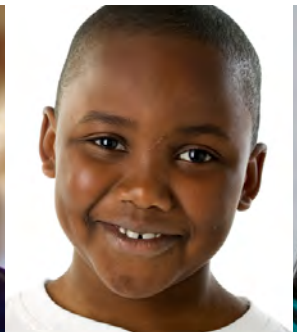
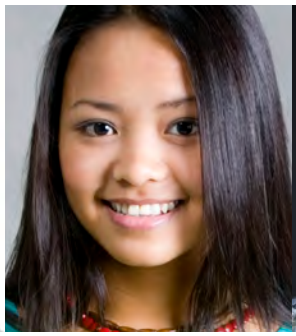
The South Carolina Comprehensive Developmental Guidance and Counseling Program Model

A Guide for South Carolina School Counseling Programs

Prekindergarten through Grade Twelve

South Carolina Department of Education

South Carolina Guidance and Counseling

Learning to Live + Learning to Learn + Learning to Work

Guidance Curriculum | Individual Planning | Responsive Services | System Support

The South Carolina Comprehensive Developmental Guidance and Counseling Program Model

A Guide for School Counseling Programs, Prekindergarten through Grade Twelve

Developed by the
South Carolina Guidance and Counseling Writing Team

October 1999

Revised February 2008

Jim Rex
State Superintendent of Education

South Carolina Department of Education
Columbia, South Carolina

For further information on the
Comprehensive Developmental Guidance and Counseling Program Model,
you may contact the Office of Youth Services at the
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Foreword

School counselors have a tremendous responsibility in addressing the personal/social, academic, and career needs of every South Carolina student in prekindergarten through grade twelve. As student advocates, counselors provide support and foster student development as our children learn to live, learn to learn, and learn to work.

A comprehensive guidance and counseling program model establishes the guidelines necessary to ensure a consistent framework that addresses the developmental needs of students. Rather than operating with "random acts of guidance," the framework defines standards and competencies necessary for counselors to deliver a comprehensive guidance and counseling program to all students.

Since 1999, school counselors in South Carolina have been guided by a well-developed program model, written by a statewide counselor committee and endorsed by the State Board of Education. Exciting changes have occurred with the passing of the 2005 Education and Economic Development Act (EEDA) that focuses significant attention as well as increased responsibilities on school counselors. Section 59-59-40 of the EEDA requires school districts to use and follow the state's comprehensive guidance and counseling program in their districts as a model for assistance with the planning, development, implementation, and assessment of their guidance and counseling program.

I am grateful to the committed group of school counselors and counselor educators who have revised the 1999 version of the South Carolina Comprehensive Developmental Guidance and Counseling Program Model. They have edited sections of the program model that will provide the most up-to-date information to guide districts in program implementation. Of special significance is the inclusion of an accountability model featuring data-driven results that center on the academic success of students.

Required by legislation and created by school counselors, this state comprehensive guidance and counseling program model will influence school districts as they address the personal/social, academic, and career developmental needs of our fine students. South Carolina is indeed fortunate to have a valuable comprehensive guidance model, and we are proud to share it with you.

Jim Rex
State Superintendent of Education

Acknowledgments

Guidance and Counseling Program Model Writing Team

The South Carolina Department of Education wishes to express its sincere gratitude to the individuals and organizations who have contributed to the creation of the state's Comprehensive Developmental Guidance and Counseling Program Model. The agency is grateful not only to the members of the 1999 writing team and the 2008 revisions team but also to the many school counselors and counselor educators worldwide who have laid the groundwork for the state's adoption of universally accepted counselor-related concepts, terms, and frameworks as the basis for our program model.

The following school counselors, counselor educators, and district guidance coordinators are recognized here for their work in having developed and written the Program Model in 1999:

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Counselor Education
Dr. Charlotte Redden-Hamilton (South Carolina State University)

Education and Business Alliances
Linda Sheffield (Piedmont Education and Business Alliance)

SECTION I

Introduction to the Guidance and Counseling Program Model

Research Sources

The South Carolina Guidance and Counseling Program Model draws extensively from the published works of Dr. Norman Gysbers, whose pioneering research and publications have provided the essential guidelines and standards for school counselor programs and the development of state and national program models now in use across the United States. A number of his documents are central to South Carolina's program model:

Gysbers, Norman C. 1990. *Comprehensive Guidance Programs That Work.* Ann Arbor, MI: ERIC Counseling and Personnel Services Clearinghouse.

Gysbers, Norman C., and Patricia Henderson. 1994. *Developing and Managing Your School Guidance Program.* 2nd ed. Alexandria, VA: American School Counseling Association.

Gysbers, Norman C., and Patricia Henderson. 2000. *Developing and Managing Your School Guidance Program.* 3rd ed. Alexandria, VA: American Counseling Association.

Gysbers, Norman. C., and Earl J. Moore. 1981. *Improving Guidance Programs.* Englewood Cliffs, NJ: Prentice-Hall.

Gysbers, Norman C., et al. 1992. "Improving School Guidance Programs: A Framework for Program, Personnel, and Results Evaluation." *Journal of Counseling and Development* 70, no. 5:565–70.

In addition, *The South Carolina Guidance and Counseling Program Model* draws upon the National Occupational Information Coordinating Committee's 1989 publication *The National Career Development Guidelines* as well as the guidance and counseling program model documents of a number of states: Alabama, Connecticut, Georgia, Idaho, Iowa, Missouri, North Carolina, Rhode Island, Texas, Utah, and West Virginia whose documents were of special benefit to the writing teams. The following publications were also utilized:

Campbell, Chari, and Carol Dahir. 1997. *Sharing the Vision: The National Standards for School Counseling Programs*. Alexandria, VA: American School Counselor Association Press.

Stone, Carolyn, and Carol Dahir. 2004. *School Counselor Accountability: A Measure of Student Success.* Upper Saddle River, NJ: Pearson Education.

The South Carolina Guidance and Counseling Program Model is further undergirded by the research and writing of the American School Counselor Association (ASCA), which has generously granted permission to South Carolina to reprint and adapt material from two of its seminal publications:

ASCA. 2005. *The ASCA National Model: A Framework for School Counseling Programs.* 2nd ed. Alexandria, VA: ASCA.

ASCA. 2004. *The ASCA National Model Workbook*. Alexandria, VA: ASCA.

Program Scope and Design

A comprehensive developmental guidance and counseling program is an essential component of an instructional program that provides all students the opportunity for optimum development. The South Carolina Comprehensive Developmental Guidance and Counseling Program Model is designed to assist the state's school districts and communities with the planning, development, implementation, and assessment of a school guidance and counseling program that supports the personal, social, educational, and career development of all the state's public school students from prekindergarten through grade twelve. In addition, the Program Model will assist the school districts in their effort to comply with the requirements of South Carolina laws and regulations regarding the function, design, and implementation of this vital program.

This guide for school counseling programs—which sets out the standards and strategies that schools need to follow in developing and implementing a comprehensive guidance and counseling program—is intended for the following professionals:

- counselors—to help them establish, implement, and manage the guidance and counseling program that will benefit all students;
- teachers—to help them understand the goals of the guidance and counseling program and maintain a teacher-counselor partnership for the maximum benefit of students;
- principals—to help them collaborate with counselors to design and deliver a quality guidance and counseling program and to assist counselors in implementing the program;
- district administrators such as superintendents, assistant superintendents, guidance directors, and curriculum directors—to help them provide appropriate support for guidance and counseling program development efforts, and to establish procedures that enhance the effectiveness of the guidance and counseling program;
- boards of education—to help them set policies for effective guidance and counseling programs in their schools; and
- counselor educators—to help them with the instruction and development of potential school counselors.

Philosophy and Rationale

The South Carolina Comprehensive Developmental Guidance and Counseling Program is based upon the following beliefs:

- All children are unique and should be treated with respect and dignity.
- Every student can succeed.
- Learning is a lifelong process.
- Fostering a positive self-image is the collaborative effort of the school, home, and community that leads to responsible and productive citizenship.
- The diverse needs of all students must be addressed at all educational levels through the guidance and counseling program.
- Every student needs appropriate personal and social skills to achieve optimum benefits from the educational program.

- A comprehensive developmental guidance and counseling program is not a support service but an integral part of the total education program.
- A developmentally appropriate guidance and counseling program provides important benefits to individual students by addressing their intellectual, emotional, social, and psychological needs.

Program Domains

A comprehensive developmental guidance and counseling program provides developmental opportunities and experiences that address three central student-development areas: learning to live (personal/social), learning to learn (academic), and learning to work (career). It includes sequential activities designed to address the needs of all students by helping them to acquire competence in the knowledge of self and others, in identifying their educational goals, and in their own career development. The program is implemented in each school by the certified school counselor with the support of the teachers, administrators, students, and parents.

Program Goals

At the elementary level, the guidance and counseling program promotes personal, social, and academic skills that are necessary to be successful. It emphasizes responsible decision making, coping strategies, self understanding, and career development.

The middle school guidance and counseling program focuses on the rapidly changing needs of young adolescents. It is especially sensitive to the struggles of middle school students for identity and for balancing the demands for academic, career, and social competencies. The programs initiated at the elementary level are expanded to fit the special needs of the middle school students. Counselors will work with the students to develop an individual graduation plan. The plan will take into account students' interests as well as educational and career plans.

Building on the goals of the elementary and middle school, the guidance and counseling program in the high school assists students in becoming responsible adults who can develop realistic and fulfilling life plans based on clear understanding of themselves and their needs, interests, and skills. The individual graduations plan developed in the middle school moves with the students to the high school and is reviewed and updated annually in accordance with the students' postsecondary educational and occupational goals. Continued attention is given to assisting students to develop competence in decision making, career development, working with others, and taking responsibility for their own behavior.

Program Activities

To accomplish the program goals, the comprehensive developmental guidance and counseling program is an integral part of the school system's total educational program. The program includes sequential activities in the elementary, middle, and high schools.

Counselors work with all students, parents, teachers, administrators, and the community through a balanced program of counseling and guidance services. Large- and small-group structured learning units provide systematic instruction for all students in all grade levels.

Counselors plan with teachers and then teach, team teach, or assist in teaching these coordinated units in classrooms or in other large-group settings. Individual planning activities are provided to assist all students. They are initiated in the upper elementary grades and expanded in the middle and high school years. Individual, small-group, personal, and crisis counseling are available to all students. Consultation services concerning student behavior and academic progress are provided for parents, teachers, and administrators. Referrals to other professionals in the school district or to agencies and institutions outside of the district are made as required or requested.

Counselors support the overall district's educational program through general consultation activities and committee work. Counselors also support their local school program through management and research activities, community outreach, business and industry visitation, and professional development.

Program Components

The comprehensive developmental guidance and counseling program components organize the work of counselors into four major components: guidance curriculum, individual planning, responsive services, and system support.

The guidance curriculum component includes structured experiences presented systematically through large- and small-group activities from prekindergarten through grade twelve. The curriculum emphasizes decision making, self-understanding, career development, and the improvement of study skills.

The **individual planning** component includes counseling activities to assist all students in planning, monitoring, and managing their own academic achievement as well as their personal and career development. Individual planning emphasizes test interpretation and educational counseling including postsecondary and career planning.

The **responsive services** component addresses the immediate needs and concerns of students. Such services include personal counseling; crisis counseling; agency referral; consultation with parents, teachers, and other professionals; and support groups.

The **system support** component includes indirect guidance management activities that maintain and enhance the total guidance and counseling program. The responsibilities of guidance counselors in this component encompass staff and community relations, special research projects, committees, professional development, and student-support teams.

Benefits of the Comprehensive Developmental Guidance and Counseling Program

1. **Benefits for Students**
   - Improves academic performance and success in school
   - Promotes knowledge for career exploration and development
   - Develops decision-making and problem-solving skills
   - Assists in acquiring knowledge of self and relating effectively to others
   - Broadens knowledge of our changing world
   - Increases opportunities for counselor-student interaction
   - Increases opportunities for consistent counseling services throughout the school year
   - Monitors data to facilitate student improvement

2. **Benefits for Parents**
   - Provides support in advocating for their children's academic, career and personal/social development
   - Supports partnerships in their children's learning and career planning
   - Increases opportunities for parent-school communication
   - Increases knowledge of the assistance and information parents and students can receive from the counselor and school

3. **Benefits for Administrators**
   - Provides developmental and comprehensive guidance program structure with specific content
   - Provides a means of evaluating the guidance program and personnel implementing the program
   - Enhances the image of the guidance program and school in the community
   - Promotes program accountability
   - Promotes a program responsive to the student's and school's needs
   - Provides a proactive school guidance curriculum addressing the students' needs and enhancing school climate

4. **Benefits for Teachers**
   - Encourages positive, supportive working relationships
   - Supports an interdisciplinary team approach to address student needs and core standards and competencies
   - Increases the likelihood of academic success
   - Supports the learning environment

5. **Benefits for Local Boards of Education**
   - Provides an assurance that a quality comprehensive guidance and counseling program is available to all students
   - Provides a basis for determining funding allocations
   - Provides a rationale based on data for implementing a school counseling program
   - Articulates appropriate credentials and staffing ratios

6. **Benefits for Business, Industry, and Labor**
   - Provides a potential work force with decision-making skills, pre-employment skills and increased worker maturity
   - Provides increased opportunity for collaboration among counselors and business, industry and labor communities
   - Enhances the role of the counselor as a resource person
   - Increases opportunities for business, industry and labor to participate actively in the total school program

7. **Benefits for Counseling Personnel**
   - Provides a clearly defined role and function
   - Increases effectiveness and efficiency in performing counseling functions
   - Supports access to every student
   - Provides a tool for program management, implementation, and accountability
   - Outlines clearly defined responsibilities for specific student standards
   - Seeks to eliminate non-school counseling program activities
   - Promotes participation on interdisciplinary curriculum teams
   - Links schools to community resources for cost-effective provision of specialized services
   - Ensures the school counseling program's contribution to the school's mission

Program Standards

1. Structured, developmental activities and experiences are presented systematically in individual and group activities to students in pre-kindergarten through grade twelve.

Indicators:

A. The guidance curriculum addresses students' needs in the areas of personal/social, academic, and career development.

B. The written guidance curriculum is developmental and articulated through all grade levels to ensure lifelong learning and the acquisition of skills, knowledge, and competencies.

C. The guidance curriculum addresses identifiable student standards. Other aspects of the comprehensive guidance and counseling program have been identified and prioritized based on needs assessment data obtained through a survey of students, educators, and parents/guardians.

D. School counselors and educators collaborate to address the needs of all students in prekindergarten through grade twelve.

E. School counselors spend a defined amount of time developing, facilitating, implementing and supporting activities within the guidance curriculum component. Suggested

percentages of time are elementary, 35–45 percent; middle/junior high, 25–35 percent; and high school, 15–25 percent.

2. **Students have access to responsive services that assist them in addressing issues and concerns that may affect their personal, social, academic, and career development.**

   Indicators:

   A. Responsive services that include individual and small-group counseling, crisis counseling, and referral to other agencies or professional resources are provided to students as needed.

   B. The district/school has board-approved policies and procedures to be followed when referring students to outside agencies or resources.

   C. The district/school has board-approved policies and procedures to be followed when a crisis occurs.

   D. Consultation is provided for educators, students, parents/guardians, and outside agencies/organizations regarding individual students' academic progress, personal/social development and concerns, and career development.

   E. School counselors spend a defined amount of time carrying out their responsibilities for responsive services. Suggested percentages of time are elementary, 30–40 percent; middle/junior high, 30–40 percent; and high school, 25–35 percent.

3. **Students and parents/guardians are provided opportunities to develop, monitor, and manage students' educational and career plans.**

   Indicators:

   A. Activities and procedures provide a comprehensive program of career development at the elementary, middle/junior high, and high school levels.

   B. Career development as defined by the Education and Economic Development Act of 2005 is defined as a prekindergarten-through-grade-twelve process.

   C. The academic and career planning system enables students in grades six through twelve to explore, record, monitor, and update their academic and career plans as they advance through school and make postsecondary decisions.

   D. Educational and career information resources are readily available to students.

   E. School counselors spend a defined amount of time carrying out their responsibilities in assisting students to develop academic and career plans. Suggested percentages of time are elementary, 5–10 percent; middle/junior high, 15–25 percent; and high school, 25–35 percent.

4. **Guidance management activities are in place that support the district's comprehensive guidance and counseling program.**

   Indicators:

   A. School counselors serve as consultants to school and district committees regarding student growth and development.

   B. School counselors consistently participate in relevant, ongoing professional development to enhance guidance and counseling skills.

   C. School counselors collaborate with community agencies, business and industry, and postsecondary institutions.

   D. School counselors inform students, parents/guardians, educators, boards of education and school district patrons about the guidance and counseling program's purposes and practices.

   E. School counselors spend a defined amount of time carrying out their responsibilities for system support activities. The suggested percentages of time are elementary, 10–15 percent; middle/junior high, 10–15 percent; and high school, 15–20 percent.

   F. School counselors conduct needs assessments to identify and prioritize relevant topics that relate to competencies and other guidance and counseling program components.

5. **A comprehensive developmental guidance and counseling program is implemented in each district and school and appropriate policies and procedures are in place to maintain, enhance, and evaluate the district's guidance and counseling program.**

   Indicators:

   A. A written, district-wide comprehensive developmental guidance and counseling plan containing a definition of the guidance and counseling program, a statement of program philosophy, goals and objectives, service-delivery activities and procedures for evaluating the guidance and counseling program, has been adopted by the local board of education.

   B. The district's guidance and counseling program is directed by a person who has school counselor certification and guidance and counseling experience.

   C. A guidance and counseling budget that provides for adequate informational and technical resources has been developed with input from the counseling staff.

   D. School- and district-level advisory committees, composed of school and community members, have been established to review the guidance and counseling program's activities.

   E. The school counselor's job description is based directly on the tasks involved in carrying out the district's comprehensive guidance and counseling program.

   F. School counselors in the district are being supervised and evaluated in compliance with state guidelines.

G. The district evaluates its guidance and counseling program on a regular basis.

H. Guidance facilities, equipment, and resource materials needed to implement the goals of the guidance and counseling program are provided. The guidance facilities provide for privacy and confidentiality.

I. Ethical, legal, and professional standards for school counselors are included in the district's comprehensive guidance and counseling program.

6. A comprehensive developmental guidance and counseling program is an integral part of the school's total educational program.

Indicators:

A. School counselors work in collaboration with other educators at the school and district level to ensure an optimal educational experience for all students.
B. School counselors use the results of needs assessments to determine priorities consistent with school and district goals.
C. The guidance and counseling service-delivery activities are reflected in all areas of the school curriculum.

SECTION II

Overview of the Comprehensive Developmental Guidance and Counseling Model

Comprehensive Guidance and Counseling Program Components

1. Guidance Curriculum

The guidance curriculum consists of structured developmental experiences presented systematically through group activities in prekindergarten through grade twelve. The purpose of the guidance curriculum is to provide all students at all levels with knowledge of personal, social, academic, and career development, to promote their positive mental health, and to assist them in acquiring and using life skills. While counselors' responsibilities include the organization and implementation of the guidance curriculum, the cooperation and support of the entire faculty and staff are necessary for its successful implementation. The guidance curriculum is delivered through such strategies as the following:

Classroom Activities: Counselors teach, team-teach, or assist in teaching guidance-curriculum learning activities or units in classrooms, the guidance center, or other school facilities.

Group Activities: Counselors conduct group activities outside the classroom to respond to students' identified interests or needs.

Suggested Time Allocations:

Elementary school	35%–45%
Middle/junior high school	25%–35%
High school	15%–25%

2. Individual Planning

Individual Planning consists of activities that help all students explore, plan, monitor, and manage their own learning as well as their personal, academic, and career development. Within this component, students evaluate their academic, career, and personal goals. The activities in this component are counselor-planned and directed. These activities are generally delivered on an individual basis, or by working with individuals in small groups or advisement groups. Individual planning is implemented through such strategies as the following:

Individual Appraisal: Counselors work with students analyzing and evaluating students' abilities, interests, skills, and achievements. Test information and other data are the basis for assisting students to develop immediate and long-range plans.

Individual Advisement: Counselors work with students using personal-social, educational, career, and labor market information in planning personal, academic, and career goals. The

involvement of students, parents/guardians, and the school is critical in planning programs that meet individual student needs.

Placement: Counselors assist students in making the transition from school to school, school to work or school to additional education and training.

Suggested Time Allocations

Elementary school	5%–10%
Middle/junior high school	15%–25%
High school	25%–35%

3. Responsive Services

Responsive Services consist of activities to meet the immediate needs and concerns of students, whether these needs or concerns require counseling, consultation, referral, or information. This component is available to all students. While counselors have special training and skills to respond to these needs and concerns, the cooperation and support of the entire faculty and staff are necessary for the successful implementation of this component. Responsive services are delivered through such strategies as the following:

Consultation: Counselors consult with parents, teachers, other educators, and/or community agencies regarding strategies to help students.

Personal Counseling: Counseling is provided on a small-group or individual basis for students expressing difficulties dealing with relationships, personal issues, or developmental tasks. Personal counseling assists students in identifying problems, causes, alternatives, and possible consequences so appropriate action is taken.

Crisis Counseling: Counseling and support are provided to students facing emergency situations. Such counseling is normally short-term and temporary in nature. When necessary, appropriate referral sources are used.

Referral: Counselors use referral sources to deal with crises such as suicide, violence, abuse, and terminal illness. These referral sources may include the following:

- Mental Health Agencies
- Employment and Training Programs
- Vocational Rehabilitation
- Juvenile Services
- Social Services

Suggested Time Allocations

Elementary school	30%–40%
Middle/junior high school	30%–40%
High school	25%–35%

4. System Support

System Support consists of management activities that establish, maintain, and enhance the total guidance program. This component is implemented and carried out through activities in the following areas:

Professional Development: Counselors are involved regularly in updating their professional knowledge and skills. This may involve participating in regular school in-service training, attending professional meetings, completing postgraduate course work, and/or contributing to professional literature.

Staff and Community Relations: Counselors orient staff and the community to the comprehensive developmental guidance and counseling program through such means as websites, newsletters, local media, and/or school-community presentations.

Consultation with Teachers: Counselors consult with teachers and other staff members regularly in order to provide information, support staff, and receive feedback on emerging needs of students.

Advisory Councils: Counselors serve on departmental curriculum committees, community committees or advisory boards to ensure that the guidance and counseling program continues to be an integral part of the total educational process.

Community Outreach: Counselors utilize community resources and referral agencies, field trip sites, employment opportunities, and local labor market information to support the overall guidance and counseling program.

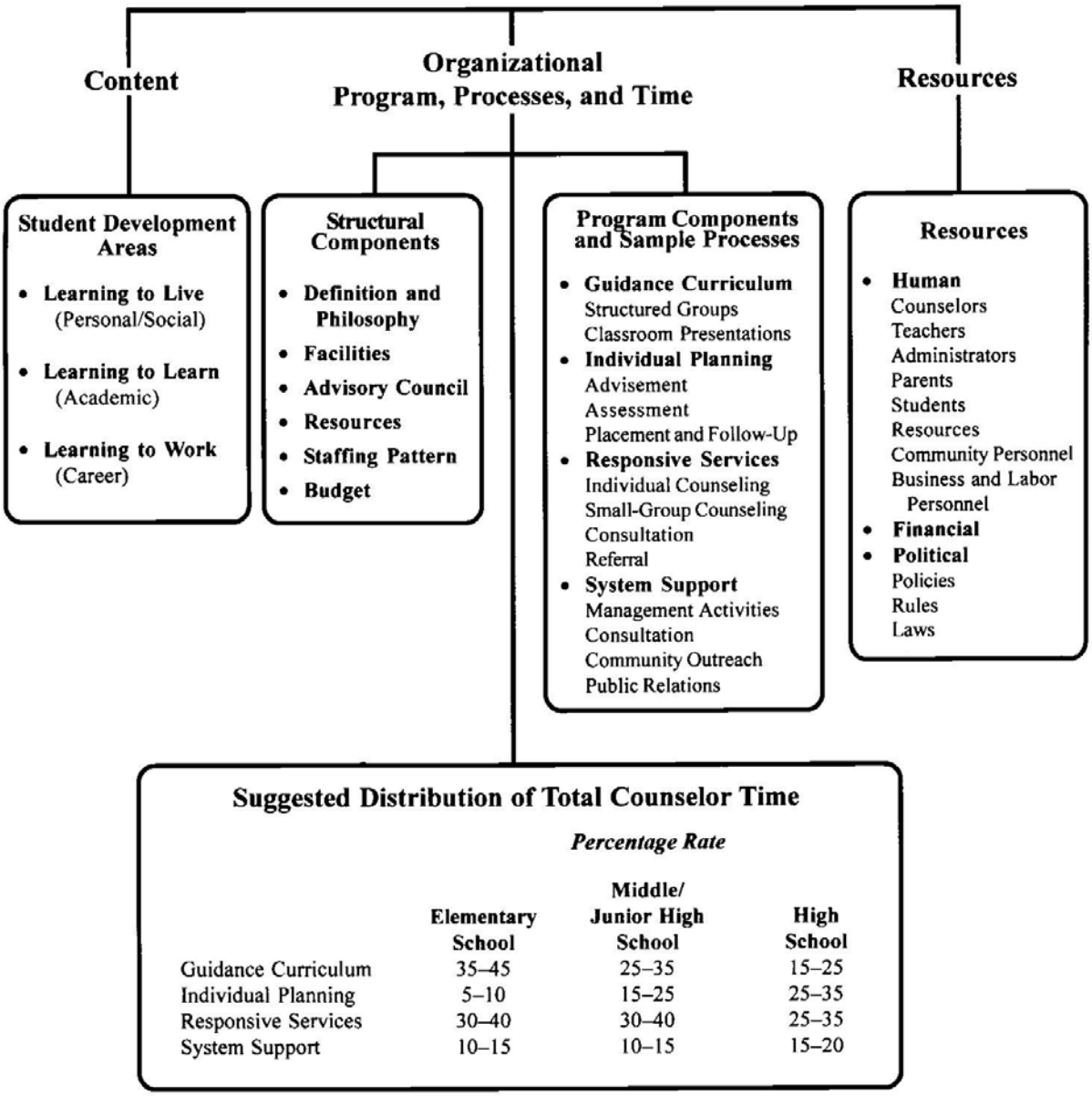
Program Management and Operations: Counselors provide planning and management tasks needed to support activities conducted in a comprehensive developmental guidance and counseling program. This includes responsibilities that need to be fulfilled as a member of the school staff.

Research, Development, and Accountability: In order to ensure accountability, counselors evaluate data in order to continue to develop and update guidance and counseling learning activities and resources.

Suggested Time Allocations

Elementary school	10%–15%
Middle/junior high school	10%–15%
High school	10%–20%

Elements of a Comprehensive Developmental Guidance and Counseling Program



Suggested Distribution of Total Counselor Time

	Percentage Rate		
	Elementary School	**Middle/ Junior High School**	**High School**
Guidance Curriculum	35–45	25–35	15–25
Individual Planning	5–10	15–25	25–35
Responsive Services	30–40	30–40	25–35
System Support	10–15	10–15	15–20

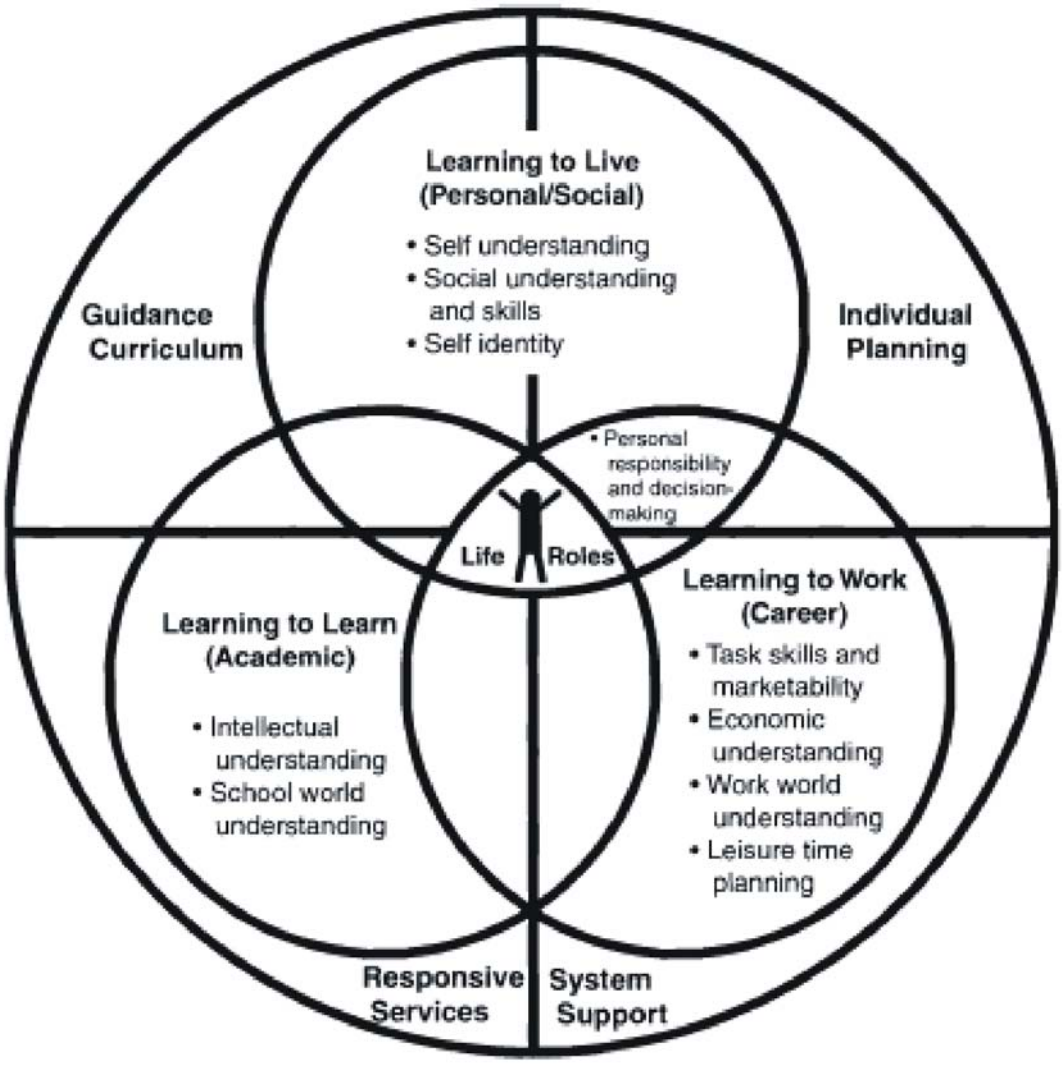
Adapted from by Norman C. Gysbers and Patricia Henderson, *Developing and Managing Your School Guidance Program*, 2nd ed. (Alexandria, VA: American Counseling Association, 1994).

The Four Components of a Comprehensive School Counseling Program

GUIDANCE CURRICULUM	INDIVIDUAL PLANNING	RESPONSIVE SERVICES	SYSTEM SUPPORT
Provides guidance content in a systematic way to all students through classroom and/or group activities	Assists students in monitoring and understanding their development for next-step decisions	Addresses immediate concerns of students	Includes program and staff support activities and services
Purpose Awareness, skill development, and application needed for the following three student-development areas: • Learning to Live *(Personal/Social Development)* • Learning to Learn *(Academic Development)* • Learning to Work *(Career Development)*	**Purpose** Student planning and goal setting	**Purpose** Prevention, intervention	**Purpose** Program delivery and support
Counselor Role Guidance Consultation Program implementation and facilitation	**Issues Addressed** Personal/Social • Development of healthy self-concept • Development of both short- and long-term goals Academic • Acquisition of study skills • Awareness of educational opportunities • Appropriate course selection • Lifelong learning • Utilization of test scores and data Career • Knowledge of career opportunities • Knowledge of occupational training • Knowledge of labor market information • Development of an education/career plan	**Issues Addressed** Personal/Social • Relationships • Abuse • Grief, loss, death • Substance abuse • Family problems/concerns • Coping skills Academic • tardiness • absences and truancy • school and classroom conduct • dropout prevention	**Issues Addressed** • Guidance program development • Parent education • Teacher/administrator consultation • Staff development for educators • School improvement planning • Counselor's professional development • Research and publishing • Community outreach • Public relations • Funding and budget
	Counselor Role Guidance Consultation Assessment Placement	**Counselor Role** Counseling Consultation Coordination Referral	**Counselor Role** Program management Consultation Coordination

Adapted from Norman C. Gysbers and Patricia Henderson. *Developing and Managing Your School Guidance Program.* 2nd ed. (Alexandria, VA: American School Counseling Association. 1994).

A Model for Program/Curriculum Development



Adapted from New Hampshire State Model for Guidance Programs

SECTION III

Roles and Responsibilities of School Counselors

Professional school counselors accept responsibility to help *all* students through a systematically delivered comprehensive developmental guidance and counseling program. At the same time, they respect each student, strive to understand each student's background and the factors that are influencing his or her present circumstances, and maintain optimism about each student's future.

School counselors approach students, parents, teachers, and others with warmth and understanding, an accepting and optimistic attitude about the potentialities of people, and the belief that people can change in positive ways. They are committed to personal change and growth, not only in others, but also in themselves. They have the ability to relate to and effectively communicate with people of all ages and cultural backgrounds. Counselors have a high degree of self-awareness of their own values, knowledge, skills, and limitations, and know not to act beyond the bounds of their professional qualifications. When counselors who demonstrate these personal characteristics and competencies are selected for employment, the probability for having an effective guidance and counseling program is increased.

To be able to fulfill their roles and responsibilities, school counselors must be free to provide direct services to all students rather than burdened by administrative and/or clerical tasks. As stated in Section 59-59-120 of the 2005 Education and Economic Development Act, "School guidance counselors and career specialists shall limit their activities to guidance and counseling and may not perform administrative tasks." Examples of non-counseling activities include performing disciplinary actions; chairing IEP 504, and student intervention team meetings; serving as school testing coordinator; building the master schedule; and supervising study halls and detention halls. Of greatest concern are the assigned administrative responsibilities that conflict with the counselor's role as student advocate and those that interfere with the delivery of a comprehensive guidance and counseling program to students.

It is beneficial for school administrators, faculty, parents, and the community to have a clear understanding of the role of a school counselor in implementing the guidance and counseling program. They should expect a fully certified school counselor to function in a professional and accountable manner in six basic roles:

- program management,
- guidance,
- counseling,
- consultation and student advocacy,
- coordination, and
- assessment (collaboration and interpretation only).

Program Management

School counselors function in the area of guidance program management within the school unit and the school district. Counselors work with faculty, staff, students, parents, and community members to plan, implement, and evaluate a comprehensive guidance program. Counselors must be able to use a planning process to define needs and priorities and to determine appropriate objectives. Counselors must be able to organize personnel, physical resources, and activities in relation to defined needs, priorities, and objectives. They also must evaluate the guidance and counseling program to maintain its contribution to the total educational program.

Guidance

School counselors provide a proactive, comprehensive developmental guidance and counseling program for all students, prekindergarten through twelfth grade, within the school and district in which they are employed. The developmental approach focuses on the "normal" processes of growing up in a complex society. Multicultural issues, individual differences, and problem-centered concerns are taken into account when considering the focus of the comprehensive developmental guidance and counseling program. All students need guidance for maximizing personal/social development, academic development and career development; thus guidance is provided to groups of students.

Counseling

Counselors provide appropriate theories and techniques of counseling to develop and maintain effective individual and group relationships and to provide counseling in response to individuals and small groups with educational, career, personal, and social needs or concerns.

Consultation and Student Advocacy

Counselors, functioning as consultants, provide professional expertise to assist faculty, staff, administrators, parents, and other community members to understand both individual behavior and human relationships. In addition, counselors interpret relevant information to those persons concerning the development and needs of students.

Coordination

Counselors, as coordinators, bring together people and resources in the school, the community, and the district for the fullest personal/social, academic, and career development of the students.

Assessment

Counselors collaborate with other school and district staff to select testing and appraisal programs that help students identify their abilities, aptitudes, achievements, and interests. In addition to test data, other sources of appraisal information include interviews, biographical summaries, academic records, anecdotal records, personal data forms, and records of past experiences. Counselors have knowledge of the principles, practices, and limitations of test data, and are ethically bound to treat

assessment data as confidential, so that only those with a need to know have access to the information. Counselors should not have the responsibility of coordinating and administering the testing program in their school. Their role is to interpret the test data and provide input to administration.

In addition to the six key roles listed above, school counselors demonstrate their professionalism by adhering to legal, ethical, and professional standards for performance, as well as South Carolina laws and guidelines for confidentiality.

Counselor Competencies

In the chart below, the competencies needed by school counselors to carry out these six roles are aligned with the comprehensive developmental guidance and counseling program components that call for them. Counselors' job responsibilities vary depending on the specific job description established in their work setting and the counselor-to-student ratio.

Counselor Role	**Program Component**
1. Program Management	
• Plan, implement, and evaluate a comprehensive program of guidance, including counseling services	System Support
• Supervise activities of clerical personnel	System Support
2. Guidance	
• Coordinate the school developmental guidance curriculum	Guidance Curriculum
• Assist teachers in the instruction of guidance-related topics/issues	Guidance Curriculum
• Guide individuals and groups of students through the development of educational, career, and personal plans	Individual Planning
3. Counseling	
• Counsel individual students with personal needs/concerns	Responsive Services
• Counsel small groups of students with personal needs/concerns	Responsive Services
• Use accepted theories and techniques appropriate to school counseling	Responsive Services
4. Consultation and Student Advocacy	
• Consult with parents, teachers, administrators, and other relevant individuals to enhance their work with students	Responsive Services Individual Planning
5. Coordination	

Counselor Role	Program Component
• Coordinate with school and community personnel to bring together resources for student	Responsive Services
• Use an effective referral process for assisting students and others to use special programs and services	Responsive Services
6. Assessment	
• Participate in the planning and evaluation of the district/school group standardized testing program	System Support
• Interpret test and other appraisal results appropriately	Individual Planning
• Use other sources of student data appropriately for assessment purposes	Responsive Services

Job Responsibilities of School Counselors

The primary function of school counselors in South Carolina is to provide a comprehensive developmental guidance and counseling program for all public school children at all grade levels, from prekindergarten through grade twelve; to consult with parents/guardians, teachers, and other school staff members to enhance their effectiveness in guiding and supporting students in progressing through the grade levels and in planning their careers; and to provide support for the other education programs in the individual schools.

Major Responsibilities

1. Implementing the guidance curriculum

   Examples of key duties:

   - conducting lessons in each teacher's classroom and/or systematically conducting developmental counseling programs for each grade level in the particular school throughout the year
   - consulting with and/or providing resources to teachers to facilitate their teaching of counseling content in their regular lessons
   - participating as a member of the interdisciplinary curriculum team

2. Counseling individual and small groups of students toward academic/educational growth and career development

   Examples of key duties:

   - working with teachers in preparation for students' transition from one school to another
   - conduct, coordinating, and/or overseeing career awareness activities
   - participating in the beginning-of-the-year orientation activities

3. Counseling individual and small groups of students toward personal, social, and emotional growth

   Example of key duties:

   - conducting goal-oriented counseling sessions in systematic response to the identified needs of individuals or groups of students regarding such issues as academic failure, family problems, child abuse, attendance and/or behavior problems, peer problems, and substance abuse

4. Participating in the intervention-team process

   Example of key duties:

   - assuming an advocate role in designing, implementing, monitoring, and adjusting education plans for individual students

5. Consulting with and training students, parents, and staff regarding the developmental needs of students

   Examples of key duties:

   - participating in student intervention/assessment meetings
   - conducting in-service programs for faculty
   - acting as a resource person for faculty, staff, and parents
   - conducting conferences with teachers and/or parents
   - conducting or providing opportunities for parent-education programs
   - writing articles for parent newsletters
   - assisting families with school-related problems
   - serving as a student advocate and resource for guidance/counseling issues and concerns

6. Referring students and their families to special programs, specialists, and/or community agencies and consulting with parents regarding referrals when appropriate

   Examples of key duties:

   - consulting with and coordinating efforts with in-district and community-based specialists such as nurses, physicians, and psychologists
   - consulting with parents regarding referrals when appropriate

7. Participating in, coordinating, and conducting activities that contribute to the effective operation of the school and its counseling program

   Examples of key duties:

   - contributing to the district and school goals for enhancing education
   - acting as an advocate for groups or individual students as system decisions are made

8. Planning and evaluating the counseling program

   Examples of key duties:

   - reviewing the counseling program annually with the other staff and administrators
   - establishing the counseling department master calendar
   - documenting and evaluating guidance-learning activities as they are implemented
   - completing an annual counseling-program evaluation and follow-up studies on recent graduates

9. Pursuing continuous professional growth

   Examples of key duties:

   - attending district, state, and locally sponsored staff-development offerings
   - reading professional journals and joining professional associations
   - taking postgraduate courses
   - attending relevant workshops and conferences sponsored by professional organizations and the South Carolina Department of Education
   - contributing to professional literature and/or giving conference presentations
   - becoming knowledgeable about multicultural and legal/ethical issues in education
   - collaboration and exchanging knowledge and resources with counseling colleagues

Organizational Relationships

School counselors at all grade levels are supervised by the administration, collaborate with other district counselors, and work cooperatively with other school and district staff.

ELEMENTARY SCHOOL COUNSELORS

Primary Function

- To provide a comprehensive developmental guidance and counseling program for all children in elementary schools
- To consult with teachers, parents/guardians, and staff to enhance their effectiveness in helping students
- To provide support to other education programs in the elementary schools

Major Responsibilities

1. Implementing the comprehensive developmental elementary guidance and counseling program

Examples of key duties:

- conducting guidance activities in each teacher's classroom and/or systematically conducting developmental counseling groups for each grade level throughout the year
- consulting with and/or providing resources to teachers to facilitate their instruction of counseling content and to infuse counseling content into the regular education curriculum

2. Counseling individual and small groups of students in their academic development; in their career awareness; and in their development of life skills

3. Counseling individual and small groups of children toward personal, social, and emotional growth and development

   Examples of key duties:

   - conducting goal-oriented counseling sessions in systematic response to the identified needs of individuals or groups of students regarding such issues as academic failure, family problems, child abuse, attendance and/or behavior problems, peer problems, and substance abuse
   - serving as a student advocate and avoiding the role of disciplinarian

4. Consulting with and training teachers, parents/guardians, and staff regarding children's needs

   Examples of key duties:

   - participating in student intervention/assessment meetings
   - conducting in-service programs for faculty
   - acting as a resource person for faculty, staff, and parents
   - conducting conferences with teachers and/or parents
   - conducting or providing opportunities for parent-education programs
   - writing articles for parent newsletters
   - assisting families with school-related problems

5. Referring children and their families to special programs, specialists, and community agencies when appropriate

   Examples of key duties:

   - consulting with and coordinating efforts with in-district and community-based specialists such as nurses, physicians, and psychologists
   - consulting with parents regarding referrals when appropriate

6. Participating in, coordinating, and conducting activities that contribute to the effective operation of the counseling program and the school

Examples of key duties:

- contributing to the district and school goals for enhancing education
- conducting in-service trainings
- acting as an advocate for groups or individual students as system decisions are made

7. Participating in the intervention-team process and/or as a member of the school's student-support teams. The system support component includes indirect guidance management activities that maintain and enhance the total guidance and counseling program. The responsibilities of guidance counselor in this component encompass staff and community relations, special research projects, committees, professional development, and student support teams.

   Example of key duties:

   - assuming an advocate role in designing, implementing, monitoring, and adjusting education plans for individual students

8. Planning and evaluating the counseling program

   Examples of key duties:

   - reviewing the counseling program annually with staff and administration
   - establishing the counseling department's annual plans
   - evaluating guidance-learning activities as they are implemented
   - completing an annual counseling-program evaluation

9. Pursuing continuous professional growth

   Examples of key duties:

   - attending district, state and locally sponsored staff-development offerings
   - joining professional associations
   - reading professional journals and contributing to professional literature
   - taking postgraduate courses
   - attending relevant workshops and conferences sponsored by professional organizations and the South Carolina Department of Education
   - becoming knowledgeable about multicultural and legal/ethical issues in education
   - collaborating and exchanging knowledge and resources with counseling colleagues

Organizational Relationships

An elementary school counselor is supervised by the administration, collaborates with other district counselors, and works cooperatively with other school and district staff.

MIDDLE SCHOOL COUNSELORS

Primary Function

- To provide a comprehensive developmental guidance and counseling program for all middle-level students
- To consult with teachers, parents/guardians, and staff to enhance their effectiveness in helping students
- To provide support to other middle-level educational programs

Major Responsibilities

1. Implementing the middle-level school guidance curriculum through coordination and/or delivery of classroom units and infusion in content areas
   Examples of key duties:
   - conducting developmental lessons in classroom settings in conjunction with teaching staff
   - conducting developmental counseling groups for each grade level systematically throughout the year
   - facilitating the infusion of counseling content into the regular academic curriculum by consulting with teachers and/or acting as resource person for them

2. Counseling individuals and groups of students toward academic and career development

   Examples of key duties:
   - providing orientation activities to incoming students
   - guiding middle school students in the development of their individual graduation plans (IGPs)
   - collaborating with elementary school counselors and high school counselors regarding preregistration of incoming sixth graders and outgoing eighth graders
   - planning, coordinating, and assisting in preregistration
   - assisting new students with course selection
   - coordinating career interest assessment and administration and the interpretation of results
   - coordinating career education activities

3. Counseling individuals and groups of students toward personal/social development and emotional growth
   Examples of key duties:
   - conducting goal-oriented counseling sessions in systematic response to the identified needs of individuals or groups of students regarding such issues as friendship and peer concerns, family problems, substance abuse, suicide prevention/intervention, and/or such skills as building the self-image, applying sound study skills, and handling stress
   - serving as a student advocate and avoiding the role of disciplinarian

4. Consulting with and training teachers, parents/guardians, and staff regarding the needs of middle-level students

   Examples of key duties:
   - participating in student intervention/assessment meetings
   - conducting in-service programs for school faculty
   - holding conferences with teachers, parents/guardians, and students
   - conducting or providing opportunities for parent-education programs
   - writing articles for parent/guardian newsletters
   - assisting families with school-related problems

5. Referring students and their families to special programs, specialists, and community agencies when appropriate

   Examples of key duties:
   - consulting and coordinating with in-district and community specialists, such as school consulting with and coordinating efforts with in-district and community-based specialists such as nurses, physicians, and psychologists
   - consulting with parents/guardians regarding referrals when appropriate

6. Participating in, coordinating, and conducting activities that contribute to the effective operation of the counseling program and the school as a whole

   Examples of key duties:

   contribute to individual and district goals for enhancing education;
   - cooperating with other school staff in placing students with special needs in appropriate programs
   - evaluating students' schedules for recommended placement eligibility for special programs and promotion/retention
   - providing input to administration for school-wide test administration

- acting as an advocate for individual or groups of students as system decisions are made

7. Participating in the intervention-team process and/or working with the school's student-support team

   Example of key duties:

   - assuming an advocate role in designing, implementing, monitoring, and adjusting education plans for individual students

8. Planning and evaluating the counseling program

   Examples of key duties:

   - establishing the counseling department
   - reviewing the counseling program annually with other members of the counseling department staff
   - establishing the counseling department's master calendar and evaluating strategies as they are implemented
   - surveying students, parents/guardians, and faculty regarding the effectiveness of the counseling program

9. Pursuing continuous professional growth

   Examples of key duties:

   - attending district, state and locally sponsored staff-development offerings
   - reading professional journals and joining professional associations
   - contributing to professional literature
   - taking postgraduate courses
   - attending relevant workshops and conferences sponsored by professional organizations and the South Carolina Department of Education
   - becoming knowledgeable about multicultural and legal/ethical issues in education
   - collaborating and exchanging knowledge and resources with counseling colleagues

Organizational Relationships

The middle-level counselor is supervised by the administration, works collaboratively with other counselors and counseling staff, and works cooperatively with other school and district staff.

HIGH SCHOOL COUNSELORS

Primary Function

- To work as a member of the guidance department staff to provide a comprehensive developmental guidance and counseling program
- To provide services to meet the needs of each student to whom they are specifically assigned
- To consult with teachers, staff, and parents to enhance their effectiveness in helping students
- To provide support to other educational programs

Major Responsibilities

1. Implementing the high school guidance program through classroom guidance, individual and group counseling, and infusion in content areas

   Examples of key duties:

   - conducting guidance activities in classroom settings
   - facilitating the infusion of counseling content into the regular academic curriculum by consulting with teachers and/or acting as resource person for them
   - conducting individual and group counseling sessions based on identified needs

2. Counseling individuals and groups of students toward academic growth and career development

   Examples of key duties:

   - provide orientation activities for students new to the school; participate in orientation programs for incoming ninth graders as well as ninth, tenth, and eleventh graders in the updating of their individual graduation plans
   - guide eleventh and twelfth graders in evaluating their current status and planning their achievement of high school graduation
   - guide twelfth graders in developing and taking appropriate steps toward implementing their postsecondary education and/or career plans by writing college recommendations, and completing applications
   - provide financial aid/scholarship information and resources
   - plan/coordinate/assist in preregistration of ninth, tenth, and eleventh graders for the following year's program
   - collaborate with middle school counselors to effect preregistration of eighth graders for ninth grade
   - interpret standardized test results and information to students, parents, and teachers
   - provide a mechanism for the systematic and efficient dissemination of current, accurate information needed by individual students and/or parents/guardians as they develop education or career plans

3. Counseling individuals and small groups of students toward personal/social and emotional growth

   Examples of key duties:

   - conducting goal-oriented counseling sessions in systematic response to identified needs of individuals or groups of students (recurring topics at the high school level include, but are not limited to, study skills, attendance and behavior concerns, peer concerns, family issues, child abuse, date rape, substance abuse, suicide prevention and intervention, and sexuality issues)

4. Consulting with teachers, staff, and parents regarding the developmental needs of students

   Examples of key duties:

   - participating in student intervention/assessment meetings
   - conducting in-service programs for faculty
   - conducting/facilitating conferences with teachers, students, and parents/guardians
   - conducting or providing opportunities for parent-education programs
   - assisting families with school-related problems
   - serving as a student advocate

5. Referring students to special programs, specialists, and/or community agencies, and consulting with parents regarding referrals when appropriate

   Examples of key duties:

   - consulting with and coordinating in-district and community agencies such as school nurses, administrators, school psychologists, community-based psychologists, service agencies, and physicians
   - consulting with parents/guardians regarding referrals when appropriate

6. Participating in, coordinating, and conducting activities that contribute to the effective operation of the counseling program and school

   Examples of key duties:

   - interpreting group test results for faculty and staff
   - contributing to the school's goals for enhancing education in the building
   - establishing liaisons with the various instructional departments
   - serving as an advocate for groups or individual students as decisions are made that will affect those students
   - working with other school staff in the placement of students with special needs in appropriate programs, including gifted education, special education, and career and technical education opportunities
   - participating as a team member in the district/state testing programs

7. Participating in the intervention-team process and/or the school's student support team

   Examples of key duties:

   - assuming an advocate role in designing, implementing, monitoring, and adjusting education plans for individual students

8. Planning and evaluating the counseling program

   Examples of key duties:

   - reviewing the counseling program annually with administration and other staff; establishing the counseling department's master calendar
   - documenting and evaluating guidance-learning activities as they are implemented
   - completing an annual counseling-program evaluation
   - conduct follow-up studies with recent graduates

9. Pursuing continuous professional growth

   Examples of key duties:

   - attending state and locally sponsored staff development offerings
   - becoming knowledgeable about multicultural and legal/ethical issues in education
   - joining professional associations and reading professional journals
   - contributing to professional literature and/or giving conference presentations
   - attending relevant workshops and conferences sponsored by professional organizations and the South Carolina Department of Education
   - taking postgraduate courses
   - conduct training for staff and other counselors

Organizational Relationships

The high school–level counselor is supervised by the administration, works collaboratively with other counseling staff, and works cooperatively with other school and district staff.

Role of the Counselor in Parent Education

Programs to assist and support parents/guardians in the parenting process are an important part of a school's comprehensive developmental guidance and counseling program. In addition to conducting PTA/PTO presentations and sending communications home, schools can take an active role in this process by offering parent-education opportunities.

One of the ways to aid parents in developing more effective parenting skills is by providing a series of programs about physical and emotional development as essential for learning. Communication and behavior management strategies are also a part of parent education. Parenting-education programs may be structured as panel discussions, discussion groups, or

instructional programs. School counselors must welcome community involvement as a part of this program.

Role of the Counselor in Working with Students with Disabilities

Students with disabilities have a right to, and will benefit from, a well-planned and implemented comprehensive guidance and counseling program. School counselors have an ethical and legal obligation to be knowledgeable of their students' needs and to provide the appropriate programs and services on an equitable basis. School counselors must adhere to both state and federal legislation impacting the education of students with disabilities.

The school counselor's role in serving students with disabilities does not differ from those functions performed for other students. The primary services include classroom guidance, consultation with parents/guardians and teachers of students with disabilities, counseling students, assessment, coordination of services, prevention and intervention, and career development. These services are also inclusive of the comprehensive developmental guidance and counseling program that is provided to all students in prekindergarten through grade twelve.

Through the cooperative effort of counselors, parents/guardians, teachers and support personnel, students with disabilities can be provided a solid foundation that will enhance personal, academic, and career development. As with all students, the counselor's goal is to provide a comprehensive program that increases opportunities for the students to reach their full potential.

Role of the Counselor in Student Discipline

Consultation is one of the key intervention strategies employed by the school counselor to create positive change and facilitate the growth and development of the students served. The counselor serves as an arbitrator between school faculty and students regarding problem situations and relationships in the classroom. A systematic process can be utilized that may include meeting with the school faculty and with the students individually, monitoring progress, and evaluating outcomes.

The school counselor should utilize appropriate school policies to refer the families who need assistance to resources outside the school system. The school counselor may continue to provide ongoing assistance as an advocate for positive student development.

As a student advocate, a school counselor should never be involved in a direct disciplinarian role with students. Such a role is very likely to weaken and constrain any future counseling relationship that a counselor might have with any particular student.

Specific group guidance sessions employed by the school counselor can assist students in their total school adjustment and thus reduce classroom problems. Special small-group counseling sessions may be scheduled as needed for assisting students who exhibit more aggressive behavior.

The following are some examples of counselor intervention strategies that focus on school adjustment and discipline:

- Orientation sessions are conducted at all grade levels to acquaint students with the discipline policy. School counselors emphasize the positive aspects and rewards of acceptable practices in attendance, classroom behavior, and social relationships both inside and outside the school environment.

- Group guidance sessions are held that stress responsible behavior and coping skills.

- Individual sessions are scheduled based on a referral or request from students, parents, teachers, or administrators.

- Follow-up activities with a student returning from a suspension are conducted when requested by school administrators.

- School faculty and staff are informed of appropriate referral procedures.

- Referrals to outside agencies are initiated when appropriate.

- Conferences with parents/guardians, teachers, support staff, and administrators are scheduled when appropriate.

Role of the Counselor in the Implementation of the Education and Economic Development Act

The 2005 Education and Economic Development Act (EEDA) is guidance-driven legislation. Key components of the sixteen counselor-related sections of the legislation include responsibilities for providing a career development plan for prekindergarten through twelfth-grade students; implementing individual graduation plans (IGPs) that integrate academic and career goals of students in grades eight through twelve; providing career awareness and exploration activities that lead to career cluster and major selections by students; supervising career specialists who are funded for employment in middle schools and high schools; and utilizing the South Carolina Comprehensive Developmental Guidance and Counseling Program Model as a guide for all school districts in their development and implementation of a comprehensive guidance and counseling program. Additional details of the counselor-related references in the EEDA can be found in Sections 59-59-20, 40–160, and 200.

Career development is an important function of the entire comprehensive developmental guidance and counseling program. As referenced in Section 59-59-70, school counselors plan, develop, implement, and assess the school guidance and counseling program to support the personal, social, academic, and career development of all students. School counselors coordinate career services and activities with school-based career specialists.

Development of the student's individual graduation plan (IGP) will provide a catalyst for informed decision making for academic and career planning. This process requires the student to plan with the school counselor and in conjunction with other educators. Parent education and involvement is an integral part of the career development process from prekindergarten through grade twelve.

The EEDA requires that school counselors carry out the following responsibilities:

- Counseling students during the ninth, tenth, and eleventh grades to further define their career cluster goals and IGPs and to ensure that before the end of the second semester of the tenth grade, all students have declared an area of academic focus (a major) within the cluster of study.

- Providing guidance activities and career awareness programs throughout high school that combine counseling on career options and experimental learning with academic planning to assist students in fulfilling their IGP.

- Supporting and encouraging the participation of parents/guardians in career planning and the development of the IGPs.

EEDA Requirements for Career Development Process,
Prekindergarten through Grade Twelve

Elementary: Prekindergarten through Grade 5

- Integrate school guidance and counseling program along with career awareness and exploration activities into the curricula for students in the fifth grade.

- Establish a foundation for career planning in grades K–5 that will facilitate a successful transition into the middle grades.

Middle: Grades 6–8

- Provide counseling and career awareness programs on clusters of study for sixth, seventh, and eighth grades; selection of preferred cluster of study; and development of individual graduation plan (IGP).

- Begin in grade six the process of creating and updating developmentally appropriate career plans for students. Parents/guardians, as well as students, must be directly involved in the process.

- Assist students in setting career goals. Before the end of the second semester of the eighth grade, students in consultation with their parents/guardians must select a preferred cluster of study and develop an individual graduation plan (IGP). A certified guidance counselor must sign the IGP.

- Develop strategies to involve parents/guardians in the career guidance process and in facilitating a successful transition into high school

High: Grades 9–12

- High school counselors provide guidelines and curricula that will enable students to complete successfully their IGPs, preparing them for a seamless transition to relevant employment, further training, or postsecondary study.

Role of the Counselor with Career Specialists

The school counselor is the day-to-day supervisor of the EEDA-funded middle school or high school career specialists. The school counselor should

1. be a member of the interview team in the hiring process of the career specialists;

2. establish the role of the career specialist, based on the Code of Ethics of the CDF standards and the thirteen duties listed in the EEDA, in delivering the guidance goals;

3. submit proper forms to the South Carolina Department of Education (SCDE) upon hiring a career specialist;

4. conduct an orientation for the career specialist to the guidance operation and provide the career specialist with adequate resources for the career specialist to carry out the duties;

5. work with the career specialist to plan, coordinate, and write a yearly calendar;

6. provide high-quality professional development for the career specialist to ensure high-quality performance from him or her;

7. include the career specialist in staff meetings for the purpose of integrating the career specialist's work into guidance goals;

8. sign and keep a copy of the accountability reports for the career specialists;

9. inform the SCDE promptly of any change in employment status of the career specialist; and

10. keep the school's principal, school district's director of guidance, and school district's EEDA coordinator informed of the performance of the career specialist.

Career Development Facilitator Certification

Additional information on certification for career specialists is found in Section 59-59-100 of the EEDA: "By the 2006–07 school year, middle schools and by 2007–08 high schools shall provide students with the services of a career specialist who has obtained a bachelor's degree and who has successfully completed the national [Global] Career Development Facilitator (GCDF) certification training or certified guidance counselor having completed the Career Development Facilitator certification training. This career specialist shall work under the supervision of a certified guidance counselor. Each middle and high school shall have a student-to-guidance personnel ratio of three hundred to one. Guidance personnel include certified school guidance counselors and career specialists."

A career development facilitator must be certified and recognized by the National Career Development Association. Both the school-based middle and high school career specialists and the regionally based career specialists who provide career services to school districts must hold both a bachelor's degree and Global Career Development Facilitator (GCDF) certification from the Center for Credentialing and Education (CCE). An individual who has previously earned the CCE's Career Development Facilitator (CDF) certification is not required to obtain the GCDF certification.

- An individual who holds a bachelor's degree but has not completed the required 120 hours of classroom training in the GCDF competency areas may be hired as a school-based or regionally-based career specialist in the South Carolina public school system if he or she (1) meets the required combination of education and experience specified by the CCE and (2) secures a two-year provisional status letter from the CCE. If approved for provisional status by the CCE, the individual has two years to complete the required training.

- A school-based or regionally based career specialist who received a provisional status letter from the CCE can use the GCDF designation during the provisional time period but will not receive a certificate until he or she has met all requirements for full certification.

If the individual who was hired with a provisional status fails to complete the requirements for the GCDF credential within the two-year period, the district will no longer receive state funding for that person.

- An individual holding a bachelor's degree who has completed the required 120 hours of classroom training through a CCE-approved provider but is lacking field experience in the GCDF competency areas may be hired as a school-based or regionally-based career specialist in the South Carolina public school system if he or she fully documents the required field-experience hours within two years.

Full information on the process and requirements for obtaining GCDF certification is available for the CCE online at http://www.cce-global.org/

EEDA SECTION 59-59-105. Duties of career specialists.

An individual employed by school districts to provide career services pursuant to Section 59-59-100 shall work to ensure the coordination, accountability, and delivery of career awareness, development, and exploration to students in kindergarten through twelfth grade. To ensure the implementation and delivery of this chapter, this individual shall:

(1) coordinate and present professional development workshops in career development and guidance for teachers, school counselors, and work-based constituents;

(2) assist schools in promoting the goals of quality career development of students in kindergarten through twelfth grade;

(3) assist school counselors and students in identifying and accessing career information and resource material;

(4) provide educators, parents, and students with information on career and technology education programs offered in the district;

(5) support students in the exploration of career clusters and the selection of an area of academic focus within a cluster of study;

(6) learn and become familiar with ways to improve and promote career development opportunities within the district;

(7) attend continuing education programs on the certified career development facilitator curriculum sponsored by the State;

(8) assist with the selection, administration, and evaluation of career interest inventories;

(9) assist with the implementation of the district's student career plan or individual graduation plan;

(10) assist schools in planning and developing parent information on career development;

(11) coordinate with school counselors and administration career events, career classes, and career programming;

(12) coordinate community resources and citizens representing diverse occupations in career development activities for parents and students; and

(13) assist with the usage of computer assisted career guidance systems.

Additional EEDA Requirements

1. School districts must deliver a career guidance program model or prototype that is either developed by or approved by SCDE. Information on the South Carolina Career Guidance and Counseling Model is available at the SCDE website. The site includes career resources, lesson plans, and "Standards and Competencies Indicators" to support school districts in delivering an effective career guidance program for students from prekindergarten through grade twelve.

2. School districts must make available to all students a comprehensive system of academic guidance and career development that includes career awareness, career exploration and career preparation.

3. School districts must provide sequential curriculum activities that relate directly to lifelong career development, the career decision-making process, and integration of career development and choices (career awareness/career exploration/career preparation). Standards-based curriculum activities, educational opportunities, career information resources, and career development programs must be developmentally appropriate in prekindergarten-through-twelfth-grade subject areas.

4. School districts must seek the active participation of school personnel, parents/guardians, community members, and representatives from business and industry in the career development of students. Appropriate career decision-making information must be disseminated to these groups in the effort to develop their understanding and involvement and to gain their input.

5. School districts must emphasize and promote the participation of all students in career development activities regardless of their race, color, national origin, sexual orientation, or disability.

6. School districts must adhere to the American School Counselor Association (ASCA) guidelines regarding appropriate duties for school guidance counselors. The activities of these professionals must be limited to guidance and counseling and must not include such administrative tasks as those enumerated by the ASCA.

SECTION IV

Guidance Curriculum Standards for Student Development

The purpose of a comprehensive developmental guidance and counseling program in a school setting is to promote and enhance the learning process. To that end, a comprehensive developmental guidance and counseling program facilities student development in three broad areas.

LEARNING TO LIVE *(Personal/Social Development)*

The development of personal/social standards is an integral part of an individual's pursuit of success in life. To understand and respect self, relate positively to others, make informed and safe decisions, cope effectively with change, and become responsible citizens are essential to this process.

The content standards for personal/social development provide the foundation for personal growth. They enhance the personal, social, educational, and career development of the individual. Students acquire skills to foster relationships with self, others, the family and the community.

LEARNING TO LEARN *(Academic Development)*

The development of academic and educational standards is an integral part of an individual's pursuit of life-long learning. Being able to achieve educational success, identify and work toward goals, manage information, organize time, and locate resources are essential to this process.

The content standards for academic development guide the student to get the most out of each learning situation. The student experiences success and maximizes educational potential through effort and commitment to producing high quality work. Academic development includes desired learning goals that require the student to have a command of decision-making, problem-solving, goal-setting, critical thinking, logical reasoning, and interpersonal communication skills.

LEARNING TO WORK *(Career Development)*

The development of career standards is an integral part of an individual's pursuit of success in the world of work. Being able to develop the knowledge and skills to make realistic career plans, make a successful transition from school to work, achieve interdependence, and compete in a global economy are essential to this process.

The content standards for career development provide the foundation for the development of skills that assist students in making a successful transition from school to the world of work, and from job-to-job, across the life career span.

Student Standards Organized by Student Development Areas

Standards in the Learning to Live (Personal/Social Development) area provide the foundation for personal growth and enhance the academic and career development of the student in prekindergarten through grade twelve.

LEARNING TO LIVE
(Personal/Social Development)

Students will understand and appreciate self.

Students will understand and respect others.

Students will understand and appreciate home and family.

Students will develop a sense of community.

Students will make decisions, set goals, and take actions.

Students will develop safety and survival skills.

The Learning to Learn (Academic Development) area includes standards that require students in prekindergarten through grade twelve to have a command of decision-making, problem-solving, goal-setting, critical thinking, logical reasoning, and interpersonal communication skills.

Standards in this area guide the student to maximize each learning situation. The student experiences success and enhances educational potential through effort and commitment to producing high-quality work.

LEARNING TO LEARN
(Academic Development)

Students will develop personal qualities that contribute to being an effective learner.

Students will employ strategies to achieve school success.

Students will understand the interrelationship among life in the school, home, community, and society as a whole.

Business and industry recognize the need for students to make successful transitions from school to work. Whether students choose to continue their education after high school or enter the work force, essential employment skills are necessary. The Learning to Work (Career Development)

area includes standards that target a positive attitude toward work. This area emphasizes the development of skills that will enable students in prekindergarten through grade twelve to make a successful transition from school to the world of work, and from job to job, across the life career span.

LEARNING TO WORK
(Career Development)

Students will understand the relationships among personal qualities, education and training, and the world of work.

Students will demonstrate decision-making, goal-setting, problem-solving, and communication skills.

Students will explore careers and the connection of school to work.

Students will demonstrate a positive attitude toward work and the ability to work together.

Students will understand how community awareness relates to work.

STANDARDS AND COMPETENCY INDICATORS

Prekindergarten through Grade Two

Standard	Competency Indicator
LEARNING TO LIVE	
Students will understand and appreciate self.	◆ Recognize and identify their feelings ◆ Identify ways to express their feelings appropriately ◆ Recognize their unique personal characteristics ◆ Identify their individual strengths
Students will understand and respect others.	◆ Describe the similarities and differences among others ◆ Identify the feelings of another person ◆ Identify ways to make and keep friends ◆ Exhibit appropriate communication skills ◆ Identify and model skills for conflict management
Students will understand and appreciate home and family.	◆ Identify and recognize family roles and responsibilities ◆ Recognize diversity in family structures ◆ Identify appropriate skills for positive family relationships
Students will develop a sense of community.	◆ Identify the need for and explain the importance of rules ◆ Identify rules for group participation ◆ Exhibit cooperation with others in work and play ◆ Demonstrate effective listening skills ◆ Recognize diversity in society
Students will make decisions, set goals, and take actions.	◆ Recognize choices that students make ◆ Make simple choices ◆ Explain the importance of making decisions ◆ Describe how choices and consequences are related ◆ Set goals in work and play
Students will develop safety and survival skills.	◆ Identify appropriate and inappropriate touching ◆ Explain the importance of physical activity ◆ Describe personal safety habits ◆ Identify resource people in the school and community ◆ Explain how to seek the help of resource people in the school and community

STANDARDS AND COMPETENCY INDICATORS

Prekindergarten through Grade Two

Standard	Competency Indicator
LEARNING TO LEARN	
Students will develop personal qualities that contribute to their being an effective learner.	◆ Describe the importance of coming to school ◆ Exhibit effective learning habits and expectations ◆ Identify their individual strengths ◆ Describe tasks they can accomplish without help ◆ Describe the tools they need to do their work at school
Students will employ strategies to achieve school success.	◆ Set school achievement goals ◆ Cooperate with others ◆ Describe the process of completing a school assignment
Students will understand the interrelationship among life in the school, home, community, and society as a whole.	◆ Describe people whom they enjoy being with at school, at home, and in their neighborhood ◆ Describe why school and work are important ◆ Describe how work relates to the needs and functions of society
LEARNING TO WORK	
Students will understand the relationships among personal qualities, education and training, and the world of work.	◆ Identify different kinds of work ◆ Recognize that men and women can have the same work ◆ Recognize and identify workers in various work settings ◆ Identify the work and work related skills of family members
Students will demonstrate decision-making, goal-setting, problem-solving, and communications skills.	◆ Recognize the importance of making decisions ◆ Recognize the importance of setting goals ◆ Make simple decisions using a problem-solving approach ◆ Understand how choices and consequences are related
Students will explore careers and the connection of school to work	• Identify careers and career clusters in the community • Distinguish which work activities in the school environment are done by specific people • Describe what they like to do and why
Students will demonstrate a positive attitude toward work and the ability to work together.	• Describe good work habits • Develop an awareness of the importance of personal responsibility and effective work habits
Students will understand how community awareness relates to work.	• Describe responsibilities one has at home and school • Describe how work and careers relate to the needs of their community

STANDARDS AND COMPETENCY INDICATORS

Grade Three through Grade Five

Standard	Competency Indicator
LEARNING TO LIVE	
Students will understand and appreciate self.	• Describe positive characteristics about self • Display self control and individual responsibility • Recognize and explain "personal boundaries," rights, and needs
Students will understand and respect others.	• Respect similarities/differences among others • Talk about making and keeping a friend • Model effective communication and conflict resolution skills
Students will understand and appreciate home and family.	• Explain the responsibilities of each of his or her family members • Explain necessary skills for family harmony
Students will develop a sense of community.	• Identify the roles of the community • Demonstrate cooperative behavior in groups • Demonstrate ways to listen and express feelings that enhance effective communication • Identify and learn about various cultural groups in a community
Students will make decisions, set goals, and take actions.	• Demonstrate the use of decision-making, goal-setting, and problem-solving skills • Identify possible solutions to a problem • Explain effective coping skills for dealing with problems • Identify consequences of making appropriate and inappropriate decisions
Students will develop safety and survival skills.	• Identify and explain appropriate and inappropriate touching • Identify the role of resource people in the home, school, and community • Learn how to seek the help of resource people in the home, school, and the community • Practice personal safety habits • Explain the effects of unsafe substances
Students will develop personal qualities that contribute to being an effective learner.	• Explain why listening is important in learning • Describe the responsibilities of students in the learning process • Describe types of situations that make learning easy and/or difficult • Recognize that people learn in different ways
Students will employ strategies to achieve school success.	• Set short and long term goals • Practice ways of effective communication with friends and acquaintances • Develop and apply listening speaking, and writing skills necessary for academic success
Students will understand the interrelationship among life in the school, home, community, and society as a whole.	• Describe the benefits of learning both in and out of school • Relate skills and hobbies to career choices

STANDARDS AND COMPETENCY INDICATORS

Grade Three through Grade Five

Standard	Competency Indicator
LEARNING TO LEARN	
Students will develop personal qualities that contribute to being an effective learner.	◆ Explain why listening is important in learning ◆ Describe the responsibilities of students in the learning process ◆ Describe types of situations that make learning easy and/or difficult ◆ Recognize that people learn in different ways
Students will employ strategies to achieve school success.	◆ Set short and long term goals ◆ Practice ways of effective communication with friends and acquaintances ◆ Develop and apply listening, speaking, and writing skills necessary for academic success
Students will understand the interrelationship among life in the school, home, community, and society.	◆ Describe the benefits of learning both in and out of school ◆ Relate skills and hobbies to career choices
LEARNING TO WORK	
Students will understand the relationships among personal qualities, education and training, and the world of work.	• Explore career interests and related occupations • Explore nontraditional career choices • Explore personal skills and talents
Students will demonstrate decision-making, goal-setting, problem-solving, and communication skills.	• Demonstrate the use of decision-making problem-solving, and goal-setting skills • Identify possible solutions to a problem • Develop effective coping skills for dealing with problems • Identify the consequences of making appropriate and inappropriate decisions
Students will explore careers and the connection of school to work.	• Identify career clusters • Identify and describe skills learned in school that are applied at home and in the community • Identify resources for career planning • Identify how personal activities and interests influence career choices • Explain the relationship of school to future careers • Explain why people choose certain careers and leisure activities • Recognize that flexibility in career choices is encouraged in the career planning process
Students will demonstrate a positive attitude toward work and the ability to work together.	• Demonstrate the personal qualities of responsibility, dependability, punctuality, honesty, loyalty, and integrity in the workplace • Demonstrate cooperative work habits in a group • Demonstrate being a positive team member
Students will understand how community awareness relates to work.	• Describe how parents/guardians, relatives, adult friends, and neighbors can assist in the career decision-making process • Describe products and services of businesses/industries in the local community

STANDARDS AND COMPETENCY INDICATORS

Grades Six through Eight

Standard	Competency Indicator
LEARNING TO LIVE	
Students will understand and appreciate self.	◆ Demonstrate positive personal characteristics ◆ Recognize and explain the relationship of physical, emotional, and intellectual changes and the effects on self-concept and behavior ◆ Utilize the knowledge and skills to maintain personal health and hygiene ◆ Distinguish between appropriate and inappropriate behaviors
Students will understand and respect others.	◆ Recognize that all people have rights and responsibilities ◆ Define and explain the influence of attitudes and behaviors on peer and adult relationships ◆ Identify and use effective communication skills and cooperation with peers and adults ◆ Recognize and respect individual differences
Students will understand and appreciate home and family.	◆ Recognize ways in which family relationships and roles influence attitude, behaviors, emotions, and interests ◆ Practice effective ways to get along with family
Students will develop a sense of community.	◆ Identify resource people in the school and the community and know how to seek help ◆ Demonstrate an understanding of diverse cultures ◆ Seek opportunities to participate in community service
Students will make decisions, set goals, and take actions.	◆ Apply effective problem-solving and decision-making skills to make appropriate and responsible choices
Students will develop safety and survival skills.	◆ Demonstrate knowledge of the effects of substance abuse Identify the effects of stress and effective skills to manage it

STANDARDS AND COMPETENCY INDICATORS

Grades Six through Eight

Standard	Competency Indicator
LEARNING TO LEARN	
Students will acquire knowledge, skills, and attitudes that contribute to effective learning in school and across the life span.	◆ Develop personal capabilities for working in teams as well as independently ◆ Demonstrate decision-making and goal-setting skills ◆ Recognize how studying and attitude influence learning achievement ◆ Use cooperation in learning activities involving others ◆ Recognize the influences of character traits on career and educational choices
Students will employ strategies to achieve school success.	◆ Locate and use available academic resources and information (e.g., computer, books, television, teachers) ◆ Increase knowledge of personal interests and abilities ◆ Apply effective study skills for different types of learning and testing situations ◆ Develop an academic and career plan to be reviewed each year
Students will understand the relationship of academics to the world and to life at home and in the community.	◆ Explain the value of cooperation and teamwork and display the ability to work in teams as well as independently ◆ Demonstrate the role of a good citizen through participation in activities that have a positive impact in the school and the community ◆ Describe the relationship between work and learning and the importance of lifelong learning ◆ Explain how educational performance relates to achievement of goals ◆ Seek and participate in co-curricular or extracurricular and community opportunities to enhance the school learning experience

STANDARDS AND COMPETENCY INDICATORS

GRADES SIX THROUGH EIGHT

Standard	Competency Indicator
LEARNING TO WORK	
Students will understand the relationships among personal qualities, education and training, and the world of work.	◆ Explain how responsibility, attendance, and punctuality in school relate to the world of work ◆ Identify aptitudes, interests, and strengths through career assessments ◆ Explain the relationship between personal qualities, school success, lifestyle, and career choices ◆ Identify a variety of traditional and nontraditional careers
Students will demonstrate decision-making, goal-setting, problem-solving, and communication skills.	◆ Identify strategies for managing personal resources (e.g., talents, time, money) to achieve career goals ◆ Demonstrate decision-making skills used to develop career-education paths ◆ Practice effective listing and communication skills ◆ Identify secondary and postsecondary opportunities in local community
Students will explore careers and the connection of school to work.	◆ Identify the education, career resources, and training opportunities needed to achieve career goals ◆ Explain awareness of career choices through job shadowing or mentoring experiences ◆ Explore career choices and career clusters to develop realistic career goals ◆ Develop decision-making skills to select a career/education path and complete an individual graduation plan for grade eight ◆ Identify the need for balance among school, work, and leisure time
Students will demonstrate a positive attitude toward work and the ability to work together.	◆ Define the importance of responsibility, dependability, punctuality, and integrity in the workplace ◆ Explain the importance of interpersonal relationships ◆ Respect the individual differences in the workplace
Students will understand how community awareness relates to work.	◆ Identify sources of employment in the community ◆ Explain how economic development influences employment

STANDARDS AND COMPETENCY INDICATORS

Grades Nine through Twelve

Standard	Competency Indicator
LEARNING TO LIVE	
Students will understand and appreciate self.	◆ Demonstrate a positive attitude ◆ Apply appropriate ways to handle experiences and daily problems of life ◆ Distinguish between appropriate and inappropriate behaviors ◆ Demonstrate self-control ◆ Describe personal attitudes and beliefs ◆ Identify and appreciate the physical, emotional, and intellectual factors that influence self-concept ◆ Become aware of change as a part of growth ◆ Understand interests, abilities, aptitudes, and limitations are components of personal uniqueness
Students will understand and appreciate home and family.	◆ Recognize and explain differences and similarities within family units ◆ Identify rights and responsibilities that parents and children have as family members ◆ Analyze and evaluate the role of the family in personal development
Students will develop a sense of community.	◆ Demonstrate ways to recognize and respect differences in communities ◆ Recognize that all people have rights and responsibilities ◆ Recognize and accept opportunities to participate in community service
Students will make decisions, set goals, and take action.	◆ Demonstrate and analyze decision-making, problem-solving, and goal setting processes ◆ Understand consequences of decisions and choices ◆ Practice effective coping skills for dealing with problems ◆ Know when, where, and how to seek help for solving problems and making decisions ◆ Apply effective problem-solving and decision-making skills to make safe and healthy choices
Students will understand safety and survival.	◆ Recognize and practice appropriate skills when rights and personal privacy are threatened ◆ Identify resources in the school and community, and know how to seek their help ◆ Apply knowledge about the emotional and physical dangers of substance abuse ◆ Demonstrate appropriate assertive skills when faced with peer pressure ◆ Explain the causes of stress and demonstrate ways of managing it ◆ Demonstrate ways for using coping skills in managing life events

STANDARDS AND COMPETENCY INDICATORS

Grades Nine through Twelve

Standard	Competency Indicator
LEARNING TO LEARN	
Students will acquire knowledge, skills, and attitudes that contribute to effective learning in school and across the life span.	◆ Demonstrate how to accept responsibility for actions ◆ Examine how prejudices are formed and explore their consequences ◆ Demonstrate personal skills, attitudes, and behaviors that facilitate learning ◆ Display cooperation in learning and in responding to adult leadership ◆ Evaluate how effective study efforts can contribute to success in school ◆ Display positive interest in learning and work ◆ Explain and analyze how successes and mistakes are a natural part of the learning process ◆ Update and revise individual graduation plans (IGPs) for choosing postsecondary opportunities that support careers and match interests, opportunities, and abilities
Students will employ strategies to achieve school success.	◆ Establish and practice realistic academic goals ◆ Analyze ways to demonstrate the relationship between classroom performance and school success ◆ Learn and apply higher-level thinking skills in learning processes ◆ Utilize assessment tools for educational and career goal setting ◆ Analyze how current educational performance will enhance or hinder the attainment of desired goals ◆ Identify available resources. Learn and apply effective study and work skills ◆ Improve study skills and apply them to new learning situations ◆ Develop and demonstrate time management skills, and maintain a balance between academic responsibilities, extracurricular activities, and family life ◆ Evaluate how effective study skills can contribute to effective work habits in the future
Students will employ strategies to achieve school success.	◆ Update and refine the program of study annually ◆ Practice problem-solving and decision-making skills to assess progress toward educational goals ◆ Analyze and evaluate postsecondary options that support interests, achievement, aptitude, and abilities Apply knowledge of aptitudes and interest to goal-setting
Students will understand the relationship of academics to the world of work and to life at home and in the community.	◆ Recognize and demonstrate the relationship between learning and work ◆ Identify and participate in community experiences that enhance academic learning ◆ Describe how school success prepares one to make the transition from student to community member ◆ Describe how school success enhances future career opportunities ◆ Identify and evaluate alternatives, gather information on choices and evaluate how those alternatives or choices may affect their future decision and goals

STANDARDS AND COMPETENCY INDICATORS

Grade Nine through Twelve

Standard	Competency Indicator
LEARNING TO WORK	
Students will understand the relationships among personal qualities, education and training, and the world of work.	◆ Demonstrate a positive attitude toward learning and work ◆ Demonstrate an awareness of personal abilities, skills, interests, and motivations ◆ Identify the relationship between educational achievement and career planning ◆ Describe how personal qualities relate to achieving educational and career goals ◆ Be aware that work can help one to achieve personal success ◆ Identify how personal preferences and interests influence career choices and success ◆ Demonstrate a positive attitude toward learning and work ◆ Demonstrate the importance of dependability, integrity, punctuality, and interpersonal skills in the work environment ◆ Be aware of the continuous change of non-traditional roles and how this relates to career choices ◆ Demonstrate how personal skills, interests, abilities, and aptitudes may affect future career decisions
Students will demonstrate decision-making, goal-setting, problem solving, and communication skills.	◆ Apply decision-making processes to real-life situations ◆ Demonstrate effective communication skills ◆ Identify ways that the changing workplace requires lifelong learning and upgrading of skills ◆ Apply decision-making skills to career choices ◆ Utilize job readiness skills to seek employment opportunities ◆ Demonstrate the importance of planning and goal-setting ◆ Develop an educational plan to support career goals ◆ Demonstrate marketable skills for employment
Students will explore careers and the connection of school to work.	◆ Apply decision-making skills to career planning ◆ Demonstrate awareness of the career planning process ◆ Identify the transition and transfer of skills from school to work ◆ Utilize time management skills to balance school, work and leisure activities ◆ Become aware of the education, skills, and training needed to achieve career goals ◆ Develop skills to locate, evaluate, and interpret career information ◆ Identify ways in which individual abilities, interests, work values, and personality traits influence career options ◆ Identify ways in which occupations can be organized into career clusters ◆ Become aware of resources for obtaining information about career clusters ◆ Participate in a work-based exploration experience
Students will demonstrate a positive attitude toward work and the ability to work together.	◆ Demonstrate effective listening and communication skills ◆ Interact positively with peers and adults ◆ Demonstrate the interpersonal skills required for working with/for others. ◆ Respect and understand individual uniqueness ◆ Learn responsible behavior skills ◆ Demonstrate the importance of managing feelings ◆ Demonstrate the importance of working cooperatively with others at home, in school, and in the work environment ◆ Identify the rights and responsibilities of employers and employees ◆ Demonstrate how to use conflict management skills with peers and adults ◆ Acquire employability (SCANS) skills necessary to obtain and maintain jobs
Students will understand the relationship between community and work.	◆ Identify how economic and societal needs influence the nature and structure of work ◆ Identify ways in which the needs of the community influence the supply and demand of goods and services and how they affect employment ◆ Identify how occupational and industrial trends relate to training and employment ◆ Become aware of the products and services utilized by local employers ◆ Understand how community awareness relates to work

School Guidance and Counseling Program Accountability

Accountability Rationale

Throughout the last decade, educators, policy makers, community groups, business leaders and parents have worked diligently to reform and improve K–12 education. With this reform, accountability has become the driving force for the current educational agenda. New accountability standards require all educators, including school guidance counselors, to systematically collect, analyze, and use data to identify student achievement levels and develop effective strategies to enhance the overall success of students.

Previous school counselor accountability measures focused on time and task analysis (numbers of students counseled, small groups conducted, classroom guidance lessons delivered, etc.). However, no measurable data that reflects the impact of these services has been collected to show the correlation of guidance services to student achievement. The twenty-first-century school counselor must be seen as a highly visible and proactive professional directly involved in student development and achievement. Most importantly, as an integral member of the school team, school counselors share in the accountability for school improvement and are directly involved in the achievement of identified student goals and outcomes.

Guidelines for Implementing an Accountability Plan

Step 1: Connect your work to your school's mission statement.

Step 2: Identify critical data elements such as grades, test scores, attendance, promotion rates, and postsecondary acceptance rates. As you begin this process, it may be wise to target one area initially and others as the process continues.

Step 3: Analyze the data to identify the current status and problem areas. This will assist you in identifying your accountability goal. It may be necessary to analyze the data in specific areas such as race, ethnicity, gender, or socio-economic status.

Step 4: Use the analysis of the data and identification of accountability goals as a basis for the development of an action plan. Developing an action plan involves school counselors collaborating with other stakeholders and avoiding tackling issues in isolation. Unite with stakeholders to develop and implement strategies to move critical data elements in a positive direction.

Step 5: Reanalyze and refocus to determine whether you met your targeted results. This process may include setting new targets, adding new strategies, and replicating what was successful. Stakeholders will examine what efforts worked well, and what strategies need to be modified, adjusted, or perhaps changed altogether. The next steps will be to revise the action plan for the following year and to continue to move critical data elements in a positive direction.

Step 6: Publicize the results of an effective school counseling program—a vital step in the accountability process and key to garnering support for your program. This can be a time to celebrate success and recognize and applaud your partnerships. Through this education, stakeholders will have a deeper understanding about the contributions of the school counseling program focused on student achievement.

SCHOOL GUIDANCE AND COUNSELING
ACCOUNTABILITY PLAN

Name and Address of School _____

_____

_____

Phone _____ **Fax** _____

Principal _____

Name of Counselor(s) Leading the Initiative: _____

_____

Enrollment: _____

School Demographics:
(Use percentages)

___ **Caucasian/Non-Hispanic**

___ **African American Multiracial**

___ **Hispanic**

___ **Free/reduced lunch**

___ **ESOL**

___ **Exceptional Student Education/Special Education**

Mission: *Connect your work to your school's mission in keeping with the ASCA or the South Carolina Comprehensive Developmental Guidance and Counseling Program Model.*

Analyze School Data: *In collaboration with school administration and stakeholders; identify problem areas using all available school data critical to progress of students. (Examples: Attendance, discipline referrals, test scores, school climate, drop out rates, etc.)*

Goal: *How does your role as the school counselor impact the critical needs of your school? Select one critical need based upon data. Identify the baseline. Set a goal.*

External variables: *Identify external factors (positive and/or negative) that may impact this goal.*

Strategies *Using the four-block model below identify strategies to accomplish your goal.*

Guidance Curriculum *Standards Based—Provides guidance content in a systematic way to all students through classroom and/or group activities.*	**Individual Planning** *Assists students in monitoring and understanding their development for next-step decisions.*
Responsive Services *Addresses immediate concerns of students.*	**System Support** *Includes program and staff support activities and services.*

Refer to state model for suggested distribution of total counselor time.

Results

Restate baseline data	Results (data now)	Met Goal?

Evaluate

Which strategies had a positive impact on the data?

Which strategies should be replaced, changed, added?

How did your role as a school counselor and your goal contribute to systemic change(s) in your school?

School Counselor Signature _____ Date _____

Principal _____ Date _____

Assessment Tools

The program-assessments and forms that appear on the following pages are tools that are integral components of the ongoing evaluations of guidance and counseling programs as well as the appraisal of program and student needs. These forms have been provided by school counselors, and are organized by elementary, middle, and high school levels, and include student, parent, and teacher surveys. Adapt the surveys in ways that best meet the needs of your program and population.

STUDENT GUIDANCE EVALUATION / NEEDS ASSESSMENT

ELEMENTARY SCHOOL_____ GRADE LEVEL_____DATE_____

	Yes	NO	NOT SURE
1. Do you know who your guidance counselor is?			
2. Do you know where your counselor's office is located?			
3. Have you ever talked with your counselor by yourself?			
4. Have you ever talked with your counselor in a small group?			
5. Does your counselor come to your classroom and talk to all of the class?			
6. Does your counselor honor confidentiality?			
7. Do you think the counselor helps people solve problems?			
8. If you had a problem that the counselor could help you with, would you feel comfortable asking them for help?			
9. Do you think your teachers and the counselor work together to try to help you?			
10. Do you know how to make an appointment to see your counselor?			
11. Have your parents ever talked with the counselor about you?			
12. Does your teacher send you or your classmates to talk with the counselor about a problem?			
13. Do you know what your counselor does at your school?			
14. If you talked with your counselor in a small group this year, would you like to be in a small group next year?			

STUDENT GUIDANCE EVALUATION / NEEDS ASSESSMENT

ELEMENTARY SCHOOL_____ GRADE LEVEL_____DATE_____

What things would you like for your counselor to talk to **your class** about next year?

What things would you talk to your counselor about **by yourself?**

Is there anything else that you would like to say about your counselor or the guidance program?

STUDENT NEEDS ASSESSMENT

GRADE _____ STUDENT_____DATE_____

	Very Much	A Little	Not Very Much	Not at All
1. Do you feel that you need help to:				
A. Understand what your teacher wants?				
B. Get along with your teacher?				
C. Improve your study habits?				
D. Learn to take tests?				
2. Do you ever wonder:				
A. What abilities you have?				
B. Why you daydream?				
C. Why you get bored?				
D. Why you have to go to school?				
3. Could you use some help:				
A. Understanding why parents make rules?				
B. Getting along with your parents?				
C. Getting along with your brothers and sisters?				
D. Doing your jobs at home?				
4. Do you have trouble making friends?				
If you do have trouble making friends, is it because:				
A. Other kids tease you?				
B. You are shy?				
C. You misbehave in school?				
D. You are uncertain how to handle certain situations?				
5. Are you unhappy because:				
A. You are too short, fat, tall, or thin?				
B. Your parents don't pay enough attention to you?				
C You get sick a lot?				
D. You don't think you are smart enough?				
E. You aren't good enough in sports?				
6. Would you like to talk with me privately?				

If so, sign your name _____

STUDENT NEEDS ASSESSMENT

GRADE _____ STUDENT_____DATE_____

Circle Your Grade: K 1 2

This is a sad face Circle this for a **NO** or a **sad feeling**.		
This is happy face Circle this for a **YES** or a **happy feeling**.		
1. Do you know who your guidance counselor is?		
2. Do you know where your counselor's room is located?		
3. Have you ever talked with your counselor by yourself?		
4. Does your counselor come to your classroom and talk to all of the class?		
5. This is how I feel about coming to school		
6. Most of the time this is the way I feel about myself		
7. This is how I feel about making friends		
8. This is how other children feel about me		
9. This is how I feel about talking with my teacher		
10. This is how I feel about talking with my counselor		

STUDENT ASSESSMENT OF THE ELEMENTARY SCHOOL GUIDANCE PROGRAM
_____ELEMENTARY SCHOOL DATE_____

Name: (optional) _____

Circle Your Grade: 3 4 5

Directions: The school counselors would like you to answer the following questions. Please respond honestly to the statements listed below.

	Yes	No	Not Sure
1. I know my counselor's name.	☐	☐	☐
2. I know where to find my counselor's office.	☐	☐	☐
3. I know how to make an appointment with my counselor.	☐	☐	☐
4. My counselor schedules an appointment with me soon after I ask for one.	☐	☐	☐
5. My counselor honors confidentiality.	☐	☐	☐
6. My counselor helps me solve problems.	☐	☐	☐
7. I feel comfortable asking my counselor for help.	☐	☐	☐
8. My parent(s) encourage me to talk to my counselor.	☐	☐	☐
9. My teacher sends me and my classmates to talk with my counselor about problems.	☐	☐	☐
10. I know what my counselor's role is at school.	☐	☐	☐

Directions: Place an X in the space in front of the topics for which you would like more information.

_____Friendship problems **_____Dealing with Peer pressures**

_____Conflict Resolution/Anger Management **_____Family Issues**

_____Dealing with Grief/Loss **_____Bullying**

_____Time Management **_____Study Skills**

What things would you like to talk to your counselor about by yourself?

_____

_____

Is there anything else you would like to say about your counselors or the guidance program?

_____

_____

THANK YOU FOR YOUR HELP AND PARTICIPATION!

PARENT ASSESSMENT OF THE ELEMENTARY SCHOOL GUIDANCE PROGRAM
_____ELEMENTARY SCHOOL DATE_____

Name: (optional) _____

Circle Your Child's Grade: K 1 2 3 4 5

Directions: The guidance department would appreciate your input in helping us to provide the best services to our students. Please respond honestly to the statements listed below.

		YES	NO	N/A
1.	I know the name of my child's guidance counselor.	☐	☐	☐
2.	I know where the guidance office is located in my child's school.	☐	☐	☐
3.	I know how to contact my child's counselor.	☐	☐	☐
4.	I have had communication with my child's guidance counselor.	☐	☐	☐
5.	I feel comfortable talking with my child's guidance counselor about issues and concerns.	☐	☐	☐
6.	My child's counselor listens and treats me with respect.	☐	☐	☐
7.	My child's counselor provides resources and information to me as a parent.	☐	☐	☐
8.	I am aware that the counselor talks with my child during classroom guidance lessons, in small counseling groups, and/or alone. .	☐	☐	☐
9.	My child talks at home about the school counselor.	☐	☐	☐
10.	Guidance services have been helpful to my child.	☐	☐	☐

PLEASE CIRCLE YOUR OVERALL IMPRESSION OF GUIDANCE SERVICES IN OUR SCHOOL.

Excellent Good Average Poor No Opinion

Directions: Place an X in the space in front of the parent education topics that are of interest to you.

_____helping my child deal with stress

_____helping my child deal with grief and loss

_____motivating my child to achieve

_____teaching my child to behave responsibly

_____effective discipline with my child

_____helping my child with divorce and separation

_____single parenting

_____helping my child live in a blended family

_____drug awareness

_____other

Comments: _____

_____

I prefer to attend workshops during the school day _____; at night _____; not at all _____

THANK YOU FOR YOUR HELP AND PARTICIPATION!

PARENT SURVEY
ELEMENTARY GUIDANCE PROGRAM

This survey has been designed to assist the guidance counselors in improving and making our program more effective. Please complete the form and return it to your child's teacher _____. Thank you for your time and ideas!

GRADE LEVEL OF YOUR CHILD(REN)_____ TEACHER_____

Yes	No	Don't Know	
			1. I am aware that there is a school counselor at my child's school.
			2. I understand what the school counselor does.
			3. I would like to know more about the services the school counselor provides.
			4. I am aware that the counselor talks with students during classroom guidance lessons, in small counseling groups, and/or alone.
			5. My child talks at home about the school counselor.
			6. My child's school counselor provides resources and information to me as a parent.
			7. If I had a concern about any problems that my child was having at school, I would feel free to contact the counselor.
			8. I have encouraged my child to talk with the school counselor.
			9. My child has talked this year with the school counselor about a concern.

Do you have any comments, suggestions, or questions regarding the guidance program or counselor? Your ideas are welcome!

TEACHER ASSESSMENT OF THE ELEMENTARY SCHOOL GUIDANCE PROGRAM
_____ELEMENTARY SCHOOL DATE_____

Name: (Optional) _____Grade Level: _____

The Guidance Department is interested in your responses to the effectiveness of the guidance program. Please respond to the following statements honestly. The information will be helpful in evaluating the direction of the guidance program in our school.

		YES	NO	N/A
1.	I know the names and student assignments of our school's guidance counselors.	☐	☐	☐
2.	I know how to contact the guidance office.	☐	☐	☐
3.	I understand the procedures for students to access guidance services.	☐	☐	☐
4.	Counselors are available to discuss issues relative to students I teach.	☐	☐	☐
5.	Counselors communicate frequently with staff and parents about guidance services.	☐	☐	☐
6.	Counselors contribute constructive information and suggestions that support me as a teacher.	☐	☐	☐
7.	Classroom guidance lessons have been beneficial for my students. .	☐	☐	☐
8.	The guidance and counseling programs have a positive impact on student behavior and performance.	☐	☐	☐
9.	Counselors respond to student and staff needs in a timely way.	☐	☐	☐
10.	Counselors are effective with parents.	☐	☐	☐

PLEASE CIRCLE YOUR OVERALL IMPRESSION OF GUIDANCE SERVICES IN OUR SCHOOL.

Excellent Good Average Poor No Opinion

Place an X in front of the classroom guidance topics that you feel are most important to your grade level.

____behavior control **____interpersonal relationships** **____problem-solving/conflict resolution**

____coping with emotions **____decision-making skills** **____communication skills**

_____goal setting **_____other _____**

Place an X in front of the small group topics that you feel are most needed by students in your grade level.

____family changes **____grief and loss** **____social skills**

____anger management **____school success skills** **____self-concept**

____handling stress **_____other _____**

What is usually the best way to schedule small groups?

____same day/time weekly for 6-7 weeks ____twice weekly for 3 weeks ____other _____

THANK YOU FOR YOUR HELP AND PARTICIPATION

TEACHER GUIDANCE EVALUATION / NEEDS ASSESSMENT

ELEMENTARY SCHOOL Grade Level_____ Date_____

Dear Teachers,

This survey is designed to obtain your input into the school's guidance program and help us to better meet the needs of out students. Most items are check boxes, but please feel free to add comments that you feel would enhance the guidance program.

We appreciate your time and ideas!

Thank you.

	YES	NO	NOT SURE
1. Are you familiar with the goals and objectives of the guidance program?			
2. Do you feel comfortable referring students with guidance needs to the counselor? (Estimate # of referrals made this year _____)			
3. Does the counselor respond to your requests/concerns in a professional and timely manner?			
4. When necessary, does the counselor provide feedback on referrals?			
5. Do you perceive the counselor as accessible to you for consultation?			
6. Do you think the students perceive the counselor as helpful?			
7. Do you think the classroom guidance activities have been beneficial for your students?			
8. If your students were part of a small group, do you think the small group activities have been beneficial?			
9. Do you think the individual conferences your students have had with the counselor have been beneficial for them?			
10. Do you feel the counselor unnecessarily disrupts your instruction time by taking students out of class?			

TEACHER GUIDANCE EVALUATION / NEEDS ASSESSMENT

ELEMENTARY SCHOOL **Grade Level_____** **Date_____**

	YES	NO	NOT SURE
11. Do you feel that the counselor promotes a positive school atmosphere for staff?			
12. Have you used the counselor as a resource person?			
13. Do you feel that the counselor promotes a positive school atmosphere for students?			
14. Do you feel that the counselor in interested in your feelings about your students?			
15. Do you feel it is necessary to have a guidance and counseling program in the elementary school?			

What aspects of the overall counseling program are most effective and beneficial?

What recommendation would you make for improving overall counseling services?

Please check the **classroom guidance** topics that you feel are most important to your grade level.

____behavior control
____problem-solving/conflict resolution
____coping with emotions
____decision-making skills
____interpersonal relationships
____communication skills
____goal setting/career awareness
____other:_____

Please check the **small group** topics that you feel are usually needed most by students in your grade level.

____changes in families
____grief, loss
____handling anger
____self-concept
____making and keeping friends
____decision making
____handling stress
____other:_____

GUIDANCE PROGRAM NEEDS ASSESSMENT

NAME:_____ ELEMENTARY GRADE:_____

Dear Teachers,
This survey is designed to obtain your input concerning the school counseling program so that we may better meet the needs of our students. Most items are checklists, but please feel free to add comments and ideas that you feel would enhance the guidance program. We appreciate your time and ideas!

I. Classroom Guidance

A. How would classroom guidance lessons be most effective for your grade level?

Weekly _____
Bi-Monthly _____
Monthly _____
As Needed _____

B. Please check the classroom guidance topics that you feel are most important to your grade level. Topics will be selected based on your suggestions and the guidance curriculum outlined in the school handbook.

_____ Behavior control
_____ Problem-solving/conflict resolution
_____ Coping with emotions
_____ Decision making skills
_____ Other:
_____ Interpersonal relationships
_____ Classroom/learning skills
_____ Communication skills
_____ Goal setting/career awareness
_____ Bullying

II. Small Group Counseling

A. What is usually the best way to schedule small groups?

_____ Same period/same day of the week, once a week for 6–7 weeks
_____ Twice a week for 3 weeks
_____ Other:

B. Please check the small group topics that you feel are usually needed by the students in your grade level.

_____ Family Transitions (Divorced/Blended Families)
_____ Anger Management
_____ Study Skills
_____ Social Skills
_____ Self-concept
_____ Grief, Loss
_____ Substance Abuse
_____ Stress Management
_____ Decision Making
_____ Other:

NEEDS ASSESSMENT
ELEMENTARY SCHOOL TEACHERS

You are being asked to assist in identifying needs and evaluating the effectiveness of your school in facilitating student development. The results will be used to determine priorities for all students. Please do not put your name on this form.

Please respond using the following scale to rate your priority (circle your choice):

5 = highest priority
4 = very important
3 = necessary
2 = optional
1 = not necessary

Please indicate the current school-wide effectiveness of each item (circle your choice):

3 = effective
2 = somewhat effective
1 = ineffective

I. EDUCATIONAL DEVELOPMENT

Students should	**Priority**	**School-wide Effectiveness**
1. Develop good study skills.	5 4 3 2 1	3 2 1
2. Learn how to make decisions and solve problems.	5 4 3 2 1	3 2 1
3. Learn to concentrate on what they are doing.	5 4 3 2 1	3 2 1
4. Develop organization skills.	5 4 3 2 1	3 2 1
5. Develop responsibility skills.	5 4 3 2 1	3 2 1
6. Develop positive attitudes toward school.	5 4 3 2 1	3 2 1
7. Learn to get their work done on time.	5 4 3 2 1	3 2 1

II. CAREER/VOCATIONAL DEVELOPMENT

Students should	**Priority**	**School-wide Current Effectiveness**
8. Understand why people work.	5 4 3 2 1	3 2 1
9. Explore careers and the world of work.	5 4 3 2 1	3 2 1
10. Learn how subjects they are studying will help them in future jobs.	5 4 3 2 1	3 2 1
11. Begin recognizing their interests and abilities and how these relate to jobs.	5 4 3 2 1	3 2 1

NEEDS ASSESSMENT
ELEMENTARY SCHOOL TEACHERS

III. PERSONAL/SOCIAL DEVELOPMENT

Students should	Priority	School-wide Current Effectiveness
12. Learn how to make and get along with friends.	5 4 3 2 1	3 2 1
13. Develop self-confidence.	5 4 3 2 1	3 2 1
14. Learn how to get along with family members.	5 4 3 2 1	3 2 1
15. Learn how to get along with teachers and/or authority.	5 4 3 2 1	3 2 1
16. Become more aware of the feelings of others.	5 4 3 2 1	3 2 1
17. Learn to appropriately deal with conflict/anger.	5 4 3 2 1	3 2 1
18. Obtain an understanding of the use/abuse of drugs including alcohol.	5 4 3 2 1	3 2 1
19. Exercise self-discipline.	5 4 3 2 1	3 2 1
20. Learn how to take action toward solving their problems.	5 4 3 2 1	3 2 1
21. Learn how to cope with change.	5 4 3 2 1	3 2 1

IV. Priority Areas

In your opinion, what are the top five (5) priority needs of students?

1.

2.

3.

4.

5.

V. Open Comment

Please comment on any of the above mentioned areas or make suggestions.

MIDDLE SCHOOL GUIDANCE PROGRAM NEEDS SURVEY

☐ Administrator ☐ Teacher ☐ Student ☐ Parent

Plans are currently being made for next year's school counseling program and activities. In order to effectively address the needs of the students, we request your input. Please check 10 of the following topics you believe most important to our students.

☐ Abuse—Alcohol/Drug
☐ Abuse—Physical
☐ Abuse—Psychological
☐ Abuse—Sexual
☐ Assertiveness Skills
☐ Awareness of Community Groups/Resources
☐ Bullying/Cyber Bullying
☐ Career Awareness
☐ Career Development
☐ Career Education
☐ Career Exploration
☐ Changing Attitudes/Behavior
☐ Character Education
☐ College Information
☐ Communication Skills
☐ Course Selection
☐ Community Responsibility/Contribution
☐ Coping with Failure
☐ Coping with Loss (Divorce, Separation, Death)
☐ Coping with Peer Pressure
☐ Dealing with Anger
☐ Decision-Making Skills
☐ Emergency/First-Aid Procedures
☐ Environmental Awareness
☐ Family Relationships
☐ Gangs
☐ Harassment
☐ Identification/Understanding of Feelings
☐ Listening Skills
☐ Manners
☐ Motivation
☐ Parenting Skills/Information
☐ Socialization Skills
☐ Study Skills
☐ Test-Taking Skills
☐ Understanding Sexuality

After you have marked the above items, please go back over your selections and star (*) the three you believe to be most critical.

What other needs have you identified that are not included in the above list?

_____

Please add any suggestions you have for program improvement.

STUDENT SURVEY

_____MIDDLE SCHOOL DATE _____

Thank you for taking the time to answer the questions in this survey. Your honest response to all questions will assist in the review of the School Counseling Program.

Your grade _____6th _____7th _____8th

How often do you see the school counselor? Daily Weekly Monthly Very Seldom

The school counselor's role in the school is to_____

_____

Please circle the appropriate number after each statement that best reflects your opinion:

1 = strongly disagree 2 = disagree 3 = neither agree nor disagree 4 = agree 5 = strongly agree

1. I feel comfortable going to see my school counselor. 1 2 3 4 5
2. If I meet with my school counselor, it is a helpful process. 1 2 3 4 5
3. My school counselor is usually available when I need to see him or her. 1 2 3 4 5
4. My school counselor responds to my requests in a timely manner. 1 2 3 4 5
5. I learn valuable skills from the classroom guidance lessons that the school counselors conduct. 1 2 3 4 5
6. The school counselors believe students can succeed. 1 2 3 4 5
7. I feel the school counselors help me to succeed in school. 1 2 3 4 5
8. I am interested in participating in a small group that meets once a week for approximately six weeks. 1 2 3 4 5

Circle all that apply:

When I have seen my school counselor, we have talked about:

Grades Friends Family Stress Values
Worries Classes Careers Study Skills Other_____

STUDENT SURVEY
_____MIDDLE SCHOOL DATE _____

Please circle your overall impression of the school counseling services in our school.

Excellent Good Average Poor No Opinion

Please place an X in the space in front of the topics you would like to know more about or would like to discuss in a small group.

Personal Issues

___Personal Relationships/Friendships
___Peer Pressure
___Family Issues
___Dealing with Grief/Loss
___Substance Abuse
___Self-Esteem
___Anxiety/Worry
___Conflict Resolution/Anger Management
___Goal setting
___Self-Awareness
___Bullying
___Communication
___Decision making and problem solving

Academic Issues

___Study Skills
___Organization
___Class Selection
___Time Management
___Test-Taking Preparation

Career Planning

___Understanding Career Clusters
___Career Assessments
___Career Information
___Job-Seeking Skills

Other

Please suggest additional topics of interest:
_____
_____
_____

THANK YOU FOR YOUR HELP AND PARTICIPATION!
GUIDANCE DEPARTMENT

STUDENT ASSESSMENT OF THE MIDDLE SCHOOL GUIDANCE PROGRAM
_____MIDDLE SCHOOL DATE_____

Circle your grade: 6 7 8

Please respond honestly to the statement listed below. Your feedback is valuable to us as we continue to evaluate the effectiveness of the guidance and counseling services that are provided.

		Yes	No
1.	**I know who my counselor is.**	☐	☐
2.	**I know how to contact my counselor.**	☐	☐
3.	**My counselor is usually available when I need to see her/him.**	☐	☐
4.	**My counselor responds to my request in a timely manner.**	☐	☐
5.	**My counselor is available to discuss personal issues with me individually.**	☐	☐
6.	**The guidance counselors conduct classroom guidance sessions (e.g., bullying and career awareness)**	☐	☐
7.	**The guidance counselors offer small group sessions on topics of interest or need to students.**	☐	☐
8.	**The guidance counselors help me to understand test scores.**	☐	☐
9.	**I see my counselor individually on occasion.**	☐	☐

PLEASE CIRCLE YOUR OVERALL IMPRESSIONS OF THE GUIDANCE SERVICES IN YOUR SCHOOL.

Excellent Good Average Poor No Opinion

Directions: Place an X in the space in front of the topics most important to you:

<u>PERSONAL ISSUES</u>

_____Personal Relationships

_____Dealing with Peer pressures

_____Personal Health Concern

_____Family Issues

_____Dealing with Grief/Loss

_____Substance Abuse

_____Dealing with Sexual Harassment/Abuse

_____Conflict Resolution/Anger Management

_____Self-Awareness

_____Communicating Effectively with Teachers/ Administrators

_____Bullying

_____Diversity Issues

STUDENT ASSESSMENT OF THE MIDDLE SCHOOL GUIDANCE PROGRAM
_____MIDDLE SCHOOL DATE_____

ACADEMIC ISSUES

_____Time Management

_____Study Skills

_____Test-Taking Preparation

_____Test Interpretation

CAREER PLANNING

_____ Career Clusters

_____ Career Fairs

_____ Career Assessments, SCOIS, EXPLORE, KUDER, etc.

OTHER – Write in any additional topics which you think might be of interest to students.

_____
_____
_____
_____

Please include student name if you wish to be contacted by a counselor.
_____

THANK YOU FOR YOUR HELP AND PARTICIPATION!

PARENT ASSESSMENT OF THE MIDDLE SCHOOL GUIDANCE PROGRAM
_____ MIDDLE SCHOOL DATE:_____

Circle Your Child's Grade: 9 10 11 12

Directions: The school guidance department would appreciate your assistance in helping us to provide comprehensive and effective services to our students. Please respond honestly to each statement listed below.

		Yes	No	N/A
1.	**I know the name of my child's guidance counselor.**	☐	☐	☐
2.	**I know where the guidance office is located in my child's school.**	☐	☐	☐
3.	**I am familiar with the procedures for contacting my child's counselor.**	☐	☐	☐
4.	**I have had communication with my child's guidance counselor.**	☐	☐	☐
5.	**My child's counselor has been effective when working with me.**	☐	☐	☐
6.	**My child's counselor responds to my requests in a timely manner.**	☐	☐	☐
7.	**My child's counselor listens and treats me with respect.**	☐	☐	☐
8.	**Guidance services have been helpful to my child.**	☐	☐	☐
9.	**My child has received career planning information from his/her counselor during classroom guidance.**	☐	☐	☐

PLEASE CIRCLE YOUR OVERALL IMPRESSIONS OF THE GUIDANCE SERVICES IN YOUR SCHOOL.

Excellent Good Average Poor No Opinion

Directions: Place an X in the space in front of the parent education topics that are of interest to you.

_____Helping my child deal with stress **_____Communicating with my child**

_____Motivating my child to achieve **_____Internet safety**

_____Drug and alcohol prevention **_____Career exploration**

_____(List any others of interest to you.)

I prefer to attend workshops during the school day_____; 5:30_____; 6:30 _____; not at all_____

PARENT ASSESSMENT OF THE MIDDLE SCHOOL GUIDANCE PROGRAM
_____ MIDDLE SCHOOL DATE:_____

Directions: Place an X in the space in front of the topic for which you think students would like more information or assistance:

PERSONAL ISSUES

_____Personal Relationships/Peer Pressure

_____Conflict Resolution

_____Anger Management

_____Communicating effectively with Parents/Guardians

_____Making Good Decisions and Setting Goals

_____Dealing with Grief/Loss

_____Bullying

_____Substance Abuse

ACADEMIC ISSUES

_____Time Management

_____Tutoring Resources

_____Study Skills

_____Test Interpretation

_____Test-Taking Preparation

CAREER PLANNING

_____Career Exploration

_____College Information

OTHER – Write in any additional topics which you think might be of interest to students.

_____
_____

_____
_____

Comments-(Please include any ideas that would help us to improve the school guidance program).

_____
_____

_____
_____

_____
_____

Please include your name if you wish to be contacted by a counselor.
_____

THANK YOU FOR YOUR HELP AND PARTICIPATION!

PARENT SURVEY

MIDDLE SCHOOL _____DATE_____

Thank you for taking the time to answer the questions in this survey. Your honest response to all questions will assist in the review of the comprehensive guidance program.

Please circle the response that best answers each question.

Grade of Student 6 7 8

How often do you have contact with the school counselor?
Daily Weekly Monthly Very Little Never

The school counselor's role in the school is to:
_____
_____

Please circle the appropriate number after each statement that best reflects your opinion.

1 = strongly disagree 2 = disagree 3 = neither agree nor disagree 4 = agree 5 = strongly agree

1. I feel comfortable talking with my child's school counselors. 1 2 3 4 5
2. The school counselor is usually available when I need to see her. 1 2 3 4 5
3. The school counselor responds to my requests in a timely manner. 1 2 3 4 5
4. The guidance and counseling services have been helpful to my child. 1 2 3 4 5
5. The school counselors believe students can succeed. 1 2 3 4 5
6. I was able to attend a parent workshop organized by the counselors. 1 2 3 4 5
7. The parent workshops addressed relevant topics and were helpful. 1 2 3 4 5
8. I feel that the guidance and counseling program is
   Not Effective Somewhat Effective Effective Very Effective

Circle all that apply.

9. I have contacted my child's school counselor to discuss:
   Academic Issues Family Issues Career Information
   Personal/Social Issues School Concerns Other_____

Please circle your overall impression of the school counseling services in our school.

Excellent Good Average Poor No Opinion

The following are potential topics for parent workshops and student groups. Please place an X in the space before the topics you would like to know more about and a check in the space before the topics of interest for your child.

PARENT SURVEY

MIDDLE SCHOOL _____DATE_____

Personal Issues

___Personal Relationships/Friendships
___Peer Pressure
___Family Issues
___Dealing with Grief/Loss
___Substance Abuse
___Self-Esteem
___Internet Safety
___Conflict Resolution/Anger Management
___Self-Awareness
___Bullying
___Communication
___Problem-solving and decision-making
___Anxiety/Worry

Academic Issues

___Study Skills
___Organization
___Class Selection
___Time Management
___Test-Taking Preparation

Career Planning

___Understanding Career Clusters
___Career Assessments
___Career Information
___Job-Seeking Skills

Other – Please add any additional topics of interest.

_____
_____
_____

THANK YOU FOR YOUR HELP AND PARTICIPATION!
GUIDANCE DEPARTMENT

TEACHER ASSESSMENT OF THE MIDDLE SCHOOL GUIDANCE PROGRAM
_____MIDDLE SCHOOL DATE_____

Please answer the following questions so that we can evaluate the effectiveness of the school guidance program. Your input is important to us as we continue to refine our program to meet the needs of our students.

		YES	NO	N/A
1.	**I know the names and student assignments of our school's guidance counselors.**	☐	☐	☐
2.	**I know how to contact the guidance office.**	☐	☐	☐
3.	**I understand the procedures for students to access guidance services.**	☐	☐	☐
4.	**Counselors are available to discuss issues relevant to students I teach.**	☐	☐	☐
5.	**Counselors communicate frequently with staff and parents about guidance services.**	☐	☐	☐
6.	**Counselors contribute constructive information and suggestions that support me as a teacher.**	☐	☐	☐
7.	**Counselors seek my input in the advisement and placement of students.**	☐	☐	☐
8.	**The guidance and counseling programs have a positive impact on student behavior and performance.**	☐	☐	☐
9.	**Counselors respond to student and staff needs in a timely manner.**	☐	☐	☐
10.	**Counselors are effective with parents.**	☐	☐	☐

PLEASE CIRCLE YOUR OVERALL IMPRESSION OF GUIDANCE SERVICES IN OUR SCHOOL.

Excellent Good Average Poor No Opinion

Directions: Place an X in the space in front of any topic for which you would like more information or assistance.

_____Dealing with Difficult Students

_____Dealing with Difficult Parents

_____Managing Effective Parent Conferences

_____Community Resources

_____(Please list any other topics of interest.)

TEACHER ASSESSMENT OF THE MIDDLE SCHOOL GUIDANCE PROGRAM
_____MIDDLE SCHOOL DATE_____

Directions: Read each of the following items. Please check all of the issues that you think are of concern to the students at our school.

PERSONAL/SOCIAL

_____Depression

_____Self-Image(How you feel about yourself)

_____Alcohol/Drug Issues

_____Suicide

_____Handling Conflicts/Anger/

_____Communicating effectively with others

_____Grief/Loss

_____Friends/Peer Pressure

SCHOOL RELATED

_____Adjustment to a New School

_____Improvement of Grades/Study Habits

_____Bullying

_____Problem-solving and decision making

OTHER – Write in additional topic(s) of interest to you.

_____ _____

_____ _____

Please include any comments and suggestions that would help us improve the school guidance program.

THANK YOU FOR YOUR HELP AND PARTICIPATION!

MIDDLE SCHOOL GUIDANCE PROGRAM TEACHER SURVEY

Thank you for taking the time to answer the questions in this survey. Your honest response to all questions will assist in the review of the_____ comprehensive guidance program.

Please return to _____by_____

<u>Please circle the response that best answers each question.</u>

How much contact do you have with the school counselors?
Daily Weekly Monthly Very Little

What grade do you teach? 6th 7th 8th All

<u>Please circle the appropriate number after each statement that best reflects your opinion.</u>

1 = strongly disagree 2 = disagree 3 = neither agree nor disagree 4 = agree 5 = strongly agree

1. I have a clear understanding of the school counselors' role in the school.	1 2 3 4 5
2. The school counselors work cooperatively with administrators, teachers, and other staff.	1 2 3 4 5
3. I meet with the school counselors when I have concerns about students in my classes.	1 2 3 4 5
4. The school counselors help students to develop socially and emotionally.	1 2 3 4 5
5. The school counseling and guidance program helps to enhance the academic achievement of all students.	1 2 3 4 5
6. The school counselors have the necessary resources to do their jobs effectively; i.e. clerical staff, computers, etc.	1 2 3 4 5
7. The school counselors provide important services to the students.	1 2 3 4 5
8. The school counselors are very helpful to students during course selection and scheduling.	1 2 3 4 5
9. I believe students feel comfortable meeting with the school counselors.	1 2 3 4 5
10. The school counselors provide students with career and vocational information to help them choose appropriate high school courses in 8th grade.	1 2 3 4 5

MIDDLE SCHOOL GUIDANCE PROGRAM TEACHER SURVEY

1 = strongly Disagree **2 = disagree** **3 = neither agree nor disagree** **4 = agree** **5 = strongly agree**

11. The school counselors are available to students when they are needed. 1 2 3 4 5

12. The school counselors provide students with orientation information and services that help them to transition into high school. 1 2 3 4 5

13. I believe parents feel satisfied with the work school counselors are doing. 1 2 3 4 5

14. The school counselors work with teachers to provide classroom guidance curriculum. 1 2 3 4 5

15. The school counselors provide important information to parents and students about services outside of the school setting; i.e., referrals to community services or agencies. 1 2 3 4 5

16. The school counselors work as a liaison between all parties involved in students' education. 1 2 3 4 5

17. The school counselors are viewed as an integral part of students' educational experience. 1 2 3 4 5

18. The school counselors believe students can succeed. 1 2 3 4 5

19. The school counselors are effective advocates for students. 1 2 3 4 5

20. Please list what you believe to be the most important activities of the school counselors.

_____

_____

_____

_____

21. Please list the most significant strengths that currently exist within the school counseling program.

_____

_____

_____

_____

22. Please list the most significant weaknesses that currently exist within the school counseling program. What would you change?

_____

_____

23. Please list any topics you think need to be addressed through classroom guidance.

_____

_____

Thank you for your continued support!

Survey adaptation from The University of Massachusetts

NEEDS ASSESSMENT
MIDDLE SCHOOL TEACHERS

You are being asked to assist in identifying student needs and evaluating the effectiveness of your school in facilitating student development. The results will be used to determine priorities for all students. Please do not put your name on this form.

Please respond using the following scale to rate your priority (circle your choice):

5 = highest priority
4 = very important
3 = necessary
2 = optional
1 = not necessary

Please indicate the current school-wide effectiveness of each item (circle your choice):

3 = effective
2 = somewhat effective
1 = ineffective

I. EDUCATIONAL DEVELOPMENT

Students should	Priority	School-wide Effectiveness
1. Develop good study/organizational skills.	5 4 3 2 1	3 2 1
2. Develop decision-making skills.	5 4 3 2 1	3 2 1
3. Learn more about the kinds of academic programs offered in school.	5 4 3 2 1	3 2 1
4. Develop responsibility skills.	5 4 3 2 1	3 2 1
5. Begin development of an academic plan.	5 4 3 2 1	3 2 1

II. Career/Vocational Development

Students need to	Priority	School-wide Effectiveness
6. Know more about possible careers and the world of work.	5 4 3 2 1	3 2 1
7. Explore jobs: careers related to interests and strengths.	5 4 3 2 1	3 2 1
8. Know more about their interests and abilities in preparation for 8th grade individual graduation plan (IGP) meetings.	5 4 3 2 1	3 2 1

III. Personal/Social Development

Students need to	Priority	School-wide Effectiveness
9. Understand and accept themselves.	5 4 3 2 1	3 2 1
10. Learn how to make and get along with friends.	5 4 3 2 1	3 2 1
11. Develop more self-confidence.	5 4 3 2 1	3 2 1
12. Know how to get along with family members.	5 4 3 2 1	3 2 1

NEEDS ASSESSMENT
MIDDLE SCHOOL TEACHERS

Students need to	Priority	School-wide Effectiveness
13. Know how to get along with teachers.	5 4 3 2 1	3 2 1
14. Learn how to appropriately deal with conflict and anger.	5 4 3 2 1	3 2 1
15. Understand the consequences of substance use/abuse.	5 4 3 2 1	3 2 1
16. Develop a healthy awareness of their sexuality.	5 4 3 2 1	3 2 1
17. Exercise self-discipline and behave appropriately.	5 4 3 2 1	3 2 1
18. Become more tolerant of persons whose views differ from theirs.	5 4 3 2 1	3 2 1
19. Take action toward solving their problems.	5 4 3 2 1	3 2 1
20. Learn how to cope with change.	5 4 3 2 1	3 2 1

IV. Priority Areas

In your opinion, what are the top 5 priority needs of students?

1.

2.

3.

4.

5.

V. Open Comment

Please comment on any of the above-mentioned areas or make suggestions.

HIGH SCHOOL GUIDANCE PROGRAM NEEDS SURVEY

☐ Administrator ☐ Teacher ☐ Student ☐ Parent

Plans are currently being made for next year's school counseling program and activities. In order to effectively address the needs of the students, we request your input. Please check 10 of the following topics you believe most important to our students.

☐ Abuse—Alcohol/Drug

☐ Abuse—Physical

☐ Abuse—Psychological

☐ Abuse—Sexual

☐ Assertiveness Skills

☐ Awareness of Community Groups/Resources

☐ Bullying/Cyber Bullying

☐ Career Awareness

☐ Career Development

☐ Career Education

☐ Career Exploration

☐ Changing Attitudes/Behavior

☐ Character Education

☐ College Information

☐ Communication Skills

☐ Course Selection

☐ Community Responsibility/Contribution

☐ Coping with Failure

☐ Coping with Loss (Divorce, Separation, Death)

☐ Coping with Peer Pressure

☐ Dealing with Anger

☐ Decision-Making Skills

☐ Emergency/First-Aid Procedures

☐ Environmental Awareness

☐ Family Relationships

☐ Gangs

☐ Harassment

☐ Identification/Understanding of Feelings

☐ Listening Skills

☐ Manners

☐ Motivation

☐ Parenting Skills/Information

☐ Socialization Skills

☐ Study Skills

☐ Test-Taking Skills

☐ Understanding Sexuality

After you have marked the above items, please go back over your selections and star (*) the three you believe to be most critical.

What other needs have you identified that are not included in the above list?

_____

Please add any suggestions you have for program improvement.

STUDENT ASSESSMENT OF THE HIGH SCHOOL GUIDANCE PROGRAM

_____HIGH SCHOOL DATE_____

Circle your grade: 9 10 11 12

The guidance department would appreciate your assistance in helping us to provide the most effective services to our students. Please respond honestly to each statement below:

		Yes	No	N/A
1.	I know who my counselor is.	☐	☐	☐
2.	I know how to contact my counselor.	☐	☐	☐
3.	My counselor is usually available when I need to see him or her.	☐	☐	☐
4.	My counselor responds to my request in a timely manner.	☐	☐	☐
5.	My counselor is available to discuss personal issues with me individually.	☐	☐	☐
6.	The guidance counselors occasionally conduct classroom guidance sessions (for example: freshman orientation classes, test information and registration).	☐	☐	☐
7.	The guidance counselors offer small-group sessions on topics of interest or need to students.	☐	☐	☐
8.	The guidance office provides information about:			
	a. Selecting Courses	☐	☐	☐
	b. Grade Point Averages	☐	☐	☐
	c. Transcripts	☐	☐	☐
	d. Promotion	☐	☐	☐
	e. Graduation Requirements	☐	☐	☐
	f. Careers	☐	☐	☐
	g. Summer Programs	☐	☐	☐
	h. Personal/Social Concerns	☐	☐	☐
9.	The guidance office provides information in senior classes about:			
	a. College Admissions	☐	☐	☐
	b. College Selection	☐	☐	☐
	c. Financial Aid and Scholarships	☐	☐	☐
	d. Completing College and Scholarship Applications	☐	☐	☐
10.	The guidance office provides information about:			
	a. Career Planning	☐	☐	☐
	b. Postsecondary Options	☐	☐	☐
11.	The guidance counselors help me to understand test scores.	☐	☐	☐
12.	I see my counselor at least once a year.	☐	☐	☐

PARENT ASSESSMENT OF THE HIGH SCHOOL GUIDANCE PROGRAM

_____HIGH SCHOOL DATE: _____

PLEASE CIRCLE YOUR OVERALL IMPRESSION OF THE GUIDANCE SERVICES IN YOUR SCHOOL.

Excellent Good Average Poor No Opinion

Place an X in the space in front of the topic for which you think students would like more information or assistance:

PERSONAL ISSUES

_____Personal Relationships

_____Dealing with Peer pressures

_____Personal Health Concerns

_____Family Issues

_____Dealing with Grief/Loss

_____Substance Abuse

_____Dealing with Sexual Harassment/Abuse

_____Conflict-Resolution/Anger Management

_____Self-Awareness

_____Communicating Effectively with Teachers/ Administrators

_____Bullying

_____Diversity Issues

ACADEMIC ISSUES

_____Time Management

_____Study Skills

_____Test-Taking Preparation

_____Test Interpretation

_____Course/Program Selection

_____Understanding Transcripts

_____College Admissions Requirements

_____College Selection

_____Financial Aid/Scholarships

_____Special/Summer Programs

CAREER PLANNING

_____Understanding Career Clusters

_____Selecting Career Majors

_____Taking Career Assessments, SCOIS, PLAN, Kuder, etc.

_____Job Shadowing Experiences, Internships, Apprenticeships

_____Career Information

_____Job-Seeking Skills

OTHER – Write in any additional topics which you think might be of interest to students.

Please include student name if you wish to be contacted by a counselor_____

PARENT ASSESSMENT OF THE HIGH SCHOOL GUIDANCE PROGRAM

_____HIGH SCHOOL DATE: ____

Circle Your Child's Grade: 9 10 11 12

Directions: The school guidance department would appreciate your assistance to help us provide the best services to our students. Please respond honestly to each statement listed below.

		Yes	No	N/A
1.	I know my child's guidance counselor.	☐	☐	☐
2.	I know where the guidance office is located in my child's school.	☐	☐	☐
3.	I am familiar with the procedures for contacting my child's counselor.	☐	☐	☐
4.	I have had communication with my child's guidance counselor.	☐	☐	☐
5.	My child's counselor has been effective when working with me.	☐	☐	☐
6.	My child's counselor responds to my requests in a timely manner.	☐	☐	☐
7.	My child's counselor listens and treats me with respect.	☐	☐	☐
8.	I receive important information from the guidance office such as newsletters, letters, flyers, etc.	☐	☐	☐
9.	Guidance services have been helpful to my child.	☐	☐	☐
10.	My child has received useful academic advisement through individual conferences.	☐	☐	☐
11.	My child has received college planning information from his/her counselor through classroom meetings, parent programs and individual conferences.	☐	☐	☐
12.	My child received career planning information from his/her counselor through individual conferences and classroom guidance.	☐	☐	☐
13.	I am kept informed about college and scholarship opportunities through newsletter, announcements, and college visits.	☐	☐	☐

PLEASE CIRCLE YOUR OVERALL IMPRESSIONS OF THE GUIDANCE SERVICES IN YOUR SCHOOL.

Excellent Good Average Poor No Opinion

Directions: Place an X in the space in front of the item(s) you would like to have as a parent:

_____Parent Conferences _____Parent Workshops to address relevant topics

_____Orientation Programs for Parents _____Referrals to community resources

PARENT ASSESSMENT OF THE HIGH SCHOOL GUIDANCE PROGRAM

_____HIGH SCHOOL DATE: _____

Directions: Place an X in the space in front of the topic for which you think students would like more information or assistance:

PERSONAL ISSUES

_____Personal Relationships

_____Dealing with Peer pressures

_____Making Good Decisions and Setting Goals

_____Communicating Effectively with Teachers and Administrators

_____Conflict-Resolution

_____Communicating effectively with Parents/Guardians

_____Dealing with Grief/Loss

_____Substance Abuse

ACADEMIC ISSUES

_____Time Management

_____Study Skills

_____Test-Taking Preparation

_____Test Interpretation

_____Course/Program Selection

_____Tutoring Resources

_____College Admissions Requirements

_____Choosing a College

_____Financial Aid/Scholarships

_____Special/Summer Programs

CAREER PLANNING

_____Making Career Choices

_____Career Preparation Requirements

_____Job-Seeking Skills

_____Job Shadowing Experiences, Internships, Apprenticeships

OTHER – Write in any additional topics which you think might be of interest to students.

_____
_____
_____

Comments-(Please include any ideas that would help us to improve the school guidance program).

_____
_____

Please include your name if you wish to be contacted by a counselor. _____

TEACHER ASSESSMENT OF THE HIGH SCHOOL GUIDANCE PROGRAM
_____HIGH SCHOOL DATE_____

The guidance department is interested in your feedback in evaluating the effectiveness of the guidance program. Please respond to the following statements honestly. The information will be helpful in determining the direction of the guidance program in our school.

		YES	NO	N/A
1.	I know the names and student assignments of our school's guidance counselors.	☐	☐	☐
2.	I know how to contact the guidance office.	☐	☐	☐
3.	I understand the procedures for students to access guidance services.	☐	☐	☐
4.	Counselors are available to discuss issues relevant to students I teach.	☐	☐	☐
5.	Counselors communicate frequently with staff and parents about guidance services.	☐	☐	☐
6.	Counselors contribute constructive information and suggestions that support me as a teacher.	☐	☐	☐
7.	Counselors seek my input in the advisement and placement of students.	☐	☐	☐
8.	The guidance and counseling programs have a positive impact on student behavior and performance.	☐	☐	☐
9.	Counselors respond to student and staff needs in a timely way.	☐	☐	☐
10.	Counselors are effective with parents.	☐	☐	☐

PLEASE CIRCLE YOUR OVERALL IMPRESSION OF GUIDANCE SERVICES IN OUR SCHOOL.

Excellent Good Average Poor No Opinion

Directions: Place an X in the space in front of any topic for which you would like more information or assistance.

_____Dealing with Difficult Students

_____Dealing with Difficult Parents

_____Managing Effective Parent Conferences

_____Test Interpretation

_____Understanding Transcripts

_____Graduation Requirements

_____College Admission Requirements

_____Financial Aid Resources/State-Funded Scholarships

_____Writing Student Recommendations

_____Community Resources

Comments:

_____

TEACHER ASSESSMENT OF THE HIGH SCHOOL GUIDANCE PROGRAM

_____HIGH SCHOOL DATE_____

Directions: Read each of the following items. Please check all of the issues that you think are of concern to our students.

PERSONAL/SOCIAL

_____Depression

_____Self-Image (How you feel about yourself)

_____Alcohol/Drug Issues

_____Suicide

_____Handling Conflicts/Anger

_____Grief/Loss

_____Friends/Peer Pressure

SCHOOL RELATED

_____Adjustment to a New School

_____Improvement of Grades/Study Habits

_____Preparing for the Senior Year

_____Navigating the Scholarship Maze

_____Career or College Choices

_____Bullying

OTHER – Write in additional topic(s) of interest to you.

_____

_____

Please include any comments and suggestions that would help us improve the school guidance program.

Please return by _____

THANK YOU FOR YOUR HELP AND PARTICIPATION!

NEEDS ASSESSMENT
HIGH SCHOOL TEACHERS

You are being asked to assist in identifying student needs and evaluating the effectiveness of your school in facilitating student development. The results will be used to determine priorities for all students. Please do not put your name on this form.

Please respond using the following scale to rate your priority (circle your choice):

5 = highest priority
4 = very important
3 = necessary
2 = optional
1 = not necessary

Please indicate the current school-wide effectiveness of each item (circle your choice):

3 = effective
2 = somewhat effective
1 = ineffective

I. EDUCATIONAL DEVELOPMENT

Students should:	Priority	School-wide Effectiveness
1. Become more aware of educational alternatives after graduation.	5 4 3 2 1	3 2 1
2. Receive help in selecting courses.	5 4 3 2 1	3 2 1
3. Receive information about colleges, job training programs, financial aid, scholarships, and so forth via junior/senior workshops, college fairs, visits from college representatives, and evening programs for parents.	5 4 3 2 1	3 2 1
4. Be aware of services available in the school and community.	5 4 3 2 1	3 2 1
5. Take responsibility for developing plans that will help them reach their academic and/or career goals.	5 4 3 2 1	3 2 1
6. Acquire study skills they need in order to be successful.	5 4 3 2 1	3 2 1
7. Be able to assess and evaluate their goals.	5 4 3 2 1	3 2 1
8. Be able to make better choices.	5 4 3 2 1	3 2 1

NEEDS ASSESSMENT
HIGH SCHOOL TEACHERS

II. CAREER/VOCATIONAL DEVELOPMENT

Students should	Priority	School-wide Effectiveness
9. Be aware of the career training that is available while in high school.	5 4 3 2 1	3 2 1
10. Determine their abilities, skills and aptitudes.	5 4 3 2 1	3 2 1
11. Be familiar with employment outlook in their interest areas.	5 4 3 2 1	3 2 1
12. Obtain some on-the-job experience in their interest areas.	5 4 3 2 1	3 2 1
13. Develop career plans and goals.	5 4 3 2 1	3 2 1
14. Be able to apply for a job both in writing and in person.	5 4 3 2 1	3 2 1
15. Be aware of expectations employers have for employees.	5 4 3 2 1	3 2 1
16. Be provided opportunities for interaction with community role models.	5 4 3 2 1	3 2 1

III. Personal/Social Development

Students need to	Priority	School-wide Effectiveness
17. Be able to appropriately deal with conflict and anger.	5 4 3 2 1	3 2 1
18. Be aware of the effects of the use/abuse of drugs and alcohol.	5 4 3 2 1	3 2 1
19. Behave appropriately by exercising self-discipline.	5 4 3 2 1	3 2 1
20. Become more tolerant of different personal view points.	5 4 3 2 1	3 2 1
21. Be able to take action toward solving their own problems.	5 4 3 2 1	3 2 1

NEEDS ASSESSMENT
HIGH SCHOOL TEACHERS

IV. Priority Areas

In your opinion, what are the top 5 priority needs of students?

1.

2.

3.

4.

5.

V. Open Comment

Please comment on any of the above mentioned areas or make suggestions.

SECTION VI

Guidelines for Evaluating a Comprehensive Developmental Guidance and Counseling Program

Rationale and Purpose

Evaluation is a critical component of a comprehensive developmental guidance and counseling program and ensures accountability. The purpose of evaluation is to determine the value of the program, its activities, and staff in order to make decisions or take actions regarding the future. The evaluation will measure the delivery of services (the process evaluation) and outcomes (product evaluation). This ongoing process provides information to ensure continuous improvement of the guidance program and gives direction to necessary changes.

Evaluation is a process that has eight steps:

1. stating the evaluation questions,
2. determining the audiences/uses for the evaluation,
3. gathering data to answer the questions,
4. applying the predetermined standards,
5. drawing conclusions,
6. considering the context,
7. making recommendations, and
8. acting on the recommendations

Counselors and the counseling program play a vital role in assisting teachers and other staff in the integration of school guidance objectives with other instructional goals and objectives. Therefore, the evaluation should be a collaborative effort among all those involved in the program. Evaluation activities enable counselors and others to

- determine the impact of the guidance program on students, faculty, parents, and school climate;
- identify accomplished goals;
- identify effective components of the program;
- eliminate or improve less effective components of the program;
- adapt and refine the guidance program and implementation process;
- identify consequences of the program (both positive and negative);
- identify other areas that need to be addressed;
- establish goals for the counselors' professional development;
- determine staffing needs and workload adjustments;
- determine additional resources required to adequately carry forward the program;
- provide accountability information to educators and the community

Program Development Cycle

1. ORGANIZING

A. Commit to action.
B. Identify leadership for the program improvement efforts.

2. PLANNING

A. Adopt the comprehensive developmental guidance and counseling program model and the program development process to be used.
B. Understand the four components that comprise the delivery system.
C. Assess the current program.
D. Develop appropriate statements of mission and philosophy/rationale.
E. Outline the program development process.

3. DESIGNING

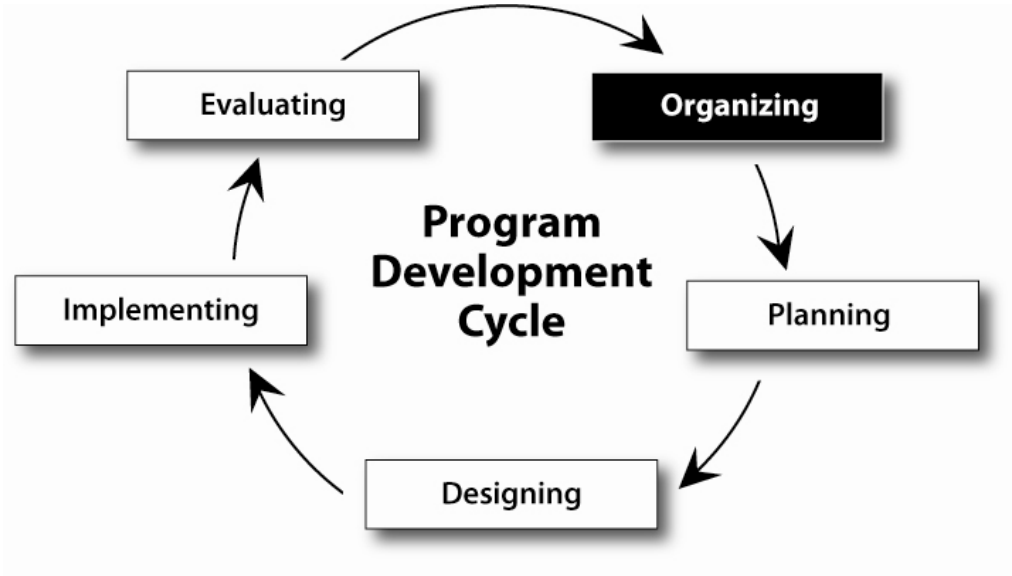
A. Establish the desired program design.
   (1) Assess student, school, and community needs.
   (2) Define the program specifically.
   (3) Quantify the desired program balance.
B. Publish the program standards.
C. Plan the transition to the desired program.
   (1) Compare/contrast the current program with the desired program both quantitatively and qualitatively.
   (2) Establish goals for change.
D. Develop and implement a master plan for change implementation.

4. IMPLEMENTING

A. Make the program transition.
   (1) Formally adopt a written comprehensive guidance and counseling program.
   (2) Develop strategies for dealing with concerns as part of the transition process.
   (3) In-service administrators, teachers, and constituents regarding the program and its benefits.
   (4) Establish standards for guidance facilities that include appropriate space, privacy, equipment/technology, and necessary instructional and financial resources.
   (5) Ensure district-level counselor supervision is provided by personnel who have a professional background in school counseling.
   (6) Identify and establish appropriate counselor-student ratios necessary for program implementation.
   (7) Identify and reassign non-guidance duties currently performed by counselors that are barriers to program implementation.
B. Design program needs and prioritize activities. With newly established priorities, activities will be developed and implemented in the improvement and expansion of the total guidance program. These new activities should be
   - carefully planned,
   - based on the needs assessment information and the program goals, and
   - have clearly stated comprehensive and developmental learning goals, student standards, and counselor strategies.

5. EVALUATING

A. Evaluate Program
B. Evaluate Counselor
C. Ensure counselor competency



1. Organizing

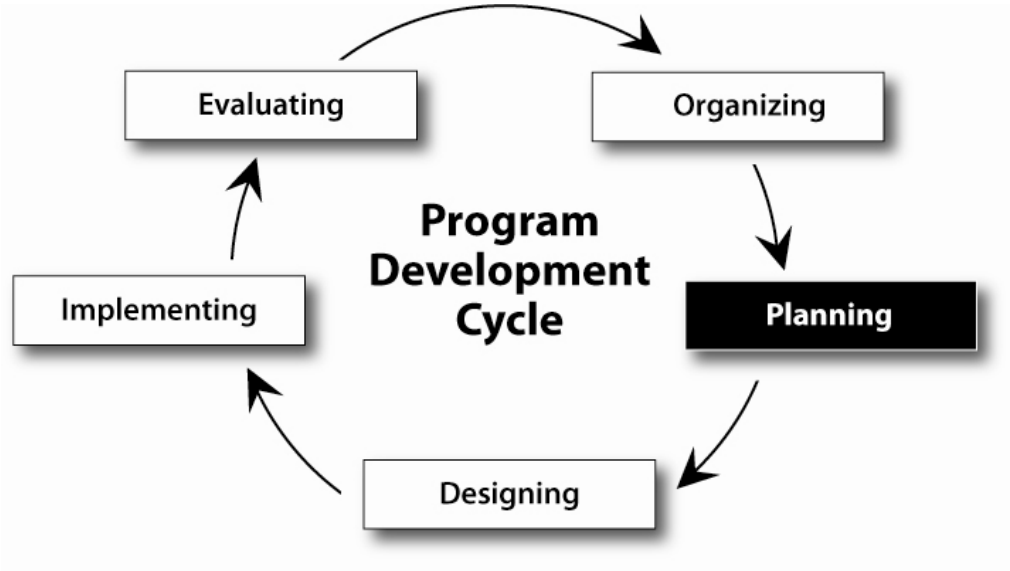
a. Commit to action

For change to occur, a commitment to action must be made by both administrative and counselor leaders. If district-wide changes are sought, the school board, the school district's top-level management, and the guidance staff must support the efforts and decisions that will promote changes.

b. Identify leadership for the program improvement efforts

Those who will be most affected by the potential changes and those who have an investment in the guidance program should lead the program improvement process.

A steering committee must be formed to guide the guidance and counseling program development process. Suggested representation for the committee could include district-level personnel, local school administrators and counselors, business and community leaders, parents, and students.



2. Planning

a. Adopt the comprehensive developmental guidance and counseling program model and the program development process to be used.

This step begins the process of specifying locally relevant content for the local guidance program. The South Carolina Comprehensive Developmental Guidance and Counseling Program model includes three content areas as the foundation for the program. These provide a baseline for specifying local guidance program content.

- Learning to Live (Personal/Social)
- Learning to Learn (Academic)
- Learning to Work (Career)

Student standards and competency indicators are presented. As guidance program development efforts get under way, a thorough understanding of the broad scope of the student standards, competencies, and counselor strategies for student achievement is needed.

b. Understand the four components that comprise the delivery system.

- Guidance curriculum
- Individual planning
- Responsive services
- System support

c. Assess the current program.

Whether the program development effort is being conducted to create a new program or to strengthen or redirect an existing program, this step must be taken. Even in schools or districts without counselors, guidance is provided for students.

This step entails determining the actual design of, the established priorities in, and the resources available to the current guidance program. Begin with a study of the written guidance plan and of the actual implementation of the program. Data should be gathered in light of the comprehensive guidance program model to facilitate comparison with data describing the desired program design. That is, identify the allocation of resources to each of the four program components and the priorities established within each component. These data also facilitate the identification of resources currently allocated to the program, and are also useful as improvement decisions are made.

Examples of useful data to be gathered and analyzed:

Useful Data	**Data Collection Method**
Standards met	Activity review
Activities conducted	Activity review
Populations served (e.g., students, parents, teachers, other school staff)	Survey
Use of counselor's time and talent	Time/task study
Responsibilities of other personnel	Job descriptions
Budget	Budget study
Materials and Equipment	Inventory
Facilities	Inventory

d. Develop appropriate statements of mission and philosophy/rationale.

The program **mission statement** includes identification of the populations to be served through the program (students, parents, teachers, administrators), the basic content of the program (content areas and goals), and the organization of the program delivery system (guidance curriculum, responsive services, individual planning system, and system support).

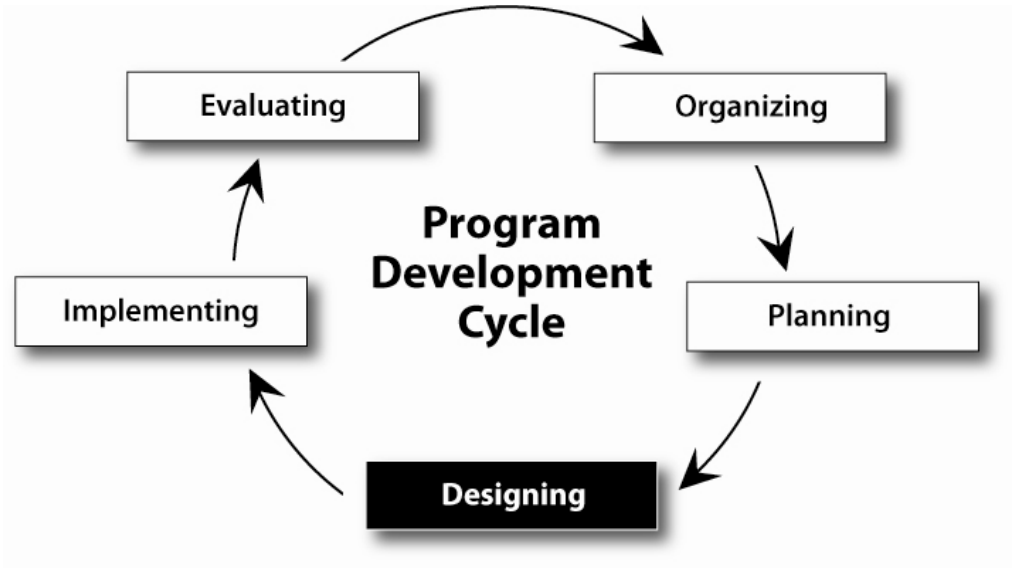
The **philosophy/rationale** for the guidance and counseling program includes belief statements based on the student, school, and community needs. At the district level, the philosophy may be generalized, while at the school level it may be more specific.

Listing basic assumptions that undergird the operation of the program may be beneficial. These might include recognition of the school counselors' professional training and competencies. A statement can be included that explains the importance of the guidance program to the total school curriculum.

e. Outline the program development process

To design or redesign a comprehensive guidance and counseling program, the time frame should be anticipated in the five phases as follows:

1. Organizing
2. Planning
3. Designing
4. Implementing
5. Evaluating



3. Designing

a. Establish the desired program design.

- Assess student, school, and community needs.

- **Define the program specifically.**

  Qualitative and quantitative data should be considered in defining the program. The **quantitative** design states numerically the shape of the program and depicts the quantity of the resources allocated.

  The **qualitative** design describes the following:

  Component:
  - descriptive definition and statement of priorities.

  Content:
  - Competencies; goals; objectives; and grade level priorities.

  Populations:
  --students/category (e.g., developmental, prevention, intervention), adults (e.g., teachers, parents, administrators, other specialists); and priorities for service established.

  Staff Roles:
  --staff/category and competencies; and priorities established for use of competencies.

  Activities:
  --list of specific activities/components that represent the minimum level of service.

  Preliminary activities are essential to establishing program priorities. A suggested format for determining priorities is presented.

- Quantify the desired program balance.

  Philosophical priorities are implemented through the allocation of resources. Resources are finite and it seems that students', parents', teachers', and others' needs for the services are infinite. Thus, it is important to establish a concrete and measurable guide for the allocation of other scant guidance program resources.

b. Publish the program standards.

The document should include the rationale, assumptions, and definition of the program and the job description for the various guidance program staff members. The more concrete it is, the more useful it is to all staff involved in the guidance program. The substeps in this step are self-explanatory:

- Write
- Print
- Get administrative/board approval

- Distribute to counselors, principals, others with an interest/investment in the guidance program

c. Plan the transition to the desired program.

- Compare/contrast the current program with the desired program both quantitatively and qualitatively.

  Through the data collected regarding the current program, information is available about the program balance, about the use of counselors' time, students served, and the competencies addressed, etc. Through the designing process, comparative information does become available. The gaps between the two programs (the actual and the envisioned) need to be identified, compared, and contrasted.

- Establish goals for change.

d. Develop and implement a master plan for change implementation.

List tasks to implement change.

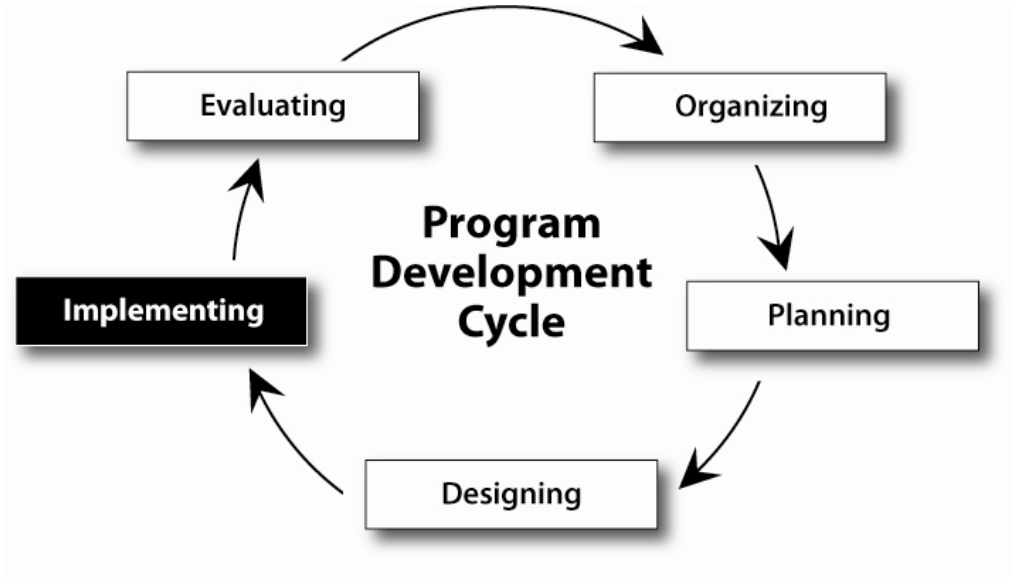
Identify allocated or additional human, financial, and-or political resources needed to effect changes, for example, improvements in the following:

Human Resources
Counselor-to-student ratios
Clerical assistance
Other professional personnel

Financial Resources
Supplies, materials, and equipment budgets
Facilities development
Extended contracts, improved salaries
Funding for special emphases

Political Resources
Advisory committee
Updated policies and procedures

Develop a realistic timeline for accomplishing the tasks and meeting the resource needs. This time frame may entail short- and long-term goals—a 1-year plan, a 3-year plan, and a 5-year plan, for example.



4. Implementing

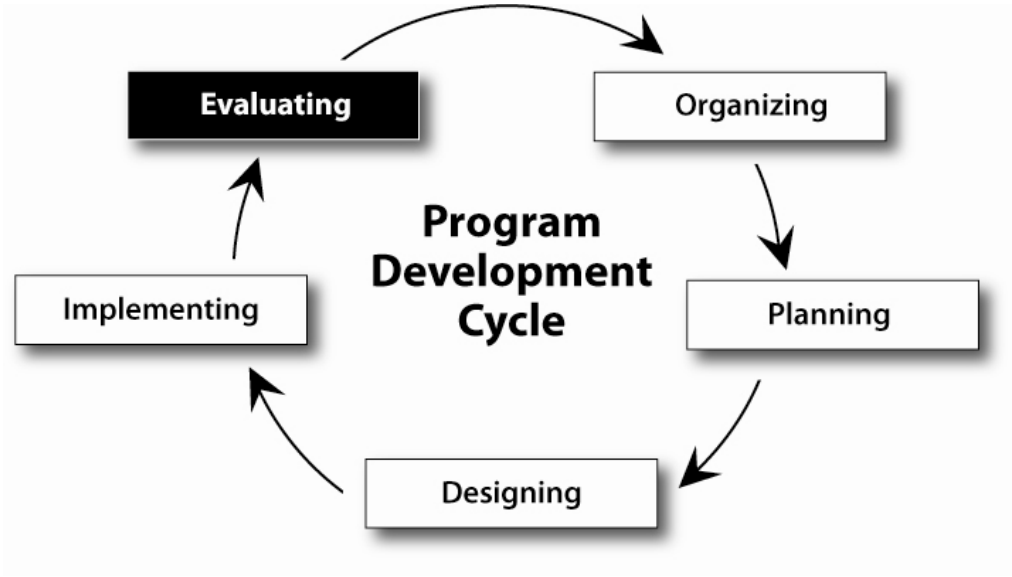
a. Make the program transition.

- Formally adopt a written comprehensive guidance and counseling program.
- Develop strategies for dealing with concerns as part of the transition process.
- In-service administrators, teachers, and constituents regarding the program and its benefits.
- Establish standards for guidance facilities that include appropriate space, privacy, equipment/technology, and necessary instructional and financial resources.
- Ensure district-level counselor supervision is provided by personnel who have a professional background in school counseling.
- Identify and establish counselor-student ratios necessary for program implementation.
- Identify and reassign non-guidance duties currently performed by counselors that are barriers to program implementation.

b. Design program needs and prioritize activities

With newly established priorities, activities will be developed and implemented in the improvement and expansion of the total guidance program. These new activities should be

- carefully planned,
- based on the needs assessment information and the program goals, and
- have clearly stated comprehensive and developmental learning goals, student standards, and counselor strategies.



5. Evaluating

Evaluation is a process for determining the effectiveness of the guidance and counseling program. The purpose of evaluation is to provide data and a vehicle for drawing conclusions and making decisions, recommendations and plans to improve and revise the guidance and counseling program and the personnel implementing the program. The evaluation process should be systematic, comprehensive and ongoing.

A. Program Evaluation

There are various methods and levels for evaluation of guidance programs to "be accountable." It is important to develop guidelines that suggest monitoring attainment of program standards as an appropriate approach to accountability through evaluation. Evaluation has and will continue to occur throughout the planning, designing, and implementing stages of the Program Development Cycle. The evaluation process must provide for on-going assessment of student needs, attainment of objectives, goals, and benchmarks for standards and allocation to the changing needs of students.

B. Counselor Evaluation

The purpose of counselor evaluation is to ensure continuous growth and improvement of the guidance and counseling program and to ensure that the program serves all students. Counselor evaluation, just like the program evaluation, needs to be a process. The evaluation process should include principles of sound and appropriate evaluation, reflect current techniques in effective guidance and counseling skills, and reflect the district job description of school counselors. The counselor evaluation process should allow for flexibility and individuality in the implementation of the comprehensive guidance and counseling program to better meet the needs of individual students as well as producing a program to serve all students.

Counselor evaluation should make appropriate use of the school counselor's job guidelines and ethical standards. It is important to provide professional development for school counselors because it provides opportunities for counselors to renew and upgrade their knowledge and skills.

Counselor evaluation should be based on the counselor's performance in implementing the comprehensive developmental guidance and counseling program and according to the job guidelines. Administrators must support and assist counselors in implementing a comprehensive development guidance and counseling program.

Development of a statement of the objectives of counselor evaluation is an important part of the total evaluation process. Following are some examples of possible objectives that should be included in the evaluation plan:

- Review the counselor's job description and/or counselor's competencies.
- Address the counselor's role and competence in terms of program implementation.
- Commend areas of strength.
- Identify areas for improvement and develop a plan for improvement and support.
- Provide a system for encouraging counselor self-improvement and professional development opportunities and support.
- Encourage counselor accountability in the implementation of the comprehensive guidance and counseling program.
- Encourage professional development opportunities for faculty, staff, and administrators in understanding the role of the counselor in implementing a comprehensive guidance and counseling program.

C. Ensure counselor competency.

- Identify needs and resources for staff development.
- Clarify the role of the counselor to ensure implementation of the comprehensive developmental guidance and counseling program.
- Orient new counselors regarding program standards, guidelines, and implementation strategies.
- Evaluate staff using counseling related criteria and standards.
- Promote, provide, and support opportunities for professional growth.

Basis of an Assessment

The program definition and design provides clear standards for evaluation of both the program and the staff. The program definition identifies the students, persons, and groups served by the program; identifies the competencies acquired as a result of participation in the program; and describes the organization of the program delivery system. The definition also dictates the appropriate roles for the school counselor, as well as the job description particulars for carrying out each counselor's specific responsibilities. The design outlines the program's structure and

priorities including the identification of students' primary outcomes to be achieved, and the establishment of weightings for resource allocation.

Questions to Be Answered through Assessment

In this section, four categories of evaluation questions are suggested as a minimum number for evaluating the effectiveness of the comprehensive guidance program.

1. Have effective program improvements been made?
2. Does the program meet and/or exceed the program standards?
3. Have students become competent in the high-priority content areas?
4. Are counselors performing their roles?

At the local level, additional questions may be generated.

Considerations for answering the four categories of questions in evaluating the comprehensive guidance program and the school counselor staff are provided below.

1. Have effective program improvements been made?

Program improvement identifies the objectives and strategies to be accomplished through implementation of a list of tasks within an expressed timeline. It provides a basis for determining whether the objectives and the timelines were met.

As a result of designing program improvements, new expectations for counselor performance emerge. These expectations form the basis for the setting of professional growth goals by school counselors. Similar to program improvement plans, professional growth plans establish the objectives for developing specific skills or knowledge, identify the strategies for attaining the objectives, and specify the timelines.

2. Does the program meet and/or exceed the program standards?

A fully implemented and supported guidance program will have a measurable impact on students, parents, faculty, and the school climate. Data collection and analysis will describe the level of implementation of the program, the effectiveness of the guidance program, and the level of goal attainment.

The program standards can be categorized into two types: (a) qualitative design standards and (b) quantitative design standards. Examples of qualitative design standards for each component of the guidance program are:

- *Guidance Curriculum:* The specific curriculum standards to be emphasized, the specific competencies to be developed, and the age-appropriate outcomes to be reached by students.
- *Responsive Services:* The systematic and timely response to requests from students.
- *Individual Planning:* The listing of activities that facilitate individual planning at all grade levels.

- *System Support:* The listing of activities and programs that best meet the school community's needs and use the counselors' professional skills.

Examples of quantitative design standards are the same for each component of the guidance program. The standards are expressed in terms of (a) the numbers of students/staff/parents served by each program component, (b) the percentage of counselor time allocated to each component, and (c) the amount of time counselors use each of their professional competencies.

A data-gathering process is indicated in order to ascertain whether the program standards have been met. Assessment by pre-activity versus post-activity comparisons, short answer questionnaires, essays, improved attendance, scores and grades, and improved student behaviors provide quantitative data. Attitude surveys, verbal feedback, parent and teacher observations, case studies, and checklists provide qualitative data about the impact of the program.

Data to demonstrate implementation of the **guidance curriculum** activities might include information about the guidance curriculum schedule, the number of students and classes that received services, and the demonstrated standards achieved by the students.

Responsive services performed by the counselor may include a tally of students seen individually and in groups, the kinds of concerns they had, and the number of referrals to other agencies and alternative programs. The number of parent consultations and the kinds of concerns also should be collected. Information regarding client satisfaction and time lapse between request and follow-through is useful in determining the optimum student/counselor ratio.

Individual planning can be demonstrated by listing the types of information and activities provided for each grade level, and the student plans and/or schedules that result from those activities.

System support can be demonstrated by a listing of involvement in school-wide or district wide activities, the number of clients served, the kinds of consultation provided and level of satisfaction, and the individual professional development plan developed by the counselor.

3. Have students become competent in the high- priority content areas?

Evaluating student competency development in a guidance program is critical to keeping the program efforts on target and efficient while making the best use of the resources available. Effective evaluation should include needs assessment and development of standards and competencies by grade level, and objectives for specific activities.

Methods of Data Generation

The measurement of students' learning in a guidance program can be done both quantitatively and/or qualitatively. Data can be gathered both formally and informally. The measurement technique must be appropriate to the objective being measured.

Learning Domain	**The Measurement Technique**
Cognitive	Tests: objective, true-false, multiple choice, matching, short answers, essays, academic grades
Affective	Structured reaction questionnaires, open-ended questions, ratings, checklists, rankings, inventories, art work, attitude surveys

Other methods that can be used to gather multifaceted data about student growth include case studies, pre- and post-test comparisons, participant-nonparticipant (control group) comparisons, goal-attainment scaling, and follow-up studies.

4. Are counselors performing their roles?

The quality of the guidance program is inextricably linked with the performance of the school counselor. Therefore, counselor performance evaluation is critical to the improvement and maintenance of the comprehensive guidance program. The comprehensive guidance program framework also includes standards for the counselor's job performance, expressed in the roles of the professional school counselor and in each counselor's specific job description in the local program.

Using the counselor's job description as a guide, a relevant performance evaluation system and instrument should be used. School counselors should be appropriately supervised. Whenever possible, evaluations of school counselors' performance should be the responsibility of certified counselors or someone specifically trained in school counselor supervision and evaluation.

The goal of performance evaluation is for each staff member to reach optimum competence in using their professional skills. Delineating these skills and using them as indicators of quality performance are critical to meaningful counselor evaluation. Based on the standards

and on observable and measurable behaviors, counselors' performance is rated *in need of improvement, satisfactorily done,* or *exceptionally well done.*

As with the other kinds of evaluation, the purpose of a counselor performance evaluation system and the evaluation instrument is to provide the data and the vehicle for drawing conclusions and making decisions/recommendations/plans. A primary use of a counselor performance evaluation is to identify competencies that are strong and those that need strengthening for each counselor, with the latter becoming targets for professional growth plans.

A counselor performance evaluation is based on roles and related competencies needed to implement a comprehensive guidance program. The evaluation instrument used should be tailored to fit the local guidance program and designated roles and responsibilities of the counselors.

Outline for counselor performance evaluation:

1. State the evaluation question.
2. Determine the audience and uses for the evaluation.
3. Gather data to answer the questions.
4. Apply predetermined standards.
5. Draw conclusions.
6. Consider the context.
7. Make recommendations.
8. Act on recommendations to address performance improvement.

Audience/Uses for the Evaluation

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Once questions to be answered by the evaluation have been developed, the next step in the evaluation process is to determine who will receive the evaluation results and who will use the evaluation results.

The evaluation results should be reported to

- those who have been recipients of the program such as students, parents, and teachers;
- those who have implemented the program such as counselors and guidance program managers;
- those who have administered or set policy such as administrators, superintendents, school boards members; and
- those who have supported the program, either financially or personally such as taxpayers, volunteers, and community groups.

Evaluation results should be used to make further program improvements. Counselors and administrators will use the results to make modifications to the program and to compare the implemented program with the program standards. Administrators and policymakers will utilize the evaluation to make decisions about the content, quality, and effectiveness of the services and to allocate financial and staffing resources for the program. They also will utilize the information to describe the program to the community or to seek the community's support for program improvements.

In summary, evaluation is a process of program renewal that begins with developing the questions to be answered and ends with making and acting on the recommendations generated by the findings.

An effective evaluation

- is based on explicitly stated standards,
- uses data to answer the evaluation questions,
- draws conclusions after analyzing the data and the context in which the data was gathered,
- answers questions about the effectiveness of the whole guidance program and of the four individual components of the program, and
- provides the basis for making decisions about future program improvements and directions.

SAMPLE PROGRAM ASSESSMENT FORM

Area and Criteria	In Need of Improvement	Satisfactorily Done	Exceptionally Well Done
I. Planning			
The Comprehensive Guidance and Counseling Program			
(a) maintains a schedule of comprehensive guidance and counseling activities	☐	☐	☐
(b) establishes goals and standards for the year, develops plans to work on goals and standards, and assesses programs at end of year	☐	☐	☐
(c) validates the value and use of guidance and counseling activities through intermittent feedback from students, teachers, administrators, and parents	☐	☐	☐
(d) centers counselor activities around a master calendar of guidance activities that are built with a high degree of involvement of administrators and teachers	☐	☐	☐

Other:

_____

_____

_____

Suggestions to improve this area:	Timeline:
_____	_____
_____	_____
_____	_____

Strengths:

_____

_____

_____

SAMPLE PROGRAM ASSESSMENT FORM

Area and Criteria	In Need of Improvement	Satisfactorily Done	Exceptionally Well Done
II. Guidance Curriculum			
The Comprehensive Guidance and Counseling Program			
(a) focuses on student standards in the learning to live, learning to learn, and learning to work through curricular activities	☐	☐	☐
(b) spends the predetermined amount of time on the curriculum component	☐	☐	☐
(c) maintains a schedule of classroom presentations/activities	☐	☐	☐
(d) has written plans for structured group experiences used in classroom activities with goals and student standards	☐	☐	☐
(e) provides guidance-curriculum activities to all students	☐	☐	☐
(f) provides opportunities for parent education	☐	☐	☐

Other:

_____

_____

_____

Suggestions to improve this area:	Timeline:
_____	_____
_____	_____
_____	_____

Strengths:

_____

_____

_____

SAMPLE PROGRAM ASSESSMENT FORM

Area and Criteria	In Need of Improvement	Satisfactorily Done	Exceptionally Well Done
III. Responsive Services			
The Comprehensive Guidance and Counseling Program			
(a) focuses on student standards in learning to live, learning to learn, and learning to work responding to specific student needs	☐	☐	☐
(b) spends the predetermined amount of time on responsive services	☐	☐	☐
(c) maintains a schedule of individual and group counseling appointments	☐	☐	☐
(d) establishes and disseminates to staff and parents specific procedures for identification and referral of students for counseling	☐	☐	☐
(e) maintains a current list of school/community referral resources	☐	☐	☐
(f) follows up on students referred	☐	☐	☐
(g) plans for schedule flexibility to deal with any crisis counseling that may be needed	☐	☐	☐
(h) develops methods for consulting with teachers with a minimum of interruptions in work schedules	☐	☐	☐
(i) conducts groups outside the classroom to respond to students' identified interests and needs	☐	☐	☐
(j) identifies and provides both individual and group counseling to students	☐	☐	☐

Other: _____

_____

_____

Suggestions to improve this area: _____ Timeline: _____

_____ _____

_____ _____

Strengths: _____

_____

_____

SAMPLE PROGRAM ASSESSMENT FORM

Area and Criteria	In Need of Improvement	Satisfactorily Done	Exceptionally Well Done
IV. Individual Planning			
The Comprehensive Guidance and Counseling Program			
(a) focuses on student standards in the learning to live, learning to learn, and learning to work individual planning	☐	☐	☐
(b) spends the predetermined amount of time on the individual planning component	☐	☐	☐
(c) provides individual planning to all students	☐	☐	☐
(d) through individual planning, reinforces the learning that students have achieved in classroom and group involvement	☐	☐	☐
(e) assists students to assess and interpret their abilities, interests, skills, and achievement	☐	☐	☐
(f) helps students to select coursework and other curricular and extracurricular activities that lead to realization of their personal, educational, and career plans	☐	☐	☐
(g) Assists students in decision making that accompanies transitions from one educational program to another, from one school to another, or from school to work	☐	☐	☐
(h) assists students in securing information to explore career and life role possibilities; to plan personal, educational, and career goals; and to revise such plans as fits their current stages of development	☐	☐	☐
(i) helps provide orientation to students and parents	☐	☐	☐

Other:

_____

_____

_____

Suggestions to improve this area: Timeline:

_____ _____

_____ _____

_____ _____

Strengths:

_____

_____

_____

SAMPLE PROGRAM ASSESSMENT FORM

Area and Criteria	In Need of Improvement	Satisfactorily Done	Exceptionally Well Done
V. System Support			
The Comprehensive Guidance and Counseling Program			
(a) spends the predetermined amount of time on the system support component	☐	☐	☐
(b) maintains a well-organized and functional guidance information resource center	☐	☐	☐
(c) submits and maintains a guidance program budget that is separate from the school's program administration	☐	☐	☐
(d) meets periodically with the administration to monitor or evaluate the effectiveness of the comprehensive guidance program	☐	☐	☐
(e) provides in-service programs and/or staff development for faculty and staff	☐	☐	☐
(f) conducts a planned program of public relations for staff, parents, and community	☐	☐	☐
(g) has an active advisory committee that holds periodic meetings and makes recommendations at the planning, implementation, and evaluation stages of the program	☐	☐	☐
(h) provides and/or supports professional development for the guidance and counseling staff	☐	☐	☐

Other:

_____

_____

_____

Suggestions to improve this area:	Timeline:
_____	_____
_____	_____
_____	_____

Strengths:

_____

_____

_____

SAMPLE PROGRAM ASSESSMENT FORM

Area and Criteria	In Need of Improvement	Satisfactorily Done	Exceptionally Well Done
VI. Program Administration			
The Comprehensive Guidance and Counseling Program			
(a) maintains professional staff who are certified school counselors through the South Carolina Department of Education	☐	☐	☐
(b) provides for appropriate student/counselor ratio as funded by the state	☐	☐	☐
(c) provides an adequate budget for such needs as curricular materials, supplies, a professional library, and professional development	☐	☐	☐
(d) provides an adequate facility with sufficient space, privacy for individual and small-group counseling and conferences, guidance and career materials, and a telephone	☐	☐	☐
(e) provides for confidential management and storage of student records	☐	☐	☐

Other:

_____

_____

_____

Suggestions to improve this area:	Timeline:
_____	_____
_____	_____
_____	_____

Strengths:

_____

_____

_____

SECTION VII

ADEPT Guidance and Counseling Personnel Assessment

ADEPT
for
School Guidance Counselors

Evidence Documentation

Version 10-03

Guidance counselor: _____

District: _____

Grade level(s): _____

Dates of evaluation: **from** _____ **to** _____

Evaluator: **Title:**

_____ _____

_____ _____

_____ _____

NOTE

Not all key considerations are of equal importance, nor is every key consideration applicable to all school guidance counselors in all settings. Evaluators should establish the appropriate content/context-specific performance expectations and clearly convey this information to the school library media specialist prior to the initiation of the evaluation

PD 1: Long-Range Planning

Data Collection Methods

Required:
- ❖ Review of the school guidance counselor's long-range plan (LRP)
  (Note: The review of the long-range plan is optional during the second semester of evaluation, contingent upon the school guidance counselor's successful preliminary evaluation results on PD 1.)

Optional:
- ❖ Interviews with the school guidance counselor
- ❖ Other procedures, consistent with district policy, as deemed necessary by the evaluation team.

Key considerations typically include, but need not be limited to, the extent to which the school guidance counselor's long-range plan contains descriptions of appropriate

- ❖ goals, objectives, activities, and methods for evaluating the four components of a comprehensive developmental guidance and counseling program:
  1. **guidance curriculum:** structured experiences presented systematically through classroom and group activities that emphasize choice-making, self-understanding, career exploration and preparation, and improving study skills;
  2. **individual student planning:** test interpretation, informal counseling, educational counseling, and career planning activities to assist all students in planning, monitoring, and managing their own academic achievement as well as their personal and career development;
  3. **responsive services:** counseling or referral activities to meet the immediate needs and concerns of students; and
  4. **system support:** indirect guidance management activities such as staff/community relations, special projects, committees, and student support teams that maintain and enhance the total guidance program;
- ❖ formal and informal needs assessments, sources of information (e.g., students, teachers, administrators, parents), and the ways in which the results of the needs assessments will be used to develop and prioritize program goals and objectives;
- ❖ procedures for organizing and managing the guidance and counseling program, including key materials, resources, and technologies as well as procedures to ensure optimal student, parent, and staff access to the counselor; and
- ❖ plans for program communications, including the types of information that need to be communicated, the timelines for communicating the information, the methods of communication, and the intended audiences.

Evidence Documentation

PD 2: Short-Range Planning—Guidance and Counseling Activities

Data Collection Methods

Required:
- ❖ Interviews (including a review of relevant artifacts) conducted in the school guidance office as follows:
  - ♦ Evaluator 1 (certified school guidance counselor): Interview topics must include areas related to *counseling*.
  - ♦ Evaluator 2 (supervisor/other): Interview topics must include areas related to *guidance*.

  (Note: These interviews are optional during the second semester of evaluation, contingent upon the school guidance counselor's successful preliminary evaluation results on PDs 2, 3, and 6.)

Optional:
- ❖ Other procedures, consistent with district policy, as deemed necessary by the evaluation team.

Key considerations typically include, but need not be limited to, the extent to which the school guidance counselor

- ❖ organizes and develops appropriate procedures for responding to referrals and requests for services;
- ❖ develops goals and objectives that are appropriate to the student needs and are aligned with national and state guidance/counseling standards and (as appropriate) national and state academic standards;
- ❖ determines strategies, techniques, and/or activities that are appropriate, that help build rapport with the students, and that promote transfer to real-life situations;
- ❖ selects and obtains appropriate materials and/or resources; and
- ❖ develops, disseminates, and follows an appropriate program schedule.

Evidence Documentation

PD 3: Development and Use of Assessments

Data Collection Methods

Required:
- ❖ Interviews (including a review of relevant artifacts) conducted in the school guidance office as follows:
  - ♦ Evaluator 1 (certified school guidance counselor): Interview topics must include areas related to *counseling*.
  - ♦ Evaluator 2 (supervisor/other): Interview topics must include areas related to *guidance*.

  (Note: These interviews are optional during the second semester of evaluation, contingent upon the school guidance counselor's successful preliminary evaluation results on PDs 2, 3, and 6.)

Optional:
- ❖ Other procedures, consistent with district policy, as deemed necessary by the evaluation team.

Key considerations typically include, but need not be limited to, the extent to which the school guidance counselor

- ❖ conducts appropriate formal and informal needs assessments and program evaluations, uses the results for program planning (including the number and types of services provided), and disseminates relevant information;
- ❖ appropriately assesses the student and/or the severity of the situation;
- ❖ monitors and documents student progress and the results of various program initiatives;
- ❖ determines and provides necessary follow-up support; and
- ❖ maintains program accountability information.

Evidence Documentation

PD 4: Providing Guidance and Counseling Services

Data Collection Methods

Required:

- Observations (unannounced) and review of the school guidance counselor's "Reflections"
  - Evaluator 1 (certified school guidance counselor): (1) direct observation and/or indirect observation (e.g., audio or video recordings) of at least one entire individual, small-group, or crisis counseling session and (2) review of the school guidance counselor's "Reflection" on the counseling session.
  - Evaluator 2 (supervisor/other): (1) direct observation of at least one entire group or classroom guidance activity or one group or individual planning session and (2) review of the school guidance counselor's "Reflection" on the guidance session.

  (Note: The "Reflections" are optional during the second semester of evaluation, contingent upon the school guidance counselor's successful preliminary evaluation results on PD 4. However, observations must be conducted both semesters.)

Optional:

- Interviews with the school guidance counselor.
- Other procedures, consistent with district policy, as deemed necessary by the evaluation team.

Key considerations typically include, but need not be limited to, the extent to which the school guidance counselor

- establishes appropriate goals and objectives based on identified student needs;
- selects and makes effective use of appropriate techniques, practices, materials, and resources;
- uses effective communication skills (e.g., listening, verbal, nonverbal);
- creates a positive environment for students;
- sets appropriate expectations for student involvement;
- promotes the transfer of knowledge and skills to real-life situations; and
- makes appropriate determinations regarding the direction of future services based on accurate analyses of student needs and progress.

Evidence Documentation

PD 5: Providing Consultation Services

Data Collection Methods

Required:
- Review of the school guidance counselor's "Consultation Summary Report" (Note: The "Consultation Summary Report" is optional during the second semester of evaluation, contingent upon the school guidance counselor's successful preliminary evaluation results on PD 5.)

Optional:
- Observations of the school guidance counselor's consultation activities (e.g., IEP meetings, individual or group consultations, staff development meetings, parent or community meetings, seminars, workshops)
- Other procedures, consistent with district policy, as deemed necessary by the evaluation team.

Key considerations typically include, but need not be limited to, the extent to which the school guidance counselor

- provides an appropriate range of consultation services;
- identifies factors that influence the effectiveness of these services; and
- makes appropriate determinations regarding ways to enhance future consultation services.

Evidence Documentation

PD 6: Coordinating Guidance and Counseling Services

Data Collection Methods

Required:
- ❖ Interviews (including a review of relevant artifacts) with the school guidance counselor
  - ♦ Evaluator 1 (certified school guidance counselor): Interview topics must include areas related to *counseling*.
  - ♦ Evaluator 2 (supervisor/other): Interview topics must include areas related to *guidance*.

  (Note: These interviews are optional during the second semester of evaluation, contingent upon the school guidance counselor's successful preliminary evaluation results on PDs 2, 3, and 6.)

Optional:
- ❖ Other procedures, consistent with district policy, as deemed necessary by the evaluation team.

Key considerations typically include, but need not be limited to, the extent to which the school guidance counselor

- ❖ conducts appropriate orientations and/or disseminates information about the availability and nature of the services;
- ❖ provides service-related information and assistance to students, parents, and staff;
- ❖ coordinates referrals and requests for services with available school and community resources;
- ❖ maintains a current referral and resource file;
- ❖ effectively manages the program budget and materials; and
- ❖ collaborates within the school and the community to ensure quality comprehensive services to students.

Evidence Documentation

PD 7: Fulfilling Professional Responsibilities

Data Collection Methods

Required:
- Review of the "Professional Performance Description," completed by the building administrator and other supervisors, as appropriate
- Review of the "Professional Self-Report," completed by the school guidance counselor

  (Note: The "Professional Self-Report" is optional during the second semester of evaluation, contingent upon the school guidance counselor's successful preliminary evaluation results on PD 7. However, the "Professional Performance Description" must be completed by the administrator/supervisor and reviewed by the evaluation team both semesters.)

Optional:
- Other procedures, consistent with district policy, as deemed necessary by the evaluation team.

Key considerations typically include, but need not be limited to, the extent to which the school guidance counselor

- establishes and maintains positive professional relationships with colleagues, students, parents, and members of the community;
- adheres to ethical standards and professional practice guidelines (e.g., reporting child abuse, maintaining confidentiality of student records);
- appropriately balances "other assigned duties" with professional responsibilities, to the maximum extent possible;
- demonstrates positive work characteristics in terms of self-management and quality of work;
- contributes to the well-being of the students, the benefit of the overall school community, and the advancement of the profession;
- identifies his or her own professional strengths and weaknesses;
- displays professional insight and vision regarding the guidance and counseling program; and
- sets purposeful professional goals.

Evidence Documentation

ADEPT

for

School Guidance Counselors

INTERVIEW FORM

Guidance Counselor _____

Interview Date _____

Interview Time _____

Interview Location _____

Evaluator _____

May 2003

PD 2: SHORT-RANGE PLANNING OF GUIDANCE AND COUNSELING SERVICES

Interview Focus:
(check all appropriate)

- ❒ Classroom or Group Guidance
- ❒ Individual Student Planning
- ❒ Individual or Group Counseling
- ❒ Crisis Counseling

Please discuss your implementation plans for the above service(s). In your explanation, give specific examples and show evidence of the way(s) in which you

- ❖ process and respond to *referrals* and *requests for services;*
- ❖ develop goals and objectives that are appropriate to the student needs and aligned with national and state guidance/counseling standards and (as appropriate) national and state academic standards;
- ❖ determine appropriate strategies, techniques, and/or activities that will promote effectiveness, rapport building, student engagement, and transfer to real-life situations;
- ❖ select and obtain appropriate materials and/or resources; and
- ❖ develop, disseminate, and follow an appropriate schedule.

PD 3: PLANNING, DEVELOPMENT, AND USE OF ASSESSMENTS

Interview Focus:
(check all appropriate)

- ❒ Classroom or Group Guidance
- ❒ Individual Student Planning
- ❒ Individual or Group Counseling
- ❒ Crisis Counseling

Please discuss your assessments and program accountability documentation for the above service(s). In your explanation, give specific examples and show evidence/documentation of the way(s) in which you

- ❖ conduct formal and informal needs assessments and program evaluations, use the results to help plan your program (including the number and types of services that are indicated), and disseminate relevant information;
- ❖ assess the student(s) and (for crisis counseling) the severity of the situation;
- ❖ monitor and document student progress and the results of your program initiatives;
- ❖ determine the need for and provide appropriate follow-up support; and
- ❖ maintain program accountability documentation.

PD 6: COORDINATING GUIDANCE AND COUNSELING SERVICES

Interview Focus:
(check all appropriate)

- ❒ Classroom or Group Guidance
- ❒ Individual Student Planning
- ❒ Individual or Group Counseling
- ❒ Crisis Counseling

Please discuss your program coordination for the above service(s). In your explanation, give specific examples and show evidence of the way(s) in which you

- ❖ conduct orientations and/or disseminate information about the availability and nature of the service(s);
- ❖ provide service-related information and/or assistance to students, parents, and/or staff;
- ❖ coordinate referrals and/or resources (including maintaining your referral and resource file);
- ❖ manage your program (e.g., materials, budget); and
- ❖ collaborate within your school and your community to provide effective services to students.

REFLECTION ON GUIDANCE SESSION

Counselor's Name: _____ School: _____

Number of Students: _____ Grade Level(s): _____

Length of Session: _____ Date of Session: _____

Instructions to the school guidance counselor: *Please complete information below for the guidance session that was observed for your ADEPT evaluation (Performance Dimension 4: "Providing Guidance and Counseling Services"). Complete a separate form for each session that was observed. Submit your completed form to your evaluator within seven calendar days of the observation.*

1. **Describe your initial assessment of the student(s).** Consider the following questions as you prepare your response: How did you determine the guidance needs of the student(s)? What guidance needs did you identify? What cultural and/or background issues did you identify? What are the key guidance issues/long-term guidance goals for the student(s)?

2. **Describe the previous guidance services that you have provided to the student(s).** Consider the following questions as you prepare your response: How frequently are guidance services scheduled for the student(s)? On what basis are guidance services provided to the student(s) [e.g., classroom sessions, large group guidance, school-wide activities]? How long have guidance services been provided to the student(s)? At what point are you in the guidance process with the student(s) (i.e., near the beginning, in the middle, or nearing completion)? What factors have facilitated and/or impeded the guidance process with the student(s)?

3. **Describe the current guidance session.** Consider the following questions as you prepare your response: What were the objectives of this session? How did you establish and maintain rapport with the student(s)? What specific guidance processes and/or techniques did you use during the session? What *mental notes* did you make during the session?

4. **Reflect on the session.** Consider the following questions as you prepare your response: To what extent were the session objectives accomplished, and how did you make this determination? If you had the opportunity to conduct this session again with this/these student/s, what adjustments would you make, if any, and why? What plans do you have for subsequent guidance sessions with the student(s)? How will you determine when guidance services are no longer necessary for the student(s)?

5. **Provide additional comments.** *(optional)*

CONSULTATION SURVEY

In order to provide effective school consultation services through the guidance and counseling program, your assistance is needed. Please complete the following items as they relate to the consultation services that you recently received from the school guidance counselor. Your input is appreciated. Thank you.

1. I am
   - ❒ a student.
   - ❒ a parent or guardian.
   - ❒ a classroom educator or support personnel.
   - ❒ an administrator.
   - ❒ other *(please describe_____).*

2. My request for consultation services was made by
   - ❒ self referral.
   - ❒ other referral.

3. The consultation services that I required were
   - ❒ personal/social.
   - ❒ academic.
   - ❒ career.
   - ❒ referral.
   - ❒ other *(please describe _____).*

4. *Please circle the number that corresponds to your response to each of the following statements:*

The school guidance counselor	**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
a. responded to my request for consultation services in a timely manner.	1	2	3	4	5
b. was easy to relate to.	1	2	3	4	5
c. was knowledgeable about dealing with my request.	1	2	3	4	5
d. handled my situation effectively.	1	2	3	4	5
e. made me feel positive about school consultation services.	1	2	3	4	5

5. Additional comments or feedback *(optional).*

School Guidance Counselor

CONSULTATION SUMMARY REPORT

School Guidance Counselor _____ **Date** _____

1. Please give an overview of the number and types of consultation services you have provided this year.

2. In the table below, please indicate the number of consultation surveys that were completed and returned to you:

RESPONDENTS	NUMBER OF SURVEYS COMPLETED*				
	Personal/ Social	Academic	Career	Referral	Other
Students					
Parents/Guardians					
Teachers/Support Staff					
Administrators					
Others					

3. Please discuss the results of your consultation surveys in terms of
   - ❖ the extent to which the consultation services you provide meet the needs of your school community,
   - ❖ the ratings and comments you received, and
   - ❖ the ways in which you will use this information to plan and conduct future consultation services.

* The completed surveys must be made available to the evaluation team, upon request.

School Guidance Counselor

PROFESSIONAL PERFORMANCE DESCRIPTION

School Guidance Counselor _____ **Date** _____

Administrator/Supervisor _____ **Title** _____

Directions to the Administrator or Supervisor:

Please respond to each of the following statements regarding this school guidance counselor; include specific examples wherever appropriate. Submit your completed form to the designated evaluator(s) by the date specified by your school district.

1. Describe the extent to which this school guidance counselor has developed and maintained positive professional relationships with colleagues, students, parents, and members of the community.

2. Describe the extent to which this school guidance counselor practices in accordance with ethical standards and legal guidelines (e.g., child abuse reporting, confidentiality of student records, parental rights, duty to warn).

3. Describe the extent to which this school guidance counselor performs all appropriate/required job responsibilities.

4. Describe the extent to which this school guidance counselor demonstrates responsible work habits (e.g., time management, punctuality, dependability, attendance).

5. Describe the extent to which this school guidance counselor contributes to the well-being of the students and to the benefit of the overall school community.

School Guidance Counselor

PROFESSIONAL SELF-REPORT

School Guidance Counselor _____ **Date** _____

Directions to the School Guidance Counselor:

Please respond to each of the following questions, and submit your completed form to the designated evaluator(s) by the date specified by your school district.

1. As a school guidance counselor, what are your professional strengths? How did you make this determination? How have you built on these strengths so far, and/or how will you do so in the future?

2. As a school guidance counselor, what are your professional weaknesses? How did you make this determination? What have you done so far to remediate or compensate for these weaknesses, and/or what are your future plans for improvement?

3. What are your plans for continuously improving the guidance and counseling program in your current setting?

4. What are the greatest challenges to implementing the guidance and counseling program in your current setting, and how do you plan to address these challenges?

5. What are your goals and plans for continued professional development?

ADEPT for School Guidance Counselors

EVALUATION SUMMARY

School Guidance Counselor _____ School Year _____

Social Security Number _____ Contract Status _____

School(s) _____ District _____

Level(s) ☐ Early Childhood ☐ Elementary ☐ Middle ☐ Secondary

Evaluation Team Members

Evaluator's Name Evaluator's Title

1.

2.

3.

PERFORMANCE DIMENSIONS		PRELIMINARY EVALUATION		FINAL EVALUATION	
		Date:		Date:	
		Not Met	Met	Not Met	Met
PD 1	Long-Range Planning	☐	☐	☐	☐
PD 2	Short-Range Planning: Guidance and Counseling Activities	☐	☐	☐	☐
PD 3	Development and Use of Assessments	☐	☐	☐	☐
PD 4	Providing Guidance and Counseling Services	☐	☐	☐	☐
PD 5	Providing Consultation Services	☐	☐	☐	☐
PD 6	Coordinating Guidance and Counseling Services	☐	☐	☐	☐
PD 7	Professional Responsibilities	☐	☐	☐	☐
Overall Judgment An overall judgment of *met* indicates that the school guidance counselor met the competency standard for all seven of the performance dimensions at the time of the final evaluation.				**Not Met** ☐	**Met** ☐

Comments and Recommendations

Guidance and Counseling Program

Long-Range Plan

Name: _____

School Year: _____

School: _____ Grade Level(s) Served: _____

Context of the Guidance and Counseling Program

- *Description of the school (e.g., size, grade levels, Title programs) and the surrounding community (e.g., location, urbanization, size).*

- *Description of the population of students (e.g., age levels, backgrounds, interests) served by the school guidance counselor and the types of other school programs and services (e.g., special education, gifted and talented, ESL, school/grade-level instructional programs and initiatives) that are needed by and provided to these students.*

- *Description of other factors, if any, that impact on the guidance and counseling program.*

Roles and Responsibilities of the School Guidance Counselor

In addition to planning, implementing, and evaluating the goals of the comprehensive developmental guidance and counseling program, as described in the following pages, the school guidance counselor's assigned responsibilities include the following:

-

Comprehensive Developmental Guidance and Counseling Program Component *(check one)*

☐ **Guidance Curriculum**: Structured experiences presented systematically through classroom and group activities that emphasize choice-making, self-understanding, career exploration and preparation, and improving study skills.

☐ **Individual Student Planning**: Test interpretation, informal counseling, educational counseling, and career planning activities to assist all students in planning, monitoring, and managing their own academic achievement as well as their personal and career development.

☐ **Responsive Services**: Counseling or referral activities to meet the immediate needs and concerns of students.

☐ **System Support**: Indirect guidance management activities such as staff/community relations, special projects, committees, and student support teams that maintain and enhance the guidance program.

Needs Assessment(s)

❖ *Description of formal and/or informal needs assessment(s) and source(s) of information.*

❖ *Results and implications.*

Goal(s)

1.			
Objectives	**Activities**	**Key Materials, Resources, Technologies, Procedures, and/or Communications**	**Evaluation Methods**

2.			
Objectives	**Activities**	**Key Materials, Resources, Technologies, Procedures, and/or Communications**	**Evaluation Methods**

3.			
Objectives	**Activities**	**Key Materials, Resources, Technologies, Procedures, and/or Communications**	**Evaluation Methods**

APPENDIX A

ASCA National Model Graphic

The ASCA National Model graphic represents the operational structure and components of ASCA's National Model for School Counseling Programs. The graphic contains three levels and four squares, each representing one of the major systems of the ASCA National Model; the arrows in each square point to the systems they influence as in a building-block approach. Note the arrows for the foundation (the first level) lead to the management and delivery systems (the second level). These in turn lead to the accountability system (the third level). Finally, looking closely, one can see how the black arrow points from accountability down to the foundation component. This stresses the importance of using information learned through the accountability process to refine the foundation of an effective school counseling program. The border of the graphic represents school counselor skills and attitudes of leadership, advocacy and collaboration, which lead to systemic change. These overriding concepts surround and affect the blocks representing the interdependence of the four systems.

From *The ASCA National Model: A Framework for School Counseling Programs.* Used with permission.

APPENDIX B

Appropriate and Inappropriate School Counseling Program Activities

A school counseling program recommends counselors spend most of their time in direct service to and contact with students. Therefore, school counselors' duties are focused on the overall delivery of the total program through guidance curriculum, individual student planning and responsive services. A small amount of their time is devoted to indirect services called system support. Prevention education is best accomplished by implementing school guidance curriculum in the classroom and by coordinating prevention education programs such as the conflict resolution and anti-violence programs at school sites. Eliminate or reassign certain inappropriate program tasks, if possible, so school counselors can focus on the prevention needs of their program. Figure 5.3 [below] represents a comparison between the two similar types of activities and serves as a helpful teaching tool when explaining the school counseling program activities. For example, when considering discipline, counseling students who have discipline problems is the role of the school counselor while performing the disciplinary action itself is the role of the administrator.

Appropriate Activities for School Counselors	Inappropriate Activities for School Counselors
◆ individual student academic program planning	◆ registration and scheduling of all new students
◆ interpreting cognitive, aptitude and achievement tests	◆ coordinating or administering cognitive, aptitude and achievement tests
◆ counseling students who are tardy or absent	◆ responsibility for signing excuses for students who are tardy or absent
◆ counseling students who have disciplinary problems	◆ performing disciplinary actions
◆ counseling students as to appropriate school dress	◆ sending students home who are not appropriately dressed
◆ collaborating with teachers to present guidance curriculum lessons	◆ teaching classes when teachers are absent
◆ analyzing grade-point averages in relationship to achievement	◆ computing grade-point averages
◆ interpreting student records	◆ maintaining student records
◆ providing teachers with suggestions for better management of study halls	◆ supervising study halls
◆ ensuring that student records are maintained as per state and federal regulations	◆ clerical record keeping
◆ assisting the school principal with identifying and resolving student	◆ assisting with duties in the principal's office

Appropriate Activities for School Counselors	Inappropriate Activities for School Counselors
issues, needs, and problems	
◆ working with students to provide small- and large- group counseling services	◆ work with one student at a time in a therapeutic clinical mode
◆ advocating for students at individual education plan meetings, student study teams and school attendance review boards	◆ preparation of individual education plans, student study teams and school attendance review boards
◆ disaggregated data analysis	◆ data entry

APPENDIX C

American School Counselor Association's Ethical Standards for School Counselors

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

Preamble

The American School Counselor Association (ASCA) is a professional organization whose members are certified/licensed in school counseling with unique qualifications and skills to address the academic, personal/social and career development needs of all students. Professional school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the following tenets of professional responsibility:

- Each person has the right to be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations regardless of ethnic/racial status, age, economic status, special needs, English as a second language or other language group, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.

- Each person has the right to receive the information and support needed to move toward self-direction and self-development and affirmation within one's group identities, with special care being given to students who have historically not received adequate educational services: students of color, low socio-economic students, students with disabilities and students with non-dominant language backgrounds.

- Each person has the right to understand the full magnitude and meaning of his/her educational choices and how those choices will affect future opportunities.

- Each person has the right to privacy and thereby the right to expect the counselor-student relationship to comply with all laws, policies and ethical standards pertaining to confidentiality in the school setting.

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

- Serve as a guide for the ethical practices of all professional school counselors regardless of level, area, population served or membership in this professional association;

- Provide self-appraisal and peer evaluations regarding counselor responsibilities to students, parents/guardians, colleagues and professional associates, schools, communities and the counseling profession; and

- Inform those served by the school counselor of acceptable counselor practices and expected professional behavior.

A.1. Responsibilities to Students

The professional school counselor:
a. Has a primary obligation to the student, who is to be treated with respect as a unique individual.

b. Is concerned with the educational, academic, career, personal and social needs and encourages the maximum development of every student.

c. Respects the student's values and beliefs and does not impose the counselor's personal values.

d. Is knowledgeable of laws, regulations and policies relating to students and strives to protect and inform students regarding their rights.

A.2. Confidentiality

The professional school counselor:
a. Informs students of the purposes, goals, techniques and rules of procedure under which they may receive counseling at or before the time when the counseling relationship is entered. Disclosure notice includes the limits of confidentiality such as the possible necessity for consulting with other professionals, privileged communication, and legal or authoritative restraints. The meaning and limits of confidentiality are defined in developmentally appropriate terms to students.

b. Keeps information confidential unless disclosure is required to prevent clear and imminent danger to the student or others or when legal requirements demand that confidential information be revealed. Counselors will consult with appropriate professionals when in doubt as to the validity of an exception.

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

- Student identifies partner or the partner is highly identifiable
- Counselor recommends the student notify partner and refrain from further high-risk behavior
- Student refuses
- Counselor informs the student of the intent to notify the partner
- Counselor seeks legal consultation as to the legalities of informing the partner

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

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

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

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

A.3. Counseling Plans

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

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

A.4. Dual Relationships

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

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

A.5. Appropriate Referrals

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

A.6. Group Work

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

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

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

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

A.7. Danger to Self or Others

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

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

A.8. Student Records

The professional school counselor:
a. Maintains and secures records necessary for rendering professional services to the student as required by laws, regulations, institutional procedures and confidentiality guidelines.

b. Keeps sole-possession records separate from students' educational records in keeping with state laws.

c. Recognizes the limits of sole-possession records and understands these records are a memory aid for the creator and in absence of privilege communication may be subpoenaed and may become educational records when they 1)

are shared with others in verbal or written form, 2) include information other than professional opinion or personal observations and/or 3) are made accessible to others.

d. Establishes a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding sole possession records when the student transitions to the next level, transfers to another school or graduates. Careful discretion and deliberation should be applied before destroying sole-possession records that may be needed by a court of law such as notes on child abuse, suicide, sexual harassment or violence.

A.9. Evaluation, Assessment and Interpretation

The professional school counselor:
a. Adheres to all professional standards regarding selecting, administering and interpreting assessment measures and only utilizes assessment measures that are within the scope of practice for school counselors.
b. Seeks specialized training regarding the use of electronically based testing programs in administering, scoring and interpreting that may differ from that required in more traditional assessments.

c. Considers confidentiality issues when utilizing evaluative or assessment instruments and electronically based programs.

d. Provides interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the student(s) can understand.

e. Monitors the use of assessment results and interpretations, and takes reasonable steps to prevent others from misusing the information.

f. Uses caution when utilizing assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.

g. Assesses the effectiveness of his/her program in having an impact on students' academic, career and personal/social development through accountability measures especially examining efforts to close achievement, opportunity and attainment gaps.

A.10. Technology

The professional school counselor:
a. Promotes the benefits of and clarifies the limitations of various appropriate technological applications. The counselor promotes technological applications (1) that are appropriate for the student's individual needs, (2) that the student understands how to use and (3) for which follow-up counseling assistance is provided.

b. Advocates for equal access to technology for all students, especially those historically underserved.

c. Takes appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted over electronic media including although not limited to fax, electronic mail and instant messaging.

d. While working with students on a computer or similar technology, takes reasonable and appropriate measures to protect students from objectionable and/or harmful online material.

e. Who is engaged in the delivery of services involving technologies such as the telephone, videoconferencing and the Internet takes responsible steps to protect students and others from harm.

A.11. Student Peer Support Program

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

B. Responsibilities to Parents/Guardians

B.1. Parent Rights and Responsibilities

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

b. Adheres to laws, local guidelines and ethical standards of practice when assisting parents/guardians experiencing family difficulties that interfere with the student's effectiveness and welfare.

c. Respects the confidentiality of parents/guardians.

d. Is sensitive to diversity among families and recognizes that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for the welfare of their children by virtue of their role and according to law.

B.2. Parents/Guardians and Confidentiality

The professional school counselor:
a. Informs parents/guardians of the counselor's role with emphasis on the confidential nature of the counseling relationship between the counselor and student.

b. Recognizes that working with minors in a school setting may require counselors to collaborate with students' parents/guardians.

c. Provides parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical responsibilities to the student.

d. Makes reasonable efforts to honor the wishes of parents/guardians concerning information regarding the student, and in cases of divorce or separation exercises a good-faith effort to keep both parents informed with regard to critical information with the exception of a court order.

C. Responsibilities to Colleagues and Professional Associates

C.1. Professional Relationships

The professional school counselor:
a. Establishes and maintains professional relationships with faculty, staff and administration to facilitate an optimum counseling program.

b. Treats colleagues with professional respect, courtesy and fairness. The qualifications, views and findings of colleagues are represented to accurately reflect the image of competent professionals.

c. Is aware of and utilizes related professionals, organizations and other resources to whom the student may be referred.

C.2. Sharing Information with Other Professionals

The professional school counselor:
a. Promotes awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information and staff consultation.

b. Provides professional personnel with accurate, objective, concise and meaningful data necessary to adequately evaluate, counsel and assist the student.

c. If a student is receiving services from another counselor or other mental health professional, the counselor, with student and/or parent/guardian consent, will inform the other professional and develop clear agreements to avoid confusion and conflict for the student.

d. Is knowledgeable about release of information and parental rights in sharing information.

D. Responsibilities to the School and Community

D.1. Responsibilities to the School

The professional school counselor:
a. Supports and protects the educational program against any infringement not in students' best interest.

b. Informs appropriate officials in accordance with school policy of conditions that may be potentially disruptive or damaging to the school's mission, personnel and property while honoring the confidentiality between the student and counselor.

c. Is knowledgeable and supportive of the school's mission and connects his/her program to the school's mission.

d. Delineates and promotes the counselor's role and function in meeting the needs of those served. Counselors will notify appropriate officials of conditions that may limit or curtail their effectiveness in providing programs and services.

e. Accepts employment only for positions for which he/she is qualified by education, training, supervised experience, state and national professional credentials and appropriate professional experience.

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

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

D.2. Responsibility to the Community

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

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

E. Responsibilities to Self

E.1. Professional Competence

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

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

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

E.2. Diversity

The professional school counselor:
a. Affirms the diversity of students, staff and families.

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

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

d. Acquires educational, consultation and training experiences to improve awareness, knowledge, skills and effectiveness in working with diverse populations: ethnic/racial status, age, economic status, special needs, ESL or ELL, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.

F. Responsibilities to the Profession

F.1. Professionalism

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

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

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

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

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

f. Does not use his/her professional position to recruit or gain clients, consultees for his/her private practice or to seek and receive unjustified personal gains, unfair advantage, inappropriate relationships or unearned goods or services.

F.2. Contribution to the Profession

The professional school counselor:
a. Actively participates in local, state and national associations fostering the development and improvement of school counseling.

b. Contributes to the development of the profession through the sharing of skills, ideas and expertise with colleagues.

c. Provides support and mentoring to novice professionals.

G. Maintenance of Standards

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

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

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

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

4. If the matter still remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence:
- state school counselor association
- American School Counselor Association

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

APPENDIX D

ASCA National Standards for Students (Competencies and Indicators)

Legend: A:A-1.1 = Academic Domain, Standard A, Competency 1 and Indicator 1

Academic Development

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

A:A1 Improve Academic Self-concept

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

A:A2 Acquire Skills for Improving Learning

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

A:A3 Achieve School Success

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

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

A:B1 Improve Learning

- A:B1.1 Demonstrate the motivation to achieve individual potential
- A:B1.2 Learn and apply critical-thinking skills
- A:B1.3 Apply the study skills necessary for academic success at each level
- A:B1.4 Seek information and support from faculty, staff, family and peers
- A:B1.5 Organize and apply academic information from a variety of sources
- A:B1.6 Use knowledge of learning styles to positively influence school performance
- A:B1.7 Become a self-directed and independent learner

A:B2 Plan to Achieve Goals

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

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

A:C1 Relate School to Life Experiences

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

Career Development

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

C:A1 Develop Career Awareness

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

C:A2 Develop Employment Readiness

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

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

C:B1 Acquire Career Information

- C:B1.1 Apply decision-making skills to career planning, course selection and career transition
- C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice
- C:B1.3 Demonstrate knowledge of the career-planning process
- C:B1.4 Know the various ways in which occupations can be classified
- C:B1.5 Use research and information 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 training

C:B2 Identify Career Goals

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

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

C:C1 Acquire Knowledge to Achieve Career Goals

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

C:C2 Apply Skills to Achieve Career Goals

C:C2.1 Demonstrate how interest, 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

Personal/Social

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

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

PS:A2 Acquire Interpersonal Skills
PS:A2.1 Recognize that everyone has rights and responsibilities
PS:A2.2 Respect alternative points of view
PS:A2.3 Recognize, accept, respect and appreciate individual differences
PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity
PS:A2.5 Recognize and respect differences in various family configurations
PS:A2.6 Use effective 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.

PS:B1 Self-knowledge Application
PS:B1.1 Use a decision-making and problem-solving model
PS:B1.2 Understand consequences of decisions and choices
PS:B1.3 Identify alternative solutions to a problem
PS:B1.4 Develop effective coping skills for dealing with problems
PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
PS:B1.6 Know how to apply conflict resolution skills
PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
PS:B1.8 Know when peer pressure is influencing a decision
PS:B1.9 Identify long-term and short-term goals
PS:B1.10 Identify alternative ways of achieving goals

PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills
PS:B1.12 Develop an action plan to set and achieve realistic goals

Standard C: Students will understand safety and survival skills.

PS:C1 Acquire Personal Safety Skills

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

APPENDIX E

ASCA National Standards for Students: Developmental Crosswalking Tools

[FORM 1]

This form is a tool that can be used to assist you in planning your overall guidance curriculum.

ACADEMIC DEVELOPMENT DOMAIN		K–2	3–5	6–8	9–12
Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.					
Competency A1 Improve Academic Self-concept					
A:A1.1	articulate feelings of competence and confidence as learners				
A:A1.2	display a positive interest in learning				
A:A1.3	take pride in work and achievement				
A:A1.4	accept mistakes as essential to the learning process				
A:A1.5	identify attitudes and behaviors leading to successful learning				
Competency A2 Acquire Skills for Improving Learning					
A:A2.1	apply time-management and task-management skills				
A:A2.2	demonstrate how effort and persistence positively affect learning				
A:A2.3	use communications 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 A3 Achieve School Success					
A:A3.1	take responsibility for their actions				
A:A3.2	demonstrate the ability to work independently, as well as the ability to work cooperatively with other students				
A:A3.3	develop a broad range of interest 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 B1 Improve Learning					
A:B1.1	demonstrate the motivation to achieve individual potential				
A:B1.2	learn and apply critical-thinking skills				
A:B1.3	apply the study skills necessary for academic success at each level				
A:B1.4	seek information and support from faculty, staff, family and peers				
A:B1.5	organize and apply academic information from a variety of sources				
A:B1.6	use knowledge of learning styles to positively influence school performance				
A:B1.7	become a self-directed and independent learner				

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.		**K–2**	**3–5**	**6–8**	**9–12**
Competency B2 Plan to Achieve Goals					
A:B2.1	establish challenging academic goals in elementary, middle/junior high and high school				
A:B2.2	use assessment results in educational planning				
A:B2.3	develop and implement annual plan of study to maximize academic ability and achievement				
A:B2.4	apply knowledge of aptitudes and interests to goal setting				
A:B2.5	use problem-solving and decision-making skills to assess progress toward educational goals				
A:B2.6	understand the relationship between classroom performance and success in school				
A:B2.7	identify post-secondary options consistent with interests, achievement, aptitude and abilities				
STANDARD C: Students will understand the relationship of academics to the world of work and to life at home and in the community.					
Competency C1 Relate School to Life Experience					
A:C1.1	demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life				
A:C1.2	seek co-curricular and community experiences to enhance the school experience				
A:C1.3	understand the relationship between learning and work				
A:C1.4	demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals				
A:C1.5	understand that school success is the preparation to make the transition from student to community member				
A:C1.6	understand how school success and academic achievement enhance future career and vocational opportunities				

CAREER DEVELOPMENT DOMAIN	K–2	3–5	6–8	9–12
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 A:1 Develop Career Awareness				
C:A1.1 develop skills to locate, evaluate and interpret career information				
C:A1.2 learn about the variety of traditional and 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 A:2 Develop Employment Readiness				
C:A2.1 acquire employability skills such as working on a team, problem-solving and organizational skills				
C:A2.2 apply job readiness skills to seek employment opportunities				
C:A2.3 demonstrate knowledge about the changing workplace				
C:A2.4 learn about the rights and responsibilities of employers and employees				
C:A2.5 learn to respect individual uniqueness in the workplace				
C:A2.6 learn how to write a resume				
C:A2.7 develop a positive attitude toward work and learning				
C:A2.8 understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace				
C:A2.9 utilize time-and task-management skills				
STANDARD B: Students will employ strategies to achieve future career goals with success and satisfaction.				
Competency B:1 Acquire Career Information				
C:B1.1 apply decision-making skills to career planning, course selection and career transition				
C:B1.2 identify personal skills, interests and abilities, and relate them to current career choice				
C:B1.3 demonstrate knowledge of the career-planning process				
C:B1.4 know the various ways in which occupations can be classified				
C:B1.5 use research and information 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 training				
Competency B:2 Identify Career Goals				
C:B2.1 demonstrate awareness of the education and training needed to achieve career goals				
C:B2.2 assess and modify their educational plan to support career				
C:B2.3 use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience				
C:B2.4 select course work that is related to career interests				
C:B2.5 maintain a career-planning portfolio				

STANDARD C: Students will understand the relationship between personal qualities, education, training and the world of work.	**K–2**	**3–5**	**6–8**	**9–12**
Competency C:1 Acquire Knowledge to Achieve Career Goals				
C:C1.1 understand the relationship between educational achievement and career success				
C:C1.2 explain how work can help to achieve personal success and satisfaction				
C:C1.3 identify personal preferences and interests influencing career choice and success				
C:C1.4 understand that the changing workplace requires lifelong learning and acquiring new skills				
C:C1.5 describe the effect of work on lifestyle				
C:C1.6 understand the importance of equity and access in career choice				
C:C1.7 understand that work is an important and satisfying means of personal expression				
Competency C2 Apply Skills to Achieve Career Goals				
C:C2.1 demonstrate how interests, abilities and achievements 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				

PERSONAL/SOCIAL DOMAIN				
STANDARD A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.				
Competency A1 Acquire Self-knowledge				
PS:A1.1 develop positive attitudes toward self as a unique and worthy person				
PS:A1.2 identify values, attitudes and beliefs				
PS:A1.3 learn the goal setting process				
PS:A1.4 understand change is a part of growth				
PS:A1.5 identify and express feelings				
PS:A1.6 distinguish between appropriate and inappropriate behavior				
PS:A1.7 recognize personal boundaries, rights and privacy needs				
PS:A1.8 understand the need for self-control and how to practice it				
PS:A1.9 demonstrate cooperative behavior in groups				
PS:A1.10 identify personal strengths and assets				
PS:A1.11 identify and discuss changing personal and social roles				
PS:A1.12 identify and recognize changing family roles				
Competency A2 Acquire Interpersonal Skills				
PS:A2.1 recognize that everyone has rights and responsibilities				
PS:A2.2 respect alternative points of view				
PS:A2.3 recognize, accept, respect and appreciate individual differences				
PS:A2.4 recognize, accept and appreciate ethnic and cultural diversity				
PS:A2.5 recognize and respect differences in various family configurations				
PS:A2.6 use effective 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.	**K–2**	**3–5**	**6–8**	**9–12**
Competency B1 Self-knowledge Application				
PS:B1.1 use a decision-making and problem-solving model				
PS:B1.2 understand consequences of decisions and choices				
PS:B1.3 identify alternative solutions to a problem				
PS:B1.4 develop effective coping skills for dealing with problems				
PS:B1.5 demonstrate when, where and how to seek help for solving problems and making decisions				
PS:B1.6 know how to apply conflict-resolution skills				
PS:B1.7 demonstrate a respect and appreciation for individual and cultural differences				
PS:B1.8 know when peer pressure is influencing a decision				
PS:B1.9 identify long-and short-term goals				
PS:B1.10 identify alternative ways of achieving goals				
PS:B1.11 use persistence and perseverance in acquiring knowledge and skills				
PS:B1.12 develop an action plan to set and achieve realistic goals				
STANDARD C: Students will understand safety and survival skills.				
Competency C1 Acquire Personal Safety Skills				
PS:C1.1 demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)				
PS:C1.2 learn about the relationship between rules, laws, safety and the protection of rights of the individual				
PS:C1.3 learn about the differences between appropriate and inappropriate physical contact				
PS:C1.4 demonstrate the ability to set boundaries, rights and personal privacy				
PS:C1.5 differentiate between situations requiring peer support and situations requiring adult professional help				
PS:C1.6 identify resource people in the school and community, and know how to seek help				
PS:C1.7 apply effective problem-solving and decision-making skills to make safe and healthy choices				
PS:C1.8 learn about the emotional and physical dangers of substance use and abuse				
PS:C1.9 learn how to cope with peer pressure				
PS:C1.10 learn techniques for managing stress and conflict				
PS:C1.11 learn coping skills for managing life events				

[FORM 2]

This form can be used to assist you in determining which standards your current or planned curriculum addresses.

	Topic of the school guidance curriculum presentation				
	Name of the specific lesson or curriculum, product or company				
ACADEMIC DEVELOPMENT DOMAIN					
Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.					
Competency A1 Improve Academic Self-concept					
A:A1.1	articulate feelings of competence and confidence as learners				
A:A1.2	display a positive interest in learning				
A:A1.3	take pride in work and achievement				
A:A1.4	accept mistakes as essential to the learning process				
A:A1.5	identify attitudes and behaviors leading to successful learning				
Competency A2 Acquire Skills for Improving Learning					
A:A2.1	apply time-management and task-management skills				
A:A2.2	demonstrate how effort and persistence positively affect learning				
A:A2.3	use communications 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 A3 Achieve School Success					
A:A3.1	take responsibility for their actions				
A:A3.2	demonstrate the ability to work independently, as well as the ability to work cooperatively with other students				
A:A3.3	develop a broad range of interests and abilities				
A:A3.4	demonstrate dependability, productivity and initiative				
A:A3.5	share knowledge				
Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.					
Competency B1 Improve Learning					
A:B1.1	demonstrate the motivation to achieve individual potential				
A:B1.2	learn and apply critical-thinking skills				
A:B1.3	apply the study skills necessary for academic success at each level				
A:B1.4	seek information and support from faculty, staff, family and peers				
A:B1.5	organize and apply academic information from a variety of sources				
A:B1.6	use knowledge of learning styles to positively influence school performance				
A:B1.7	become a self-directed and independent learner				

Topic of the school guidance curriculum presentation				
Name of the specific lesson or curriculum, product or company				
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 B2 Plan to Achieve Goals				
A:B2.1 establish challenging academic goals in elementary, middle/junior high and high school				
A:B2.2 use assessment results in educational planning				
A:B2.3 develop and implement annual plan of study to maximize academic ability and achievement				
A:B2.4 apply knowledge of aptitudes and interests to goal setting				
A:B2.5 use problem-solving and decision-making skills to assess progress toward educational goals				
A:B2.6 understand the relationship between classroom performance and success in school				
A:B2.7 identify post-secondary options consistent with interests, achievement, aptitude and abilities				
STANDARD C: Students will understand the relationship of academics to the world of work and to life at home and in the community.				
Competency C1 Relate School to Life Experience				
A:C1.1 demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life				
A:C1.2 seek co-curricular and community experiences to enhance the school experience				
A:C1.3 understand the relationship between learning and work				
A:C1.4 demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals				
A:C1.5 understand that school success is the preparation to make the transition from student to community member				
A:C1.6 understand how school success and academic achievement enhance future career and vocational opportunities				

Topic of the school guidance curriculum presentation					
Name of the specific lesson or curriculum, product or company					
CAREER DEVELOPMENT DOMAIN					
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 A:1 Develop Career Awareness					
C:A1.1	develop skills to locate, evaluate and interpret career information				
C:A1.2	learn about the variety of traditional and 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 A:2 Develop Employment Readiness					
C:A2.1	acquire employability skills such as working on a team, problem-solving and organizational skills				
C:A2.2	apply job readiness skills to seek employment opportunities				
C:A2.3	demonstrate knowledge about the changing workplace				
C:A2.4	learn about the rights and responsibilities of employers and employees				
C:A2.5	learn to respect individual uniqueness in the workplace				
C:A2.6	learn how to write a resume				
C:A2.7	develop a positive attitude toward work and learning				
C:A2.8	understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace				
C:A2.9	utilize time-and task-management skills				
STANDARD B: Students will employ strategies to achieve future career goals with success and satisfaction.					
Competency B:1 Acquire Career Information					
C:B1.1	apply decision-making skills to career planning, course selection and career transition				
C:B1.2	identify personal skills, interests and abilities, and relate them to current career choice				
C:B1.3	demonstrate knowledge of the career-planning process				
C:B1.4	know the various ways in which occupations can be classified				
C:B1.5	use research and information 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 training				

Topic of the school guidance curriculum presentation				
Name of the specific lesson or curriculum, product or company				
Competency B:2 Identify Career Goals				
C:B2.1 demonstrate awareness of the education and training needed to achieve career goals				
C:B2.2 assess and modify their educational plan to support career goals				
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:1 Acquire Knowledge to Achieve Career Goals				
C:C1.1 understand the relationship between educational achievement and career success				
C:C1.2 explain how work can help to achieve personal success and satisfaction				
C:C1.3 identify personal preferences and interests influencing career choice and success				
C:C1.4 understand that the changing workplace requires lifelong learning and acquiring new skills				
C:C1.5 describe the effect of work on lifestyle				
C:C1.6 understand the importance of equity and access in career choice				
C:C1.7 understand that work is an important and satisfying means of personal expression				
Competency C2 Apply Skills to Achieve Career Goals				
C:C2.1 demonstrate how interests, abilities and achievements 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				

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PERSONAL/SOCIAL DOMAIN				
STANDARD A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.				
Competency A1 Acquire Self-knowledge				
PS:A1.1 develop positive attitudes toward self as a unique and worthy person				
PS:A1.2 identify values, attitudes and beliefs				
PS:A1.3 learn the goal setting process				
PS:A1.4 understand change is a part of growth				
PS:A1.5 identify and express feelings				
PS:A1.6 distinguish between appropriate and inappropriate behavior				
PS:A1.7 recognize personal boundaries, rights and privacy needs				
PS:A1.8 understand the need for self-control and how to practice it				
PS:A1.9 demonstrate cooperative behavior in groups				
PS:A1.10 identify personal strengths and assets				
PS:A1.11 identify and discuss changing personal and social roles				
PS:A1.12 identify and recognize changing family roles				
Competency A2 Acquire Interpersonal Skills				
PS:A2.1 recognize that everyone has rights and responsibilities				
PS:A2.2 respect alternative points of view				
PS:A2.3 recognize, accept, respect and appreciate individual differences				
PS:A2.4 recognize, accept and appreciate ethnic and cultural diversity				
PS:A2.5 recognize and respect differences in various family configurations				
PS:A2.6 use effective 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 B1 Self-knowledge Application				
PS:B1.1 use a decision-making and problem-solving model				
PS:B1.2 understand consequences of decisions and choices				
PS:B1.3 identify alternative solutions to a problem				
PS:B1.4 develop effective coping skills for dealing with problems				
PS:B1.5 demonstrate when, where and how to seek help for solving problems and making decisions				
PS:B1.6 know how to apply conflict-resolution skills				
PS:B1.7 demonstrate a respect and appreciation for individual and cultural differences				
PS:B1.8 know when peer pressure is influencing a decision				
PS:B1.9 identify long- and short-term goals				
PS:B1.10 identify alternative ways of achieving goals				
PS:B1.11 use persistence and perseverance in acquiring knowledge and skills				
PS:B1.12 develop an action plan to set and achieve realistic goals				

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STANDARD C: Students will understand safety and survival skills.				
Competency C1 Acquire Personal Safety Skills				
PS:C1.1 demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)				
PS:C1.2 learn about the relationship between rules, laws, safety and the protection of rights of the individual				
PS:C1.3 learn about the differences between appropriate and inappropriate physical contact				
PS:C1.4 demonstrate the ability to set boundaries, rights and personal privacy				
PS:C1.5 differentiate between situations requiring peer support and situations requiring adult professional help				
PS:C1.6 identify resource people in the school and community, and know how to seek help				
PS:C1.7 apply effective problem-solving and decision-making skills to make safe and healthy choices				
PS:C1.8 learn about the emotional and physical dangers of substance use and abuse				
PS:C1.9 learn how to cope with peer pressure				
PS:C1.10 learn techniques for managing stress and conflict				