ Respecting differences ● Social awareness <ul style="list-style-type: none"> ○ Celebrating diversity ○ Understanding perspectives ○ Cultural awareness ● Kindness <ul style="list-style-type: none"> ○ defining kindness ○ identifying kindness ○ showing kindness to others 	<ul style="list-style-type: none"> ● Accepting others <ul style="list-style-type: none"> ○ https://www.youtube.com/watch?v=GOzrAK4gQSo ○ https://www.goodreads.com/shelf/show/accepting-others ● Social/cultural awareness <ul style="list-style-type: none"> ○ Exploring student holiday traditions ○ https://disney.co.uk/movies/olafs-frozen-adventure ● Welcoming new friends <ul style="list-style-type: none"> ○ https://www.youtube.com/watch?v=BQBY_l1Ypc ○ https://www.youtube.com/watch?v=59tKl37x1d4 ○ https://www.youtube.com/watch?v=iPux6QAkBdc
January M 1 B-SMS 1 B-SS 2 B-SS 4 B-SS 9	COMPASSION & EMPATHY: <i>I can show kindness at school and in my community.</i>	<ul style="list-style-type: none"> ● Show care and empathy for the needs of others ● Be sensitive and supportive towards others ● Be forgiving 	<ul style="list-style-type: none"> ● Show care and empathy for the needs of others ● Be sensitive and supportive towards others ● Be forgiving ● 	<ul style="list-style-type: none"> ● Service to community ● Clothing and food drives ● Post-its on cubbies/locker ● Ted Talks for Kids ● Pep Rally
February				<ul style="list-style-type: none"> ● surveys/inventories

M 1 B-LS 7 B-SMS 2 B-SMS 7 B-SS 1 B-SS 8	SELF AWARENESS: <i>I can understand my emotions.</i> (Emotional Intelligence)	<ul style="list-style-type: none"> • Develop a clear perception of self • Evaluate one's attitude and responses to others • Acknowledge how one views and understands others 	<ul style="list-style-type: none"> • Develop a clear perception of self • Evaluate one's attitude and responses to others • Acknowledge how one views and understands others 	<ul style="list-style-type: none"> • journaling
March M 5 M 6 B-LS 4 B-SMS 1 B-SMS 2 B-SMS 6 B-SMS 7 B-SS 1 B-SS 5 B-SS 9	SELF CONTROL: <i>I can use coping skills to manage my feelings.</i> (3-8: Test Taking Strategies)	<ul style="list-style-type: none"> • Regulating actions, behaviors, and emotions in order to improve self • Exhibit continuous self evaluation • Establish personal short-term and long-term goals 	<ul style="list-style-type: none"> • Regulating actions, behaviors, and emotions in order to improve self • Exhibit continuous self evaluation • Establish personal short-term and long-term goals 	https://nurtureandthriveblog.com/picture-books-teach-kids-stop-think-handle-emotions-mindful/ <ul style="list-style-type: none"> • https://proudtobeprimary.com/self-regulation-strategies/
April M 3 M 4 M 6 B-LS 7 B-LS 9 B-SMS 5 B-SMS 8 B-SS 8	CITIZENSHIP: <i>I can explore and share interests, hobbies, & careers.</i>	<ul style="list-style-type: none"> • Explore interests and career pathways • Evaluate roles in society • Develop community helper careers 	<ul style="list-style-type: none"> • Explore interests and career pathways • Evaluate roles in society • Develop community helper careers 	Community helpers- dentist, bankers, postal workers, etc. Responsibilities Change Virtual Field Trips 8th Grade Y2Kids Trip Staff College/University Apparel Day Books about Career Exploration for Kids How to Get a Job: By Me, The Boss My P.E. Teacher is a Ninja

May M 3 B-LS 8 B-SMS 9 B-SS 1 B-SS 2 B-SS 6 B-SS 7	COOPERATION & FAIRNESS: <i>I can work together with peers and adults as a team.</i>	<ul style="list-style-type: none"> • Contribute to the benefit of group/school community • Work together for a common purpose • Respect and encourage all members of group • Support and help others 	<ul style="list-style-type: none"> • Contribute to the benefit of group/school community • Work together for a common purpose • Respect and encourage all members of group • Support and help others 	<ul style="list-style-type: none"> • human knot • timed interviews
June M 1 M 2 B-LS 4 B-LS 8 B-SMS 4 B-SMS 5 B-SMS 6 B-SMS 10 B-SS 8 B-SS 9	PERSEVERANCE: <i>I can finish strong.</i>	<ul style="list-style-type: none"> • Self-growth • First Impressions • Being your best self • Overcoming obstacles/challenges • Working towards goals • Grade level transitioning • Self Motivation 	<ul style="list-style-type: none"> • Self-growth • First Impressions • Being your best self • Overcoming obstacles/challenges • Working towards goals • Grade level transitioning • Self Motivation 	<ul style="list-style-type: none"> • https://selfsufficientkids.com/childrens-books-perseverance/

Direct School Counseling K- 8 services

School: GREENWOOD LAKE ELEMENTARY SCHOOL & MIDDLE SCHOOL						
Individual Planning, Appraisal and Advisement						
Topic (Title of the activity)	Grade (s)	Essential Question (Open- ended question that invokes further learning)	Key Concept (Mindset and Behavior Standards)	Learning Outcome Assessment (How is learning the key concepts measured)	Staff Members (What professionals are involved)	Domain and MTSS/RTI Level
Stress Reduction (e.g. Test-taking anxiety, course content)	K-3				ES Guidance Counselor	
	4-8				MS Guidance Counselor	
Home-School Connections (e.g. Divorce, Death, Incarceration)	K-3				ES Guidance Counselor	
	4-8				MS Guidance Counselor	
Conflict Resolution	K-3				ES Guidance Counselor	

	4-8				MS Guidance Counselor	
Check-in/ Check-out	K-3				ES Guidance Counselor	
	4-8				MS Guidance Counselor	
Social Media Relationships	3-8				ES Guidance Counselor MS Guidance Counselor	

School: GREENWOOD LAKE ELEMENTARY SCHOOL & MIDDLE SCHOOL

Academics Activities						
Topic (Title of the activity)	Grade (s)	Essential Question (Open- ended question that invokes further learning)	Key Concept (Mindset and Behavior Standards)	Learning Outcome Assessment (How is learning the key concepts measured)	Staff Members (What professionals are involved)	Domain and MTSS/RTI Level
Study Skills	2-8					
Course Planning	5-8					
High School Choice	7-8					
Test-taking Anxiety	3-8					

School: GREENWOOD LAKE ELEMENTARY SCHOOL & MIDDLE SCHOOL						
Social Emotional Activities						
Topic (Title of the activity)	Grade (s)	Essential Question (Open- ended question that invokes further learning)	Key Concept (Mindset and Behavior Standards)	Learning Outcome Assessment (How is learning the key concepts measured)	Staff Members (What professionals are involved)	Domain and MTSS/RTI Level
Social Skills	K-8	-Personal space -Interactions in classrooms with students/teachers -Manners -How to do school -Turn-taking				
Relationships (e.g. Friendships, Dating)	K-8	-Empathy -Establishing/ Established friendships				
Name-Calling	K-8					

School: GREENWOOD LAKE ELEMENTARY & MIDDLE SCHOOL

Career Activities

Topic (Title of the activity)	Grade (s)	Essential Question (Open- ended question that invokes further learning)	Key Concept (Mindset and Behavior Standards)	Learning Outcome Assessment (How is learning the key concepts measured)	Staff Members (What professionals are involved)	MTSS/RTI Level
Career Exploration	K-8					
Career Guidance (e.g. Small group, Y2K, etc.)	7-8					

School: GREENWOOD LAKE ELEMENTARY & MIDDLE SCHOOL						
Pathway (College/Work/Other) Activities						
Topic (Title of the activity)	Grade (s)	Essential Question (Open- ended question that invokes further learning)	Key Concept (Mindset and Behavior Standards)	Learning Outcome Assessment (How is learning the key concepts measured)	Staff Members (What professionals are involved)	Domain and MTSS/RTI Level
College Fair						
High School Choice Process (C-tech vs. Traditional)						

Indirect School Counseling K-12 services

School: GREENWOOD LAKE ELEMENTARY & MIDDLE SCHOOL			
Consultation (Providing information & recommendations)			
Topic (Title of the activity)	Grade (s)	Staff Members (What professionals are involved)	School Counseling Competencies (Beliefs about student achievement and/or the school counseling program)
CSE / 504 Meetings	K - 8		

School: GREENWOOD LAKE ELEMENTARY & MIDDLE SCHOOL

Collaboration (Teams, committees, community support, parent workshops and crisis response)			
Topic (Title of the activity)	Grade (s)	Staff Members (What professionals are involved)	School Counseling Competencies (Beliefs about student achievement and/or the school counseling program)
Child Study Team	K - 3		
RTI Data Meetings	K - 8		
Future Grade-level expectation parent meetings	3-4 and 6-7		
Back-to-School Nights	K - 8		
High School Choice Parent meetings			
ES/ MS Open Houses	K - 8		

School: GREENWOOD LAKE ELEMENTARY & MIDDLE SCHOOL			
Referrals			
Topic (Title of the activity)	Grade (s)	Staff Members (What professionals are involved)	School Counseling Competencies (Beliefs about student achievement and/or the school counseling program)

Appendix A

Mindset and Behavior Standards

<https://schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>

The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student

Each of the following standards can be applied to the academic, career and social/emotional domains.

Category 1: Mindset Standards		
School counselors encourage the following mindsets for all students.		
<p>M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</p> <p>M 2. Self-confidence in ability to succeed</p> <p>M 3. Sense of belonging in the school environment</p> <p>M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success</p> <p>M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes</p> <p>M 6. Positive attitude toward work and learning</p>		
Category 2: Behavior Standards		
Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.		
Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Demonstrate critical-thinking skills to make informed decisions	B-SMS 1. Demonstrate ability to assume responsibility	B-SS 1. Use effective oral and written communication skills and listening skills
B-LS 2. Demonstrate creativity	B-SMS 2. Demonstrate self-discipline and self-control	B-SS 2. Create positive and supportive relationships with other students
B-LS 3. Use time-management, organizational and study skills	B-SMS 3. Demonstrate ability to work independently	B-SS 3. Create relationships with adults that support success
B-LS 4. Apply self-motivation and self-direction to learning	B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards	B-SS 4. Demonstrate empathy
B-LS 5. Apply media and technology skills	B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals	B-SS 5. Demonstrate ethical decision-making and social responsibility
B-LS 6. Set high standards of quality	B-SMS 6. Demonstrate ability to overcome barriers to learning	B-SS 6. Use effective collaboration and cooperation skills
B-LS 7. Identify long- and short-term academic, career and social/emotional goals	B-SMS 7. Demonstrate effective coping skills when faced with a problem	B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
B-LS 8. Actively engage in challenging coursework	B-SMS 8. Demonstrate the ability to balance school, home and community activities	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	B-SMS 9. Demonstrate personal safety skills	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participate in enrichment and extracurricular activities	B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

Appendix B

School Counselor Competencies



ASCA School Counselor Competencies

The ASCA School Counselor Competencies outline the knowledge, abilities, skills and attitudes that ensure school counselors are equipped to meet the rigorous demands of the profession and the needs of pre-K–12 students. These competencies help ensure new and experienced school counselors are equipped to establish, maintain and enhance a comprehensive school counseling program addressing academic achievement, career planning and personal/social development.

Organized around and consistent with “The ASCA National Model: A Framework for School Counseling Programs (Third Edition),” the competencies can be used in a variety of ways including:

School counselors

- Self-assess their own competencies
- Formulate an appropriate professional development plan

School administrators

- Guide the recruitment and selection of competent school counselors
- Develop or inform meaningful school counselor performance evaluation

School counselor education programs

- Establish benchmarks for ensuring school education students graduate with the knowledge, skills and attitudes needed for developing comprehensive school counseling programs.

References

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