ALBERTVILLE
CITY SCHOOL SYSTEM

Comprehensive Counseling and Guidance Plan for Albertville City Schools

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Updated May 2024

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Preface

The *Comprehensive Counseling and Guidance Plan for Albertville City Schools* provides a framework for schools to develop and implement school counseling and guidance programs. Since the publication of the previous state bulletin, the American School Counselor Association (ASCA) has developed a research-based publication, *The ASCA National Model: A Framework for School Counseling Programs*, that promulgates national school counseling standards. The National Model was used extensively in the development of Alabama's 2003 document. The *Comprehensive Counseling and Guidance State Model for Alabama Public Schools* (the State Plan), Bulletin 2003, No. 89, provides a revised structure for outcome-based school counseling and guidance programs that is aligned with the ASCA National Model.

The *Comprehensive Counseling and Guidance Plan for Albertville City Schools* helps prepare students for success in academic, career, and personal/social development. Counseling and guidance is an integral part of each school's total educational program. The counseling and guidance program helps students achieve their full potential through four program delivery components: School Guidance Curriculum, Individual Student Planning, Responsive Services, and System Support. This document and *The ASCA National Model: A Framework for School Counseling Programs* should be used by all Albertville City schools for developing and implementing comprehensive, outcome-based school counseling and guidance programs that meet the needs of all students.

Acknowledgments

The *Comprehensive Counseling and Guidance State Model for Alabama Public Schools* (the State Plan), Bulletin 2003, No. 89, was developed through the cooperation and collaboration of the 2002-2003 Counseling and Guidance State Plan Task Force appointed by the State Superintendent of Education. The Task Force researched many school counseling resources in the development of this document and made extensive use of *The ASCA National Model: A Framework for School Counseling Programs*.

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Comprehensive Counseling and Guidance Plan for Albertville City Schools

Introduction

Diversity is a common thread found throughout Alabama's school districts. This diversity is reflected by the students to be educated, the level of student competency, and the adequacy of community resources. *The Comprehensive Counseling and Guidance State Model for Alabama Public Schools* (the State Plan), Bulletin 2003, No. 89, is designed to transcend these diversities through the implementation of a framework employed to ensure a comprehensive counseling and guidance program that will meet both the challenges and constraints of all Alabama schools and students.

In the state of Alabama, the authority and responsibility for general control and supervision of public education is given by statute to the State Board of Education through its executive officer, the State Superintendent of Education. The State Board of Education is dedicated to the philosophy that our public schools must focus on the individual student and that the instructional program must be planned to serve the needs of every student.

The school counseling and guidance program is an integral part of the total educational process in the school and must be accessible to all students. The counseling and guidance program must consist of activities that address and meet students' various educational and developmental needs. School counselors must show that each activity implemented as a part of the school counseling and guidance program is developed as a result of a thorough analysis of student needs, desired achievement goals, and related data.

The 2003 State Plan is designed to reflect a comprehensive model for counseling and guidance program foundation, delivery, management, and accountability. The model provides information regarding program design, coordination, implementation, management, and evaluation with the goal of ensuring student success in three broad areas: academic, career, and personal/social development. These three areas or domains encompass the specific standards, competencies, and indicators for student learning as identified in *The ASCA National Model: A Framework for School Counseling Programs*.

School counselors in Alabama continue to define new directions for their profession that focus on a shift in emphasis from service-centered for some students to program-centered for all students. The purpose of the State Plan is to create one vision and one voice for comprehensive school counseling and guidance programs throughout the state. The plan is based on the following three premises:

1. School counseling and guidance programs are based on specific student knowledge and skill content.
2. School counseling and guidance programs are outcome-based programs.
3. School counseling and guidance programs are developmental and comprehensive in scope and sequence.

The 2003 State Plan serves as a framework for the development of district and local school counseling and guidance programs. Equitable, effective programs should be developed in accord with the guidelines and requirements contained in this document while also taking into consideration local school and community needs. Careful evaluation of all factors affecting the counseling and guidance program will result in model programs that serve all students and their parents and that are staffed by active, involved school counselors who work closely with the entire school community. As a result of such efforts, the counseling and guidance program becomes an integral component of the total school program. Such a program better prepares students to meet the challenges and demands of the school setting as well as prepare them for success beyond high school.

Mission Statement

The mission of the Alabama and Albertville City Schools' comprehensive school counseling and guidance program is to prepare every student socially, academically, and emotionally for present and future challenges. Students are provided with opportunities to gain an understanding of self and others, to participate in educational and occupational exploration, and to pursue career planning opportunities in an environment that is safe, caring, and encouraging. Counselors work in collaborative partnerships with students, educators, parents, and community members to empower students to reach their highest level as productive members of society.

The comprehensive counseling and guidance programs provided by counselors in Albertville City Schools are based on the following tenets:

1. Every student has the right to experience respect and dignity as a human being and to benefit from the counseling and guidance services described in the *Comprehensive Counseling and Guidance State Model for Alabama Public Schools* (the State Plan), Bulletin 2003, No. 89.
2. Every student has the right to participate in activities that promote self-direction and self-development.
3. Every student has the right to make choices and accept responsibility for choices made.
4. Every student has the right to participate in a comprehensive school counseling and guidance program designed to assist all students in attaining their maximum potential in academic, career, and personal/social development.

The comprehensive school counseling and guidance program is an essential integrated component of the total instructional program through which students have maximum opportunity for academic, career, and personal/social development. In this regard, the school counseling and guidance program involves a planned, purposeful, and sequential program of activities that begins in kindergarten and continues through the twelfth grade. Comprehensive school counseling and guidance programs are data-driven by student needs and provide outcome-based accountability measures that align the school counseling and guidance program with the school's overall academic mission.

Program Benefits

All stakeholders share the benefits of this plan. School counseling and guidance programs have a positive impact on students, parents/guardians, teachers, administrators, boards of education, school counselors, counselor educators, communities, postsecondary institutions, and student services personnel.

Benefits for Students

- Ensures every student access to the school counseling and guidance program
- Monitors and interprets data to facilitate student improvement and school success
- Provides strategies for closing the achievement gap
- Promotes the most challenging and appropriate academic curriculum for each student
- Advocates for students and promotes equitable access to educational opportunities

Benefits for Parents/Guardians

- Supports active partnerships for student learning and career planning
- Invites and coordinates access to school and community resources
- Advocates for student academic, career, and personal development
- Provides training and informational workshops
- Provides data for information on student progress

Benefits for Teachers

- Promotes an interdisciplinary team approach to address student needs and educational goals
- Increases collaboration with school counselors and teachers
- Supports development of classroom management skills
- Analyzes data to improve school climate and student achievement

Benefits for Administrators

- Develops and implements a school counseling and guidance plan to promote student success
- Utilizes data for school improvement
- Uses data for implementation of the *Alabama Teaching Effectiveness Program for Counselors*
- Provides a proactive school guidance curriculum that addresses student needs and enhances school climate

Benefits for Boards of Education

- Provides data that support the implementation of a standards-based school counseling and guidance program
- Ensures equity and access to a quality school counseling and guidance program for every student
- Articulates appropriate credentials and staffing ratios
- Informs the community about school counseling and guidance program success
- Provides data about improved student achievement

Benefits for School Counselors

- Defines responsibilities within the context of a school counseling and guidance program
- Eliminates nonschool counseling program activities
- Supports access to every student
- Provides a tool for program management, implementation, and accountability
- Recognizes school counselors as leaders, advocates, and agents of change
- Ensures the school counseling and guidance program contributes to the school's mission
- Provides evidence of ongoing activities for the implementation of the *Alabama Teaching Effectiveness Program for Counselors*

Benefits for Counselor Educators

- Builds collaboration between counselor education programs and schools
- Provides a framework for school counseling and guidance programs
- Provides a model for site-based school counseling fieldwork and internships
- Increases data collection for collaborative research on school counseling and guidance programs
- Establishes a framework for professional development to benefit practicing school counselors

Benefits for Communities

- Builds collaboration with businesses and industries and enhances the potential for every student's postsecondary success
- Provides a workforce with a stronger academic foundation
- Promotes equity and access to the workforce

Benefits for Postsecondary Education

- Enhances articulation and transition of the student to postsecondary institutions
- Encourages and supports rigorous academic preparation that prepares every student for the most appropriate postsecondary educational opportunities
- Motivates every student to seek a wide range of substantial postsecondary options, including college
- Promotes equity and access to postsecondary education for every student

Benefits for Student Services Personnel

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

Program Delivery Components

A comprehensive school counseling and guidance program must ensure that every student has multiple opportunities to acquire competencies in the three domains of Academic Development, Career Development, and Personal/Social Development. A combination of the four program delivery components (School Guidance Curriculum, Individual Student Planning, Responsive Services, and System Support) should be utilized in assisting students to achieve these competencies. (See Figure 1, page 10.)

School Guidance Curriculum

School guidance curriculum includes structured experiences presented systematically through classroom and group activities from kindergarten through twelfth grade. The curriculum emphasizes decision making; self-understanding; study skills; and career exploration, preparation, and planning. Examples of school guidance curriculum delivery options within this component may include, but are not restricted to:

Classroom Guidance Activities: Counselors facilitate, colead, or assist in the delivery of guidance curriculum activities. These activities may be conducted in the classroom, in the guidance center, or in other school facilities.

Group Activities: Counselors conduct small-group counseling sessions outside the classroom to respond to students' identified interests or needs. Small-group counseling may be either immediate-response or long-term counseling.

Interdisciplinary Curriculum Development: Counselors participate on interdisciplinary teams to develop and refine curriculum in content areas. These teams develop classroom units that integrate subject matter with the school guidance curriculum. Counselors assist teachers in the delivery of classroom units that lead to acquisition of competencies in the domains of affective, social, and employability skills for every student in developmentally appropriate ways.

Parent Workshops and Instruction: Counselors conduct workshops and information sessions for parents or guardians to address the needs of the school community and to reflect the school counseling and guidance curriculum.

Topics for school guidance curriculum activities within this component may include, but are not limited to:

- Self-Concept
- Communication Skills
- Peer Relationships
- Substance Abuse Programs
- Post-High School Planning
- Career Awareness and Exploration
- Study Skills
- Choice-Making Skills
- Personal Safety
- Pre-Employment Skills

Individual Student Planning

Individual student planning includes counseling activities that provide every student with an opportunity to plan, monitor, and manage their academic, career, and personal/social development. Individual student planning emphasizes test interpretation, while academic counseling includes postsecondary education, career/technical education, and career planning. Examples of individual student planning delivery options within this component may include, but are not restricted to:

Individual or Small-Group Appraisal: Counselors help students assess and interpret individual abilities, interests, skills, and achievements. The utilization of appropriate assessment information becomes an important aspect of individual development of immediate and long-range plans.

Individual or Small-Group Advisement: Counselors help students acquire self-appraisal skills; personal and social development skills; and educational, career, and labor market information. This information assists students in planning for personal, academic, and career aspirations. Counselors recognize the critical need to enlist teachers and parents or guardians in helping students make academic and career choices.

Placement and Follow-Up: Counselors advise students in making transitions by providing information and by assisting in the access of resources.

Topics for individual student planning activities may include, but are not limited to:

- Career Awareness and Exploration
- Career/Technical Education Programs
- Teacher Advisor Programs
- Career Shadowing
- Postsecondary Application Process
- Four-Year Educational Plan
- Honors and Awards Program
- Financial Aid/Scholarship Advising
- Role Playing
- Student Portfolios

Responsive Services

Responsive services include counseling or referral activities that meet the immediate needs and concerns of students. Responsive services include personal counseling, crisis counseling, problem solving, agency referral, and consultation. Examples of responsive services delivery options within this component may include, but are not restricted to:

Consultation: School counselors serve as student advocates by consulting with students, parents or guardians, educators, and community agencies regarding strategies to help students and families. Advocacy may include participation in student study teams and student management teams.

Personal Counseling: Counseling is provided in small-group or individual settings for students experiencing difficulties dealing with relationships, personal concerns, or developmentally appropriate tasks. Personal counseling assists students in identifying problems, causes, alternatives, and consequences leading to informed decision making.

Crisis Counseling: Counseling and support services are provided to students and families facing emotional crises as outlined in the school crisis management plan. Crisis counseling is normally short-term and temporary, using appropriate referral sources if necessary.

Peer Facilitation: Counselors may train students as peer mediators, conflict managers, tutors, and mentors. Programs should adhere to the ethics standards and practices established by the National Peer Helpers Association.

Referrals: Counselors use referral sources to enhance the services provided through the school counseling and guidance program. These referral sources may include, but are not restricted to:

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

System Support

System support includes indirect guidance management activities that maintain and enhance the total counseling and guidance program. Responsibilities in this area include staff relations, community relations, task forces, professional development, support teams, test interpretation, data analysis, and curriculum development. This component provides appropriate support to academic programs. Examples of system support delivery options within this component may include, but are not restricted to:

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

In-Service: Counselors attend system and school in-service training to ensure counseling skills are updated in the areas of curriculum development, technology, and data analysis. Counselors may provide in-service instruction in school guidance curriculum and areas of special concern to the school and community.

Consultation, Collaboration, and Teaming: Counselors provide important contributions to the school system by consulting, partnering, collaborating, and teaming.

Public Relations: Counselors design activities to orient the staff and community about the comprehensive school counseling and guidance program.

Community Outreach: Counselors forge partnerships with local businesses, industries, and social service agencies. Community outreach requires counselors to be knowledgeable about community resources, employment opportunities, and local labor market information.

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

Curriculum Development Support: Counselors participate in the ongoing review and revision of academic curriculum materials as related to data analysis, student advocacy, postsecondary education, and career/technical education planning.

Advisory Committees: Counselors form counseling and guidance advisory committees at both the system and the individual school level. Counselors actively serve on community committees or advisory councils that influence other programs to generate support for system and individual school counseling and guidance programs.

Program Management and Operations: Planning and management tasks include the support of activities conducted in the school counseling and guidance program and responsibilities expected of a member of the school staff. Budget, facilities, policies and procedures, and research and resource development are elements of management activities.

Research and Evaluation: Some examples of counselor research and evaluation include PEPE or other personnel guidance evaluations, program evaluations, data analysis, follow-up studies, professional development, and updating of resources.

Fair-Share Responsibilities: Fair-share responsibilities may include such tasks as bus duty, playground duty, class/club sponsorship, and taking tickets at sports events. Nonguidance responsibilities assigned to counselors should not be above and beyond those of other certified staff members, and should not interfere with the delivery of guidance services.

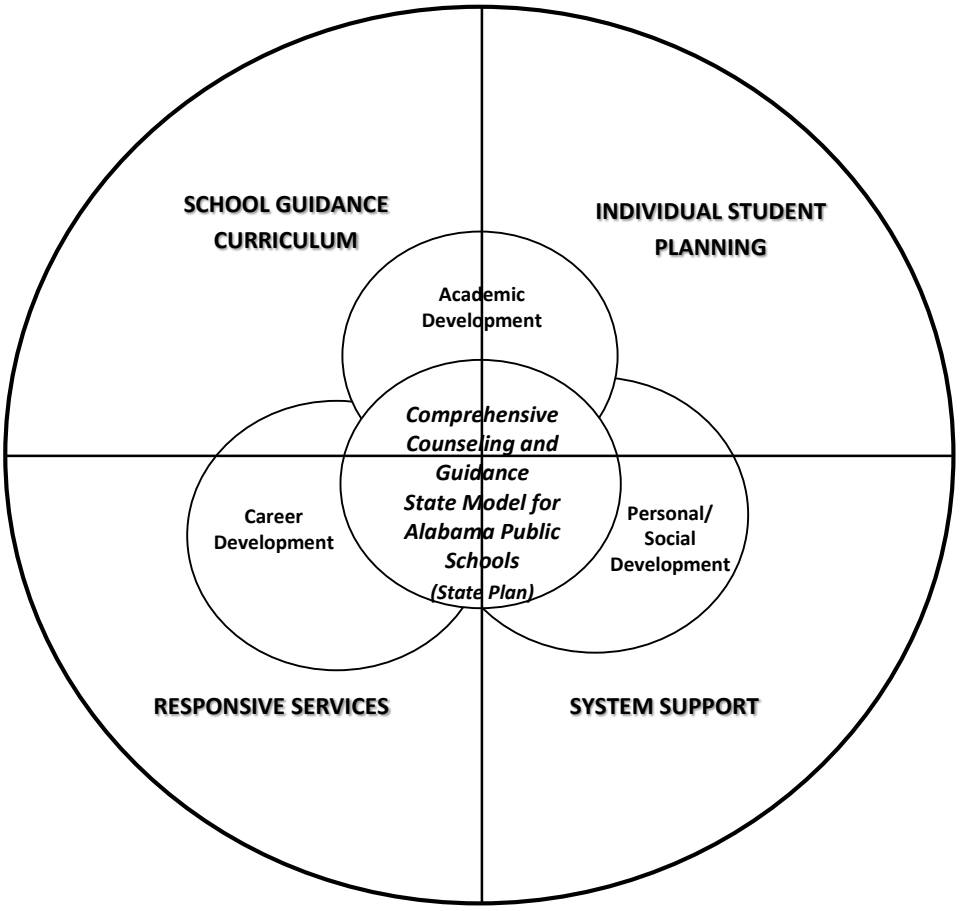

Figure 1

Program Delivery Components*

SCHOOL GUIDANCE CURRICULUM	INDIVIDUAL STUDENT PLANNING	RESPONSIVE SERVICES	SYSTEM SUPPORT
Provides guidance content in a systematic way to all students in Grades K-12	Assists students in planning, monitoring, and managing their personal and career planning	Addresses the immediate concerns of students	Includes program, staff, and school support activities and services
Purpose	**Purpose**	**Purpose**	**Purpose**
Student awareness, skill development, and application of skills needed in everyday life	Student educational and occupational planning, decision making, and goal setting	Prevention and intervention	Program delivery and support
Areas Addressed:	**Areas Addressed:**	**Areas Addressed:**	**Areas Addressed:**
Academic	**Academic**	**Academic**	**Academic**
Motivation to achieve Decision-making skills Goal setting Planning Problem-solving skills	Acquisition of study skills Awareness of educational opportunities Appropriate course selection Lifelong learning Utilization of test data	Academic concerns Physical abuse Sexual abuse Emotional abuse Grief, loss, and death Substance abuse Family issues Sexual issues Coping with stress Relationship concerns School-related concerns: tardiness, absences and truancy, misbehavior, school avoidance, drop-out prevention	Guidance program development Parent education Teacher and administrator consultation Staff development for educators School improvement planning Counselor professional development Research and publishing Community outreach Public relations
Career	**Career**		
Awareness of educational opportunities Knowledge of career opportunities Knowledge of career/technical training	Knowledge of career opportunities Knowledge of career/technical training Need for positive work habits		
Personal/Social	**Personal/Social**		
Self-esteem development Interpersonal effectiveness Communication skills Cross-cultural effectiveness Responsible behavior	Development of healthy self-concept Development of adaptive and adjustive social behavior		
Counselor Role	**Counselor Role**	**Counselor Role**	**Counselor Role**
Structured groups Consultation Guidance curriculum implementation	Assessment Planning Placement	Individual counseling Small-group counseling Consultation Referral	Program development and management Consultation Coordination

Note: These lists represent examples and are not exhaustive.

*Reprinted with permission, Gysbers, N.C., and Henderson, P. (2000). *Developing and Managing Your School Guidance Program*, (3rd ed.), Alexandria, Va.: American Counseling Association.

Program Structural Components

Albertville City Schools Counseling and Guidance Advisory Committee

In order to ensure that the system's comprehensive counseling and guidance program is an integral part of the total school system and community, the LEA counseling and guidance advisory committee must be in place. The LEA counseling and guidance advisory committee is a representative group of persons appointed to provide advice and assistance for the school counseling and guidance program within a school system. The committee should consist of representative stakeholders of the school counseling and guidance program, including students, parents or guardians, teachers, counselors, administrators, school board members, as well as business and community representatives. Ideally, advisory committee membership reflects the community's diversity. The advisory committee serves as a communication liaison between the comprehensive counseling and guidance program and the community. The LEA counseling and guidance advisory committee reviews program goals, competencies, and results, and participates in making recommendations to the school counseling and guidance department, principal, and superintendent. It is recommended that the committee meet at least twice a year.

Individual School Counseling and Guidance Advisory Committee

In addition to the LEA counseling and guidance advisory committee, each local school must establish a counseling and guidance advisory committee to advise and assist with the development and implementation of the comprehensive counseling and guidance program as reflected in the LEA advisory committee guidelines. The committee helps identify student needs and provides program support. The individual school counseling and guidance committee assists with the development and implementation of the comprehensive counseling and guidance program. Committee members represent all interested parties of the comprehensive counseling and guidance program: students, parents/guardians, teachers, administrators, and community resource persons. It is recommended that the committee meet at least twice a year.

Counseling and Guidance Department Organization

At the beginning of the school year, counselors meet with principals regarding the counseling and guidance program. If there are two or more counselors in the school, specific/equitable duties and student caseloads should be assigned. Each LEA should have a counseling coordinator to work with principals and counselors to ensure that program planning, design, implementation, and evaluation take place in a timely, effective, and equitable manner.

All schools must provide counseling and guidance services from certified school counselors in Grades K-12 at a ratio designated for the type of school by the Alabama State Department of Education. Adequate support personnel should be available to counselors to ensure effective program delivery.

Coordinators' Role

Coordination and direction of the LEA's comprehensive counseling and guidance program is critical. Counseling and guidance coordinators provide necessary support for comprehensive school guidance program development, implementation, and evaluation of procedures that enhance the effectiveness of the school system's comprehensive counseling and guidance program. Counseling and guidance coordinators serve as facilitators, leaders, supporters, and advisors. Counseling and guidance coordinators provide leadership to ensure the credibility of the comprehensive counseling and guidance program for faculty, staff, and the community.

Principals' Role

Administrative support is critical to full implementation of the comprehensive counseling and guidance program. Principals, as chief administrators in schools, are ultimately responsible for the success of all instructional programs, including the school counseling and guidance program. Principals understand the role of school counselors and provide the necessary support for counselors to fulfill that role. Such support includes the provision of adequate facilities, materials, and clerical staff to allow counselors to use their specialized training in an effective manner. Principals provide input into program development and encourage and support participation of all school personnel in the implementation of the counseling and guidance program.

Counselors' Role

Counselors assume the leadership role for managing and implementing the comprehensive counseling and guidance program in their school. Counselors are responsible for the systematic delivery and evaluation of structured developmental counseling and guidance services to all students. Counselors work directly with students, individually and in small groups, to deal with unique or problem-centered concerns that require more privacy or attention than can be accommodated in structured guidance activities. Counselors serve students indirectly by acting as consultants to administrators, teachers, parents, and others to help them understand and respond to the developmental, emotional, and social needs of students. Counselors coordinate various activities within the school that are related to student welfare. Appropriate referrals, placements, and follow-ups are activities that are particularly pertinent to counseling.

Elementary School Counselors

At the elementary level, counselors assist students in their efforts to learn the skills and attitudes required for school success. Elementary school counselors emphasize decision-making skills and early exploration of career and educational goals. These counselors also place strong emphasis on helping students develop self-awareness, self-esteem, and good interpersonal relationships.

Middle School Counselors

During the middle school grades, counselors' concerns shift to the changing needs of the young adolescent. Middle school counselors focus on helping students to establish, identify, and balance academic, career, and personal/social goals. Efforts begun in elementary schools are continued and expanded, although an emphasis is placed on the transition into high school. In addition, middle school counselors help students integrate knowledge of their interests, aptitude, and academic skills into the formation of a high school four-year educational plan and educational/career planning portfolio for high school and beyond.

High School Counselors

The high school counseling and guidance program builds on goals from the elementary and middle school. The high school program assists students in applying and enhancing acquired knowledge and understanding as they strive to become responsible adults. Counseling and guidance activities help students develop realistic and fulfilling life plans. Competency in decision making is stressed, career planning is refined, and personal responsibility is emphasized. The high school four-year educational plan and the educational/career planning portfolio, developed in the middle school, move with the student to the high school and are reviewed and updated annually.

Teachers' Role

Teachers play a vital role in the planning and implementation of a comprehensive school counseling and guidance program. As professionals who have the greatest contact with students, teachers are in the best position to recognize and help provide for the developmental and individual needs of students. Through appropriate communication and referral, teachers facilitate the interaction between students and counselors. Teachers demonstrate support for the program by providing adequate opportunities for student-counselor contact. Teachers contribute directly to the school counseling and guidance program by helping counselors deliver programs that facilitate the academic, career, and personal/social development of students. Teachers strengthen and follow through on concepts presented to help students retain the knowledge, skills, and understanding established through the program. Teacher support, input, and expertise make it possible for the school counseling and guidance program to become an integral part of the total educational program.

Guidance Resources

Appropriate guidance resources are required for each of the four program delivery components: School Guidance Curriculum, Individual Student Planning, Responsive Services, and System Support. These resources include equipment and materials, staff expertise, and community resources. Resource materials must be relevant to the program, appropriate for the diversity of the school and community, and of sufficient quantity to be useful. All counselors should be provided the necessary equipment and materials to implement the comprehensive counseling and guidance program.

Use of Time

The following percentages (See Figure 2 below.) serve as a guide to school counselors and administrators for determining the time the program needs to allocate for each of the four program delivery components. School counselors should keep daily records that document time and activities performed. These records allow counselors and administrators to determine the actual amount of time spent in each of the four program delivery components and in nonschool counseling activities. In this way, adjustments can be made to better utilize counselor time so that the greatest amount of time is spent in direct service to students.

Figure 2

Suggested Distribution of Total Counselor Time*

	Percentage Rate		
	Elementary School	Middle/Junior High School	High School
School Guidance Curriculum	35—45	25—35	15—25
Individual Student Planning	5—10	15—25	25—35
Responsive Services	30—40	30—40	25—35
System Support	10—15	10—15	15—20
	100	100	100

*Reprinted with permission, Gysbers, N.C., and Henderson, P. (2000). *Developing and Managing Your School Guidance Program*, (3rd ed.), Alexandria, Va.: American Counseling Association.

Program Goals for Students

School counseling and guidance programs throughout Alabama may differ in recognized need; however, every school system and school must develop a comprehensive, outcome-based, and developmental counseling and guidance program. The ASCA has developed national standards to better define the role of school counseling and guidance programs. The standards address program content and identify broad areas of knowledge, attitudes, and skills that all students develop as a result of participating in an effective school counseling and guidance program.

Alabama has utilized *The ASCA National Model: A Framework for School Counseling Programs* to provide all essential elements for developing programs to help students achieve success in school. The ASCA National Standards, located below and on pages 15-20 of this document, facilitate student development in three domains: Academic Development, Career Development, and Personal/Social Development.

ASCA National Standards for Students*

Academic Development

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

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

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

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.

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

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

Personal/Social Development

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

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

Standard C. Students will understand safety and survival skills.

*Reprinted with permission from American School Counselor Association. (2003). *The ASCA National Model: A Framework for School Counseling Programs.* Alexandria, Va.: Author.

Alabama Grade-Cluster Standards, Competencies, and Indicators—Guidance Curriculum Scope and Sequence

The following competencies for Alabama students at each grade-cluster level (K-2, 3-5, 6-8, 9-12) are linked directly to the nine national standards as presented in *The ASCA National Model: A Framework for School Counseling Programs*. The competencies describe the attitudes, knowledge, and skills that students should be able to demonstrate as a result of participating in an effective school counseling and guidance program.

Counselors should determine the student competencies and the corresponding indicators (listed below each competency) to be utilized in planning and developing the school guidance curriculum and the individual student planning components appropriate for specific grade-cluster levels within the school program. Guidance activities must be outcome-based and linked to the appropriate indicators.

The following chart is a tool to be used to assist counselors in planning the overall guidance curriculum. The solid dots highlight the grade-cluster level where each competency indicator is introduced. The competency indicators are intended to be cumulative; therefore, the hollow dots highlight the grade-cluster level(s) in which the competency indicator may be expanded or reinforced. Careful analysis of the scope and sequence of the local school guidance curriculum ensures that all students master all competency indicators by the end of Grade 12.

Guidance Curriculum Scope and Sequence Chart*

	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.					
INDICATORS	**Competency 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 leading to successful learning			●	○
	Competency 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			●	○
	Competency 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		●	○	○

*Adapted with permission from American School Counselor Association. (2003). *The ASCA National Model: A Framework for School Counseling Programs.* Alexandria, Va.: Author.

Guidance Curriculum Scope and Sequence Chart (Continued)

ACADEMIC DEVELOPMENT DOMAIN			K-2	3-5	6-8	9-12
Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.						
INDICATORS	**Competency 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		●	○	○
	Competency 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 postsecondary 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.						
INDICATORS	**Competency A: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 cocurricular 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		●	○	○

*Counselors for Grades 8-12 must guide students in the development and annual revision of a four-year educational/career plan and have students maintain a portfolio of study based on legislative and other graduation requirements. The selection of the educational/career plan must be approved in writing by the parents or guardians.

Guidance Curriculum Scope and Sequence Chart (Continued)

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.						
INDICATORS	**Competency 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		●	○	○
	Competency C:A2	**Develop Employment Readiness**				
	C:A2.1	acquire employability skills such as working on a team and 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	●	○	○	○

Guidance Curriculum Scope and Sequence Chart (Continued)

CAREER DEVELOPMENT DOMAIN			K-2	3-5	6-8	9-12
STANDARD B: Students will employ strategies to achieve future career goals with success and satisfaction.						
INDICATORS	**Competency 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			●	○
	Competency C:B2	**Identify Career Goals**				
	C:B2.1	demonstrate awareness of the education and training needed to achieve career goals	●	○	○	○
	C:B2.2	assess and modify their educational plan to support career				●
	C:B2.3	use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience			●	○
	C:B2.4	select course work that is related to career interests			●	○
	C:B2.5	maintain a career-planning portfolio			●	○
STANDARD C: Students will understand the relationship between personal qualities, education, training and the world of work.						
INDICATORS	**Competency 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	●	○	○	○

Guidance Curriculum Scope and Sequence Chart (Continued)

CAREER DEVELOPMENT DOMAIN			K-2	3-5	6-8	9-12
INDICATORS	**Competency C:C2 Apply Skills to Achieve Career Goals**					
	C:C2.1	demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals		●	○	○
	C:C2.2	learn how to use conflict management skills with peers and adults	●	○	○	○
	C:C2.3	learn to work cooperatively with others as a team 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 DEVELOPMENT DOMAIN			K-2	3-5	6-8	9-12
STANDARD A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.						
INDICATORS	**Competency PS:A1 Acquire Self-Knowledge**					
	PS:A1.1	develop positive attitudes toward self as a unique and worthy person	●	○	○	○
	PS:A1.2	identify values, attitudes and beliefs	●	○	○	○
	PS:A1.3	learn the goal-setting process		●	○	○
	PS:A1.4	understand change is a part of growth	●	○	○	○
	PS:A1.5	identify and express feelings	●	○	○	○
	PS:A1.6	distinguish between appropriate and inappropriate behavior	●	○	○	○
	PS:A1.7	recognize personal boundaries, rights and privacy needs	●	○	○	○
	PS:A1.8	understand the need for self-control and how to practice it	●	○	○	○
	PS:A1.9	demonstrate cooperative behavior in groups		●	○	○
	PS:A1.10	identify personal strengths and assets		●	○	○
	PS:A1.11	identify and discuss changing personal and social roles		●	○	○
	PS:A1.12	identify and recognize changing family roles	●	○	○	○
	Competency 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	●	○	○	○

Guidance Curriculum Scope and Sequence Chart (Continued)

PERSONAL/SOCIAL DEVELOPMENT DOMAIN			K-2	3-5	6-8	9-12
STANDARD B: Students will make decisions, set goals and take necessary action to achieve goals.						
INDICATORS	**Competency PS:B1 Self-knowledge Application**					
	PS:B1.1	use a decision-making and problem-solving model		●	○	○
	PS:B1.2	understand consequences of decisions and choices	●	○	○	○
	PS:B1.3	identify alternative solutions to a problem	●	○	○	○
	PS:B1.4	develop effective coping skills for dealing with problems	●	○	○	○
	PS:B1.5	demonstrate when, where and how to seek help for solving problems and making decisions	●	○	○	○
	PS:B1.6	know how to apply conflict-resolution skills	●	○	○	○
	PS:B1.7	demonstrate a respect and appreciation for individual and cultural differences	●	○	○	○
	PS:B1.8	know when peer pressure is influencing a decision	●	○	○	○
	PS:B1.9	identify long- and short-term goals			●	○
	PS:B1.10	identify alternative ways of achieving goals			●	○
	PS:B1.11	use persistence and perseverance in acquiring knowledge and skills		●	○	○
	PS:B1.12	develop an action plan to set and achieve realistic goals			●	○
STANDARD C: Students will understand safety and survival skills.						
INDICATORS	**Competency PS:C1 Acquire Personal Safety Skills**					
	PS:C1.1	demonstrate knowledge of personal information (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			●	○

Minimum Requirements for School Counseling and Guidance Programs

School counselors function in a manner consistent with the educational philosophy and mission of the school system and the school. As a member of the educational team, each counselor has special responsibilities for helping all students meet their needs. School counselors provide a comprehensive counseling and guidance program for students; consult and collaborate with teachers, parents, and staff to enhance their effectiveness in helping students; and follow the Minimum Requirements for Comprehensive School Counseling and Guidance Programs in Alabama.

Organizational Framework, Activities, and Time

1. Every school system and school must implement a comprehensive counseling and guidance program that:

    a. Ensures that each counselor develops and follows a planned calendar of activities;

    b. Ensures that 100 percent of each counselor's time is spent in providing guidance services through the four program delivery components: School Guidance Curriculum, Individual Student Planning, Responsive Services, and System Support; and

    c. Ensures that each counselor participates annually in a planned professional development program designed to strengthen identified needs of the counseling and guidance program and/or the counselor as well as to foster ethical standards.

2. Every school system and school must provide for performance-based evaluation of counselors. The elements of this evaluation must conform to the duties and responsibilities of the counselor as stated in the *Comprehensive Counseling and Guidance State Model for Alabama Public Schools* (the State Plan), Bulletin 2003, No. 89.

3. Every school system and school should make provisions for new counselors to attend the Alabama Department of Education Counselor Academy as well as encourage experienced counselors to attend this professional development opportunity.

4. Every school system and school must establish a counseling and guidance advisory committee to assist in the development and implementation of the comprehensive counseling and guidance program.

Competencies

5. Every school system and school must implement a comprehensive counseling and guidance program that ensures that every student has the opportunity to achieve the minimum competencies at each appropriate grade level.

Structural Components

6. All schools must provide counseling and guidance services performed by certified school counselors for all students in Grades K-12 at a ratio designated by the Alabama State Department of Education for the type of school.

7. Every school system and school must implement a comprehensive counseling and guidance program and ensure that a person is appointed at the system level to coordinate and monitor the delivery of counseling and guidance services to all students.

School Guidance Curriculum

8. Every school system and school must implement a comprehensive counseling and guidance program that:

    a. Ensures that each counselor engages in counseling with students in small groups to influence responsible student behavior and enhance student academic achievement; and

    b. Ensures that each counselor implements a planned sequential program of large-group guidance activities designed to teach students the competencies identified in the three domains of Academic Development, Career Development, and Personal/Social Development in a fashion that enhances the instructional program and focuses on increasing student achievement.

Individual Student Planning

9. Every school system and school must implement a comprehensive counseling and guidance program that:

    a. Ensures that each counselor engages in counseling with students in individual settings that facilitate responsible student behavior and enhance student academic achievement;

    b. Ensures that each Grades 8-12 counselor guides students in the development and annual revision of a high school four-year educational plan and requires students to maintain an educational/career planning portfolio of study based on legislative and other graduation requirements. (The selection of the high school four-year educational plan shall be approved in writing by the parents or guardians and become part of the educational/career planning portfolio.);

    c. Ensures that each counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information; and

    d. Ensures that each counselor provides equal access and appropriate placement for all students by utilizing test data and other available information that identifies interests, achievement levels, and aptitudes.

Responsive Services

10. Every counselor must assist in the early identification of students at risk of school failure and must facilitate in the delivery of preventive and interventive services.

11. Every counselor must consult with students, parents, teachers, community agencies, and others (nurses, attendance officers, school psychologists, school social workers) regarding strategies to help students achieve personal and academic advancement.

System Support

12. Every school system and school must implement a comprehensive counseling and guidance program that:

    a. Ensures that each counselor organizes and manages the counseling and guidance program to provide equal access and the most effective delivery of services to students, staff, parents, and the community;

    b. Conducts systematic evaluations and follow-up studies to determine the need for program revision;

    c. Promotes awareness of the program components to students, staff, and the community; and

    d. Ensures that each counselor coordinates guidance services with all aspects of the school program in conjunction with other school staff and community resources.

Resources

13. Every school system and school must provide facilities that are easily accessible and allow for the implementation of a comprehensive counseling and guidance program. Minimum facility requirements for delivery of counseling and guidance services include facilities that:

    a. Provide private office(s) properly equipped with locked files for counseling records,

    b. Provide private telephone line(s) for confidential telephone conversations,

    c. Are adequate in size for conducting small-group counseling and classroom-guidance activities, and

    d. Ensure adequate space for reception areas and for organizing and displaying guidance materials.

14. Every school system and school must provide resource materials that are relevant to the program, appropriate for the community, and of sufficient quantity to be useful.

Program Accountability Components

Accountability and evaluation of school counselors and the school counseling and guidance program are integral components of quality programs. Alabama's comprehensive school counseling and guidance programs should be data driven. This means data should be collected to validate certain counseling and guidance activities as well as to determine if any change in student perception and behavior has occurred as a result of counseling and guidance activities. School counselors and the comprehensive counseling and guidance program must answer the question, "How are students different as a result of the school counseling and guidance program?" Now, more than ever, school counselors are challenged to demonstrate the effectiveness of their programs in measurable terms. This is accomplished through continuous program evaluations and student results evaluations that assess the implementation of a comprehensive counseling and guidance program that must follow the Minimum Requirements for School Counseling and Guidance Programs in Alabama. The monitoring of student progress and program progress in addition to performing personnel evaluations requires the collection of data that support and link school counseling and guidance programs to students' academic success.

MONITORING STUDENT PROGRESS

Counselors of data-driven school counseling and guidance programs are able to determine what, if any, student change has occurred as a result of their efforts. Data analysis allows school counselors, administrators, faculty, and advisory committee members to create a current picture of students and the school environment. Careful analysis of the current situation allows discussion and planning to focus on student needs and the counselor's role in addressing those needs.

Student Data

Using student, school site, and system data to monitor student progress ensures that every student receives the necessary support to be successful in school. In order for this to occur, school counselors must be proficient in the collection, analysis, and interpretation of student achievement and related data. Monitoring student progress is part of the school counselor's responsibility as indicated on page 7 of this document in the section, "Individual Student Planning." To achieve this goal, school counselors monitor student progress through three types of data: student-achievement data, achievement-related data, and standards- and competency-related data.

Student-achievement data measure academic progress. Student-achievement data include:

- Standardized test data
- Grade point averages
- Scholastic Aptitude Test (SAT) and American College Testing (ACT) Program scores
- Graduation rate
- College and Career Readiness
- Grade level (at or above) in reading, math, and other content areas
- Successful completion of all courses
- Promotion and retention rates
- Completion of specific academic programs (academic honors, Career Tech)

Achievement-related data measure those areas shown to be correlated to academic success. Achievement-related data include:

- Suspension and expulsion rates
- Alcohol, tobacco, and other drug violations
- Attendance rates
- Parent or guardian involvement
- Participation in extracurricular activities
- Homework completion rates

Standards- and competency-related data measure student mastery of the competencies delineated in the comprehensive counseling and guidance program. These data include:

- Percentage of students having a four-year plan on file
- Percentage of students participating in job shadowing
- Percentage of students setting and attaining academic goals
- Percentage of students applying conflict resolution skills

Disaggregated Data

Ensuring academic success for every student includes counselor-initiated activities designed to meet the needs of under-served, under-performing, and under-represented populations. School counselors do this by examining student academic achievement data and developing outcome-based interventions designed to help students succeed. Alabama's school counselors must not only look at data globally, but also must be able to disaggregate data. School counselors must be able to separate data by variables to determine if there are any groups of students who may not be performing as well as others. Disaggregated data often precipitate change because they bring to light issues of equity and focus the discussion upon the needs of specific groups of students. Examples of databases to be examined are:

- Gender
- Ethnicity
- Socioeconomic status
- Vocational program
- Language spoken at home
- Special education
- Grade level

Data Over Time

Collecting immediate, intermediate, and long-range data allows the school counselor to gain a true picture of the impact of the school counseling and guidance program. Immediate data measure the impact of knowledge, skills, and attitude change as a result of counselor activity or intervention. Intermediate data measure the application of knowledge, skills, and attitudes over a short period of time. Long-range data are longitudinal and examine trends from year to year.

Assessing the current school counseling and guidance program reveals how well the program is meeting the academic, career, and personal/social needs of students. The process of data gathering and analysis ensures that school guidance and counseling implementation plans are rooted in a clear understanding of the particular and unique needs of students. School counselors should determine student needs that are unique to their school and community. Data analysis is the mechanism by which the practicing school counselor is able to acquire specific information to best understand these needs.

MONITORING PROGRAM PROGRESS

Program Evaluations

Evaluation of the comprehensive counseling and guidance program is a vital element in determining the effectiveness of the school program. The counseling and guidance program evaluation provides a means for enhancing and improving the program and demonstrating accountability. An evaluation of the counseling and guidance program using process data, perception data, and results data measures the degree to which students have acquired the skills and knowledge defined by the competencies and the Minimum Requirements for School Counseling and Guidance Programs in Alabama.

Process data answer the question, "What did you do for whom?" and provide evidence that an event took place. Process data describe the manner in which the program is conducted and indicate if the program follows established practices. These data are important in that they indicate that an event took place, but do not provide evidence that any change occurred.

Perception data answer the question, "What do students think they know, believe, or can demonstrate?" These data are often collected through pre/post surveys, tests, or skill demonstration opportunities (role plays, evaluation forms).

Results data answer the question, "So what?" These data show that the program has a positive impact on students' ability to utilize their knowledge, attitudes, and skills to effect behavior change.

Measurable success resulting from utilization of the above data can be determined by an increase in the number of students completing high school who achieve the academic, career, and personal/social competencies essential for becoming successful adults. These students have a wide range of substantial postsecondary options that may include entry into the workforce, further technical training, or postsecondary education opportunities. Counselors should analyze student achievement and counseling and guidance program-related data, conduct research on activity outcomes, and discover achievement gaps that exist among different groups of students.

Student Results Evaluations

The goal of results evaluations is to show change in student behavior and student learning. Student results data are collected for activities listed in the school counseling and guidance plan, and collection occurs both before and after the activity. The data indicate which activity worked and clarify what should be changed. (See Appendix H.)

Results evaluations and the results report serve as a tool for:

- Ensuring the program is carried out as planned
- Ensuring every student is served
- Ensuring developmentally appropriate materials are used
- Documenting the program's process, perception, and results
- Documenting the program's immediate, intermediate, and long-range impact
- Analyzing program effectiveness
- Sharing program successes
- Improving the program
- Advocating for systematic change in the school system

The results report for school guidance curriculum may include the following:

- Grade level served
- Lesson content areas
- Curriculum or materials used
- Number of school counseling lessons delivered
- Subject area of school counseling lessons
- Number of students served
- Short-term perception data such as pre/post tests
- Intermediate and long-term results data such as impact on behavior, attendance, or achievement
- Implications of the results on the counseling and guidance program

Program Audits

The program audit is used to assess the school counseling and guidance program's alignment with the *Comprehensive Counseling and Guidance State Model for Alabama Public Schools* and The *ASCA National Model: A Framework for School Counseling Programs*. An audit is a checklist that helps define the current status of the school counseling and guidance program. The primary purpose for collecting this information is to guide future actions within the program and to improve future results for students. Program audits are first performed when a school counseling and guidance program is being designed and then annually to appraise the progress of program development. Program implementation and results findings allow strengths and weaknesses to be recognized, and program needs to be determined for the following school year. (See Appendix I).

PERSONNEL EVALUATIONS

The *Alabama Teaching Effectiveness Program for Counselors* is based on criteria that contribute to effective schools. The criteria have been identified through a study of research findings on effective schools and through information derived from educators across Alabama to identify the best practices used in our schools. The criteria identify functions and activities carried out by effective educators. Through the work of a state task force of educators in Alabama, the criteria for evaluation have been developed and structured into a hierarchy, which delineates the knowledge and skills required for effective personnel and specific positions.

Program Development and Implementation Components

The success of school counseling and guidance program development is directly linked to the understanding of the *Comprehensive Counseling and Guidance State Model for Alabama Public Schools* (the State Plan), Bulletin 2003, No. 89, by all stakeholders: the community, school board, educators, parents or guardians, and students. As an essential resource person and facilitator of change, the school counselor must assume the primary responsibility for school counseling and guidance program development.

The counseling and guidance model described in this document represents a commitment and a direction toward a more consistent approach to school counseling. Parents/guardians and students need to be confident that academic and career plans are built from a similar experiential base as students transition between grade levels or from one Alabama school to another.

The following outline lists steps for developing a comprehensive counseling and guidance program in all school systems and in each individual school. While reviewing local school counseling and guidance programs, some implementation steps may be in place, others may need to be revised, and others may be missing. Each step need not be completed sequentially; in fact, several steps may be developed simultaneously. Full implementation requires all steps to be completed.

Development and Implementation of the Comprehensive Counseling and Guidance Plan for Albertville City Schools

LEA Preparation

The purpose of preparation is to help understand the foundation and evolution of the State Plan. This section is included to provide background information for counselors not familiar with previous Alabama counseling and guidance models.

- Review the history of school counseling.
- Review the history of comprehensive school counseling and guidance programs in Alabama.
  - *The Revised Comprehensive Counseling & Guidance State Model for Alabama's Public Schools* (The State Plan), Bulletin 1996, No. 27
  - The *Comprehensive Counseling and Guidance State Model for Alabama Public Schools*, (the State Plan), *Bulletin* 2003, No. 89
- Determine changes needed for transition to the new State Plan, outline a plan for change, and outline changes made.
- Align the LEA school counseling and guidance program to the new State Plan.

LEA Consultation with Leadership

The purpose of consultation with persons in leadership roles is to secure support and essential resources for implementation of the program.

- Meet with key administrators (superintendent, principal(s), coordinator) to review the outlined changes for transition to the new State Plan.
- Reaffirm and secure the commitment of the LEA counseling and guidance advisory committee regarding the transition to the new State Plan.
- Select a steering committee to develop the new document (LEA adaptation of the new State Plan).
- Develop work groups, a work plan, a time line, and a calendar for completion and actual writing of the LEA's adaptation of the new State Plan.

LEA Needs Assessment

The purpose of the needs assessment is to prioritize the competencies from the State Plan and to add any competencies that are unique to the individual LEA.

- Discuss major areas of concern of the school district such as achievement, bullying, dropout rate, drugs, teen pregnancy, unemployment, and violence with the LEA advisory committee.
- Develop a survey instrument highlighting the school counseling and guidance program standards and competencies.
- Distribute the survey to students, educators, parents or guardians, and other stakeholders in the community.
- Analyze the data from the survey to establish priorities for the LEA adaptation of the new State Plan and disseminate information to stakeholders.

LEA Document Development

- Review *The ASCA National Model: A Framework for School Counseling Programs* and the *Comprehensive Counseling and Guidance State Model for Alabama Public Schools*.
- Review other system-level plans based on the ASCA National Model and/or the new State Plan.
- Review and revise the assumptions and statement of philosophy according to the following key elements:
  - Every student
  - Comprehensive in scope
  - Data-driven
  - Integral part of educational program
  - Preventive in design
  - Measurable student outcomes
  - Collaborates with all stakeholders
  - Every Student Succeeds (ESSA) Act
  - Closing the achievement gap
  - Outcome-based
- Define the counseling and guidance program's component in terms of the LEA's educational mission.
  - Focuses primarily on students
  - Advocates for equity, access, and success of every student
  - Establishes a structure for innovations
  - Creates one vision
  - Indicates linkages (relationship to state department, professional standards, and LEA)
  - Indicates long-range desired results.
  - Provides an anchor in the face of change
- Analyze major differences (ASCA domains, goals and standards) between 1996 State Plan and the 2003 State Plan. (See Figure 3, page 30.)
  - Domains
    - Educational Goals to Academic Development
    - Career Planning to Career Development
    - Knowledge of Self and Others to Personal/Social Development
  - Goals and Standards
    - 16 goals (1996 State Plan) to 9 standards (2003 State Plan)
- Prioritize competencies for the LEA and add other grade-level competencies, as needed.
  - Combining competencies within a single activity
  - Deciding time allotment and calendar for individual competencies

Figure 3

State Plan (1996) and State Plan (2003) Comparison of ASCA Domains and Goals and Standards*	
Alabama State Plan (1996)	**Alabama State Plan (2003)**
Educational Goals	**Academic Development**
Students will: • Apply effective study skills. • Gain test-taking skills.	Student will: A. Acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
Set educational goals.	B. Complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.
Learn effectively.	C. Understand the relationship of academics to the world of work and to life at home and in the community.
Career Planning	**Career Development**
Students will: • Analyze skills and interests. • Plan for the future.	Students will: A. Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
• Form a career identity.	B. Employ strategies to achieve future career success and satisfaction.
• Combat career stereotyping.	C. Understand the relationship between personal qualities, education and training and the world of work.
Knowledge of Self and Others	**Personal/Social Development**
Students will: • Develop positive attitudes. • Respect others. • Develop relationship skills.	Students will: A. Acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others
• Gain self-awareness. • Gain responsibilities. • Make effective decisions.	B. Make decisions, set goals, and take necessary action to achieve goals.
• Learn how to resolve conflicts. • Learn how to make healthy choices.	C. Understand safety and survival skills.

*Domains for 1996 and 2003 are indicated in bold type. Goals for 1996 are indicated by bullets. Standards for 2003 are indicated as A., B., and C.

LEA Adaptation of the State Plan (2003) Program Delivery Components

Align the four program delivery components of the State Plan (1996) and the new State Plan (2003) according to the following changes/additions:

- Guidance Curriculum (1996) to School Guidance Curriculum (2003)
  - Classroom Guidance Activities
  - Group Activities
  - Interdisciplinary Curriculum Development
  - Parent Workshops and Instruction (new)
- Individual Planning (1996) to Individual Student Planning (2003)
  - Individual or Small-Group Appraisal
  - Individual or Small-Group Advisement
  - Placement and Follow-Up
- Responsive Services
  - Consultation
  - Personal Counseling
  - Crisis Counseling
  - Peer Facilitation (new)
  - Referrals
- System Support
  - Professional Development
  - In–Service
  - Consultation, Collaboration and Teaming (new)
  - Public Relations
  - Community Outreach
  - Consultation with Staff
  - Curriculum Development Support
  - Advisory Committees (new)
  - Program Management and Operations (new)
  - Research and Evaluation
  - Fair-Share Responsibilities (new)

LEA Adaptation of Program Structural Components

- Develop management agreements that reflect the Minimum Requirements for School Counseling and Guidance Programs in Alabama as well as other additional program requirements.
  - Counselor's Responsibilities
  - Counselor's Job Description
  - Counselor's Role in Parenting Education
  - Counselor's Role in Tech/Prep
  - Counselor's Role in Discipline
  - Student-Counselor Assignment
  - Counselor's Use of Time
- Consult counseling and guidance advisory committees.
  - LEA counseling and guidance advisory committee
  - Individual school counseling and guidance advisory committee
- Incorporate use of data.
  - Student progress evaluation
  - Program evaluation
  - Longitudinal data collection/storage/access regarding counseling and guidance program
  - Data analysis
  - Data management
- Develop action plans.
  - Curriculum action plan
  - Closing-the-gap action plan

- Utilize calendars.
  - Annual calendar of LEA counseling and guidance activities (system-wide testing, LEA advisory committee meetings, counselor in-service programs)
  - Monthly/weekly calendar of LEA counseling and guidance activities (counseling staff team meetings, classroom guidance lessons, group counseling sessions)

LEA Program Accountability

- Develop forms and sample reports.
  - Program evaluation data sources
    - Demographic data
    - Attendance data
    - Suspension and expulsion rates
    - Behavioral referrals
    - Promotions and retentions
    - Graduation rates
    - Standardized test results
- Conduct program audits.
- Utilize school counselor performance evaluations.
  - PEPE- or LEA-developed counselor performance evaluation instrument
  - Data analysis of standards implementation

LEA Program Implementation Process

- Develop counselor program forms.
- Draft initial document.
- Document review by administration, board of education, and other stakeholders.
- Make changes.
- Finalize document.
- Secure letter of approval/implementation from superintendent.
- Provide copy of finalized document to each system counselor.

DEVELOPMENT AND IMPLEMENTATION OF THE INDIVIDUAL SCHOOL COMPREHENSIVE COUNSELING AND GUIDANCE PROGRAM

Individual School Preparation

Review the LEA plan for a comprehensive counseling and guidance program in addition to reviewing the requirements set forth in this document. Pay close attention to components that affect the grade levels of the individual school.

Individual School Consultation with Leadership

The purpose of consultation with persons in leadership roles is to establish with the principal, faculty, staff, and community stakeholders the changes that will take place during the transition.

- Establish individual school counseling and guidance advisory committee.
- Consult and plan with the school principal the transition timeline, calendar and faculty in-service for the counseling and guidance plan.
- Consult and plan with the principal, advisory committee, and faculty for the needs assessment.

Individual School Needs Assessment

The purpose of the needs assessment is to establish priorities for each school. Individual schools may have additional competencies that can be identified through the individual school needs assessment.

- Conduct a needs assessment as it applies to the individual school and grade level(s).
- Prioritize competencies.

Individual School Document Development

- Review the LEA's comprehensive counseling and guidance plan.
- Review other individual school plans, as appropriate.
- Incorporate applicable components of the LEA's comprehensive counseling and guidance program as the introductory material for the individual school plan.
    - Introduction
    - Mission
    - Program Benefits
    - Program Delivery
    - Program Goals for Students
    - Minimum Requirements
    - Program Accountability
- Utilize the competencies in the specific domains as they apply to the grade level (s) of the individual school.
- Develop at least one activity that addresses each competency for each grade level in the individual school.
- Develop a calendar for the academic year that shows the planned implementation according to the three domains.
- Develop or adapt forms for the purpose of gathering information to document program implementation and program effectiveness.

Individual School Adaptation of the State Plan (2003) Program Delivery Components

Align the four program delivery components of the State Plan (1996) and the new State Plan (2003) according to the following changes/additions:

- Guidance Curriculum (1996) to School Guidance Curriculum (2003)
    - Classroom Guidance Activities
    - Group Activities
    - Interdisciplinary Curriculum Development
    - Parent Workshops and Instruction (new)
- Individual Planning (1996) to Individual Student Planning (2003)
    - Individual or Small-Group Appraisal
    - Individual or Small-Group Advisement
    - Placement and Follow-Up
- Responsive Services
    - Consultation
    - Personal Counseling
    - Crisis Counseling
    - Peer Facilitation (new)
    - Referrals
- System Support
    - Professional Development
    - In–Service
    - Consultation, Collaboration and Teaming (new)
    - Public Relations
    - Community Outreach
    - Consultation with Staff
    - Curriculum Development Support
    - Advisory Committees (new)
    - Program Management and Operations (new)
    - Research and Evaluation
    - Fair-Share Responsibilities (new)

Individual School Adaptation of Program Structural Components

- Develop management agreements that reflect the Minimum Requirements for School Counseling and Guidance Programs in Alabama as well as other additional program requirements.
  - Counselor's Responsibilities
  - Counselor's Job Description
  - Counselor's Role in Parenting Education
  - Counselor's Role in Tech/Prep
  - Counselor's Role in Discipline
  - Student-Counselor Assignment
  - Counselor's Use of Time
- Consult counseling and guidance advisory committees.
  - LEA counseling and guidance advisory committee
  - Individual school counseling and guidance advisory committee
- Incorporate use of data.
  - Student progress evaluation
  - Program evaluation
  - Longitudinal data collection/storage/access regarding counseling and guidance program.
  - Data analysis
  - Data management
- Develop action plans.
  - Curriculum action plan
  - Closing the gap action plan
- Utilize calendars.
  - Annual calendar of LEA/individual school counseling and guidance activities (system-wide testing, LEA/individual school advisory committee meetings, counselor in-service programs)
  - Monthly/weekly calendar of LEA/individual school counseling and guidance activities (counseling staff team meetings, classroom guidance lessons, group counseling sessions)

Individual School Program Accountability

- Develop forms and sample reports.
  - Program evaluation data sources
    - Demographic data
    - Attendance data
    - Suspension and expulsion rates
    - Behavioral referrals
    - Promotions and retentions
    - Graduation rates
    - Standardized test results
- Conduct program audits.
- Utilize school counselor performance evaluations.
  - PEPE- or LEA-developed counselor performance evaluation instrument
  - Data analysis of standards implementation

Individual School Program Implementation Process

- Develop counselor program forms.
- Draft initial document.
- Document review by administration and other stakeholders.
- Make changes.
- Finalize document.
- Secure letter of approval/implementation from principal/superintendent.
- Provide copy of finalized document to counselor(s).

Model Job Description for Counselors

Counseling Coordinator

Position: Coordinator of Counseling and Guidance Programs

Primary Function: The Counseling Coordinator coordinates efforts in the local school system for the delivery of a comprehensive counseling and guidance program for all students.

Major Job Responsibilities:

- Develops a system plan to include goals, objectives, and activities consistent with the State Plan for program implementation and evaluation
- Formulates goals consistent with local board of education philosophy and policies
- Provides leadership in developing appropriate comprehensive counseling and guidance program activities
- Coordinates, monitors, and evaluates activities of a comprehensive program as a part of the total school program
- Assists principals in annual counselor evaluations
- Collects data that include program objectives and activities for an annual report to be submitted to the local superintendent and local board of education
- Serves as a consultant to principals and counselors in the implementation of the statewide and local schools' comprehensive counseling and guidance plans
- Serves as consultant to principals and counselors in the areas of psychological services for individual students with unusual problems that appear to be beyond the scope of the local staff
- Serves as liaison between local schools and community agencies
- Plans and administers in-service training program for counselors and facilitates continuous program development and improvement
- Serves as a representative of counselors on various committees/boards
- Participates in the interview process and recommends personnel for counseling and guidance
- Develops a plan and procedures for assignment of school counselors
- Develops a consistent perception and common understanding of counseling and guidance functions and the role of the school counselor
- Submits an annual budget to the local superintendent
- Interprets to local schools the objectives of the system's comprehensive counseling and guidance program and the procedures for utilizing guidance services
- Establishes a systematic approach for making the counseling and guidance program visible at all levels
- Develops a resource file containing the names of individuals and agencies that may provide support for counseling and guidance programs
- Makes provision for a system-wide counseling and guidance communications network

High School Counselor

Position: High School Counselor

Primary Function: As a member of the system's counseling and guidance staff, the high school counselor provides a comprehensive counseling and guidance program for high school students; consults and collaborates with teachers, parents, and staff to enhance effectiveness in helping students; and provides support to other high school educational programs.

Major Job Responsibilities:

- Implements the high school counseling and guidance program curriculum
- Guides and counsels groups and individual students through the development of educational and career plans
- Consults with small groups and individual students
- Consults and collaborates with teachers, staff, and parents in understanding and meeting the needs of students
- Refers students with problems and their parents to appropriate specialists, special programs, or outside agencies
- Participates in activities that contribute to the effective operation of the school
- Plans, evaluates, and revises the counseling and guidance program
- Pursues professional growth

Illustrative Key Duties:

1. **Implements the high school counseling and guidance program curriculum:** Conducts counseling learning activities in the classroom for each grade level during the year in collaboration with the teaching staff; consults with and is a resource to teachers to facilitate the infusion of counseling content into the regular education curriculum.

2. **Guides and counsels groups and individual students through the development of educational and career plans:** Collaborates with middle school personnel to assist students in making a smooth transition to high school; provides orientation activities for incoming students and their parents; informs students and parents of tests results and their implications for educational and career planning; guides students in updating their high school four-year educational plans; plans and coordinates the registration of students; guides seniors to help them develop and implement appropriate steps regarding their post-high school educational and/or career plans; coordinates career assessments and interprets results to students to assist in their career and educational planning; guides all students to develop educational/career plans through the reaching and/or supervision of career development activities; provides for the systematic and efficient dissemination of current, accurate information needed by students and/or parents as they develop their educational or career plans; provides individual assistance to students regarding personal, social, educational, and career issues and plans.

3. **Consults with small groups and individual students:** Conducts structured, goal-oriented counseling sessions to meet the identified needs of individuals and groups of students.

4. **Consults and collaborates with teachers, staff, and parents in understanding and meeting the needs of students:** Participates in staffing and team meetings; plans and conducts staff development programs and activities; facilitates conferences with teachers and/or parents and/or students; plans and conducts parent education programs; assists families with school-related problems and issues; writes articles for newsletters and other publications.

5. **Refers students with problems and their parents to appropriate specialists, special programs, or outside agencies:** Consults and collaborates with school system specialists such as school psychologists, social workers, and nurses; consults with and refers to community-based resources including psychologists, psychiatrists, physicians, service agencies, and others.

6. **Participates in activities that contribute to the effective operation of the school:** Cooperates and collaborates with other professionals in enhancing the education of students; establishes and maintains effective relationships with instructional departments and administrators; cooperates with other school personnel in placing students with special needs in appropriate programs; interprets group test results to faculty and administration for use in enhancing instruction; communicates with administrators, teachers, staff, students, parents, and the community regarding the counseling and guidance program and its role in the educational program; participates in the implementation of the school system assessment program.

7. **Plans, evaluates, and revises the counseling and guidance program:** Reviews the counseling and guidance program annually with the guidance department staff and guidance program advisory committee; communicates regularly with other counseling staff to establish and maintain a sequential comprehensive counseling and guidance program; identifies student needs periodically and uses the results for program planning; establishes a planning calendar for counseling and guidance program activities; evaluates the counseling and guidance program.

8. **Pursues professional growth:** Attends local, state, and national staff development programs; joins professional counseling and guidance associations; attends local, state, and national workshops and conferences sponsored by professional organizations; reads professional journals; completes postgraduate courses.

Middle/Junior High School Counselor

Position: Middle/Junior High School Counselor

Primary Function: As a member of the school system's counseling and guidance staff, the middle/junior high school counselor provides a comprehensive counseling and guidance program for middle/junior high school students; consults and collaborates with teachers, parents, and staff to enhance effectiveness in helping students; and provides support to other middle school educational programs.

Major Job Responsibilities:

- Implements the middle/junior high school comprehensive counseling and guidance program curriculum
- Guides and counsels groups and individual students through the development of personal, social, educational, and career plans
- Counsels small groups and individual students
- Consults and collaborates with teachers, staff, and parents in understanding and meeting the needs of students
- Refers students with problems and their parents to appropriate specialists, special programs, or outside agencies
- Participates in activities that contribute to the effective operation of the school
- Plans, evaluates, and revises the counseling and guidance program
- Pursues professional growth

Illustrative Key Duties:

1. **Implements the middle/junior high school comprehensive counseling and guidance program curriculum:** Conducts guidance learning activities in the classroom in collaboration with the teaching staff; consults with and is a resource to teachers. Takes a leadership role to facilitate the infusion of counseling and guidance content into the regular education curriculum.

2. **Guides and counsels groups and individual students through the development of personal, social, educational, and career plans:** Collaborates with elementary and high school personnel to assist students in making a smooth transition from elementary school to high school; provides orientation activities for incoming students and their parents; guides eighth graders in the development of their high school four-year educational plans; informs students and parents of tests results and their implications for educational and career planning; coordinates career interest assessment and interpretation of results; coordinates registration and enrollment of middle school students; coordinates the implementation of personal, social, educational, and career learning activities; provides individual assistance to students regarding personal, social, educational, and career issues.

3. **Counsels small groups and individual students:** Conducts structured, goal-oriented counseling sessions to meet the identified needs of individuals and groups of students.

4. **Consults and collaborates with teachers, staff, and parents in understanding and meeting the needs of students:** Participates in staff and team meetings; plans and conducts staff development programs and activities; facilitates conferences with teachers and/or parents and/or students; plans and conducts parent education programs; assists families with school-related problems and issues; writes articles for newsletters and other publications.

5. **Refers students with problems and their parents to appropriate specialists, special programs, or outside agencies:** Consults and collaborates with school system specialists such as school psychologists, social workers, and nurses; consults with and refers to community-based resources including psychologists, psychiatrists, physicians, service agencies, and others.

6. **Participates in activities that contribute to the effective operation of the school:** Cooperates and collaborates with other professionals in enhancing the education of students; establishes and maintains effective relationships with grade levels or departments and administrators; cooperates with other school personnel in placing students with special needs in appropriate programs; interprets group test results to faculty and administration for use in enhancing instruction; communicates with administrators, teachers, staff, students, parents, and the community regarding the counseling and guidance program and its role in the educational program; participates in the implementation of the school system assessment program.

7. **Plans, evaluates, and revises the counseling and guidance program:** Reviews the counseling and guidance program annually with the counseling and guidance department staff and counseling and guidance program advisory committee; communicates regularly with other counseling staff to establish and maintain a sequential comprehensive counseling and guidance program; identifies student needs periodically and uses the results for program planning; establishes a planning calendar for counseling and guidance program activities; evaluates the counseling and guidance program.

8. **Pursues professional growth:** Attends local, state, and national staff development programs; joins professional counseling and guidance associations; attends local, state, and national workshops and conferences sponsored by professional organizations; reads professional journals; completes post-graduate courses.

Elementary School Counselor

Position: Elementary School Counselor

Primary Function: As a member of the school system's counseling and guidance staff, the elementary school counselor provides a comprehensive counseling and guidance program for elementary school students; consults and collaborates with teachers, parents, and staff to enhance effectiveness in helping students; and provides support to other elementary school educational programs.

Major Job Responsibilities:

- Implements the elementary school counseling and guidance program curriculum
- Guides and counsels groups and individual students through the development of personal, social, educational, and career plans
- Counsels small groups and individual students
- Consults and collaborates with teachers, staff, and parents in understanding and meeting the needs of students
- Refers students with problems and their parents to appropriate specialists, special programs, or outside agencies
- Participates in activities that contribute to the effective operation of the school
- Plans, evaluates, and revises the counseling and guidance program
- Pursues professional growth

Illustrative Key Duties:

1. **Implements the elementary school counseling and guidance program curriculum:** Conducts counseling and guidance learning activities in each teacher's classroom and/or systematically conducts counseling and guidance activities for each grade level during the year in collaboration with the teaching staff; consults with and is a resource to teachers. Takes a leadership role in seeing the infusion of counseling and guidance content into the regular education curriculum.

2. **Guides and counsels groups and individual students through the development of personal, social, educational, and career plans:** Collaborates with middle school personnel to assist students in making a smooth transition from elementary school to middle school; provides orientation activities for incoming students and their parents; informs students and parents of tests results and their implications for educational planning; provides resources and coordinates the implementation of personal, social, educational, and career learning activities; provides individual assistance to students regarding personal, social, educational, and career issues.

3. **Counsels small groups and individual students:** Conducts structured, goal-oriented counseling sessions to meet the identified needs of individuals and groups of students.

4. **Consults and collaborates with teachers, staff, and parents in understanding and meeting the needs of students:** Participates in staff and team meetings; plans and conducts staff development programs and activities; facilitates conferences with teachers and/or parents and/or students; plans and conducts parent education programs; assists families with school-related problems and issues; writes articles for newsletters and other publications.

5. **Refers students with problems and their parents to appropriate specialists, special programs, or outside agencies:** Consults and collaborates with in-district specialists such as school psychologists, social workers, and nurses; consults with and refers to community-based resources including psychologists, psychiatrists, physicians, service agencies, and others.

6. **Participates in activities that contribute to the effective operation of the school:** Cooperates and collaborates with other professionals in enhancing the education of students; establishes and maintains effective relationships with grade levels and administrators; cooperates with other school personnel in placing students with special needs in appropriate programs; interprets group test results to faculty and administration for use in enhancing instruction; communicates with administrators, teachers, staff, students, parents, and the community regarding the counseling and guidance program and its role in the educational program; participates in the implementation of the school system assessment program.

7. **Plans, evaluates, and revises the counseling and guidance program:** Reviews the counseling and guidance program annually with the counseling and guidance department staff and counseling and guidance program advisory committee; communicates regularly with other counseling and guidance staff to establish and maintain a sequential comprehensive counseling and guidance program; identifies student needs periodically and uses the results for program planning; establishes a planning calendar for counseling and guidance program activities; evaluates the counseling and guidance program.

8. **Pursues professional growth:** Attends local, state, and national staff development programs; joins professional counseling and guidance associations; attends local, state, and national workshops and conferences sponsored by professional organizations; reads professional journals; completes post-graduate courses.

Albertville City Schools
Counseling Program Assessment

ASCA National Model Components	Yes	Comments
MANAGE		
Mission and Vision Statement		
Completion of updated School Counseling Plan that includes mission and vision statements aligned with ASCA National Model's criteria for exemplary statements.		
Acknowledgement of Ethical Guidelines and Standards		
Completion of yearly Acknowledgement of the Ethical Guidelines and Standards for School Counselors before the end of August.		
Data		
School data summary prioritizing data points addressed through the school counseling program completed.		
Annual Student Outcome Goals		
a. School improvement plan reviewed to identify school priorities.		
b. Outcome goals created based on student, school and/or district data to close the achievement, opportunity and/or information gaps.		
c. Goals written in SMART format: specific, measurable, attainable, relevant, time-bound.		
Use-of-Time Calculator		
Use-of-time calculator completed each month and submitted to Counselor Coordinator.		
Annual Administrative Conference		
Conference held with supervising administrator. Template completed and signed by the school counselor and supervising administrator within first two months of school.		
Advisory Council		
Agendas, minutes, and sign-in sheets completed from at least two meetings (one from the fall and one from the spring).		

Lesson Plans		
Lesson plans identifying activities to be delivered, standards to be addressed, to whom activities will be delivered, how they will be delivered and how data will be assessed to determine impact on student outcomes completed.		
Calendars (Annual and Monthly)		
Annual calendar created (includes specific examples with dates and times for major activities) documenting all activities, events and services within the comprehensive school counseling program.		
Monthly calendars available for each school counselor.		
DELIVER		
Direct Student Services		
Classroom lessons/large-group activities are delivered and outlined using lesson plans.		
Small-group sessions are delivered and outlined using lesson/session plans.		
Indirect Student Services		
Indirect student services are reflected on monthly Use of Time reports.		
ASSESS		
ASCA School Counselor Professional Standards & Competencies assessment completed.		
School counseling program assessment completed.		
School counseling performance appraisal is conducted annually.		
Program results are shared with school staff and stakeholders		

ASCA School Counselor Professional Standards & Competencies Assessment

School counselors use this document to:
- Self-assess their own mindsets and behaviors
- Formulate an appropriate professional development plan

School/district administrators use this document to:
- Guide the recruitment and selection of competent school counselors
- Develop or inform meaningful school counselor performance appraisal

School counselor education programs use this document to:
- Establish benchmarks for ensuring school counseling students graduate with the knowledge, skills and attitudes needed to develop a comprehensive school counseling program

ASCA SCHOOL COUNSELOR PROFESSIONAL STANDARDS & COMPETENCIES

MINDSETS

School counselors believe:

__ **M 1.** Every student can learn, and every student can succeed.

__ **M 2.** Every student should have access to and opportunity for a high-quality education.

__ **M 3.** Every student should graduate from high school prepared for postsecondary opportunities.

__ **M 4.** Every student should have access to a comprehensive school counseling program.

__ **M 5.** Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, other school staff and education stakeholders.

__ **M 6.** School counselors are leaders in the school, district, state and nation.

__ **M 7.** Comprehensive school counseling programs promote and enhance student academic, career and social/emotional outcomes.

PROFESSIONAL FOUNDATION

B-PF 1. Apply developmental, learning, counseling and education theories

__ a. Use human development theories to have an impact on developmental issues affecting student success

__ b. Use learning theory to support student achievement and success, including students with diverse learning needs

__ c. Use established and emerging evidence-based counseling theories and techniques that are effective in a school setting to promote academic, career and social/emotional development, including but not limited to rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems

__ d. Use counseling theories and techniques in individual, small-group, classroom and large-group settings to promote academic, career and social/emotional development

__ e. Use career development theories to promote and support postsecondary planning

__ f. Use principles of multitiered systems of support within the context of a comprehensive school counseling program to provide instruction and interventions matched to student need

B-PF 2. Demonstrate understanding of educational systems, legal issues, policies, research and trends in education

__ a. Explain the organizational structure and governance of the American educational system as well as cultural, political and social influences on current educational practices
__ b. Explain educational systems, philosophies and theories and current trends in education, including federal and state legislation
__ c. Explain and/or inform the process for development of policy and procedures at the building, district, state and national levels
__ d. Explain the history of school counseling to create a context for the current state of the profession and comprehensive school counseling programs
__ e. Explain the nature of academic, career and social/emotional counseling in schools and the similarities and differences between school counseling and other fields of counseling, such as mental health, marriage and family, substance abuse counseling, social work and psychology, within a continuum of care
__ f. Delineate the roles of student service providers, such as school social worker, school psychologist or school nurse, and identify best practices for collaborating to have an impact on student success
__ g. Articulate a rationale for a comprehensive school counseling program
__ h. Use education research to inform decisions and programming
__ i. Use current trends in technology to promote student success

B-PF 3. Apply legal and ethical principles of the school counseling profession

__ a. Practice within the ethical principles of the school counseling profession in accordance with the ASCA Ethical Standards for School Counselors
__ b. Adhere to the legal responsibilities of the role of the school counselor including the unique legal and ethical principles of working with minor students in a school setting
__ c. Adhere to the ethical and statutory limits of confidentiality
__ d. Fulfill legal and ethical obligations to families, teachers, administrators and other school staff
__ e. Consult with school counselors and other education, counseling and legal professionals when ethical and legal questions arise
__ f. Resolve ethical dilemmas by employing an ethical decision-making model in accordance with the ASCA Ethical Standards for School Counselors
__ g. Model ethical behavior
__ h. Engage in continual professional development to inform and guide ethical and legal work

B-PF 4. Apply school counseling professional standards and competencies

__ a. Stay current with school counseling research and best practices
__ b. Conduct and analyze self-appraisal and assessment related to school counseling professional standards and competencies
__ c. Use personal reflection, consultation and supervision to promote professional growth and development
__ d. Develop a yearly professional development plan to ensure engagement in professional growth opportunities related to relevant professional standards and competencies and personal limitations

B-PF 5. Use ASCA Mindsets & Behaviors for Student Success standards to inform the implementation of a comprehensive school counseling program

__ a. Select ASCA Mindsets & Behaviors for Student Success standards to address student needs demonstrated in data
__ b. Prioritize ASCA Mindsets & Behaviors for Student Success standards aligned with school improvement goals
__ c. Select or create competencies aligned with the ASCA Mindsets & Behaviors for Student Success and the Common Core State Standards or other state-specific standards

B-PF 6. Demonstrate understanding of the impact of cultural, social and environmental influences on student success and opportunities

__ a. Demonstrate basic knowledge and respect of differences in customs, communications, traditions, values and other traits among students based on race, religion, ethnicity, nationality, sexual orientation, gender identity, physical or intellectual ability and other factors
__ b. Explain how students' cultural, social and economic background may affect their academic achievement, behavior, relationships and overall performance in school
__ c. Maintain and communicate high expectations for every student, regardless of cultural, social or economic background
__ d. Explain the dynamics of cross-cultural communications and demonstrate the ability to communicate with persons of other cultures effectively
__ e. Collaborate with administrators, teachers and other staff in the school and district to ensure culturally responsive curricula and student-centered instruction
__ f. Understand personal limitations and biases, and articulate how they may affect the school counselor's work

B-PF 7. Demonstrate leadership through the development and implementation of a comprehensive school counseling program

__ a. Identify sources of power and authority and formal and informal leadership
__ b. Identify and demonstrate professional and personal qualities and skills of effective leaders
__ c. Apply a model of leadership to a comprehensive school counseling program

__ d. Create the organizational structure and components of an effective school counseling program aligned with the ASCA National Model
__ e. Apply the results of a school counseling program assessment to inform the design and implementation of the comprehensive school counseling program
__ f. Use leadership skills to facilitate positive change for the comprehensive school counseling program
__ g. Define the role of the school counselor and the school counseling program in the school crisis plan
__ h. Serve as a leader in the school and community to promote and support student success
__ i. Participate in the school improvement process to bring the school counseling perspective to the development of school goals

B-PF 8. Demonstrate advocacy for a comprehensive school counseling program

__ a. Model school counselor advocacy competencies to promote school counseling program development and student success
__ b. Advocate responsibly for school board policy and local, state and federal statutory requirements in students' best interests
__ c. Explain the benefits of a comprehensive school counseling program for all stakeholders, including students, families, teachers, administrators and other school staff, school boards, department of education, school counselors, school counselor educators, community stakeholders and business leaders
__ d. Articulate and provide rationale for appropriate activities for school counselors
__ e. Articulate and provide rationale for discontinuation of inappropriate activities for school counselors
__ f. Use data (e.g., closing-the-gap reports) to promote reduction in student-to-school-counselor ratios and reduction of inappropriate non-school-counseling-related tasks
__ g. Participate in school counseling and education-related professional organizations

B-PF 9. Create systemic change through the implementation of a comprehensive school counseling program

__ a. Act as a systems change agent to create an environment promoting and supporting student success
__ b. Use data to identify how school, district and state educational policies, procedures and practices support and/or impede student success
__ c. Use data to demonstrate a need for systemic change in areas such as course enrollment patterns; equity and access; and achievement, opportunity and/or information gaps
__ d. Develop and implement a plan to address personal and/or institutional resistance to change that better supports student success

B-SS 1. Design and implement instruction aligned to the ASCA Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings

__ a. Use student, school and district data to identify achievement, attendance and discipline issues to be addressed through instruction
__ b. Assess cultural and social trends when developing and choosing curricula
__ c. Identify appropriate evidence-based curricula aligned to the ASCA Mindsets & Behaviors for Student Success or select/develop other materials informed by research and best practice if evidence-based materials do not exist
__ d. Demonstrate pedagogical skills, including culturally responsive classroom management strategies, lesson planning and personalized instruction
__ e. Create lesson plans identifying activities to be delivered, standards to be addressed, to whom activities will be delivered, how they will be delivered and how data will be assessed to determine impact on student outcomes
__ f. Use a variety of technologies in the delivery of lessons and activities
__ g. Engage with school administrators, teachers and other staff to ensure the effective implementation of instruction
__ h. Analyze data from lessons and activities to determine impact on student outcomes

B-SS 2. Provide appraisal and advisement in large-group, classroom, small-group and individual settings

__ a. Develop strategies to provide appraisal and advisement to students and families about attaining the ASCA Mindsets & Behaviors for Student Success
__ b. Use assessments to help students understand their abilities, values and career interests
__ c. Include career opportunities, labor market trends and global economics to help students develop immediate and long-range plans
__ d. Help students cross reference individual assessment results (e.g. MBTI, Holland Code, ASVAB, O*Net) with occupational/career goals
__ e. Help students understand how academic performance relates to the world of work, family life and community service
__ f. Help students understand the importance of postsecondary education and/or training as a pathway to a career
__ g. Help students and families navigate postsecondary awareness, exploration, admissions and financial aid processes
__ h. Connect students to workplace experiences to deepen understandings and explore career interests

B-SS 3. Provide short-term counseling in small-group and individual settings

__ a. Use data to identify students in need of counseling intervention
__ b. Provide support for students, including individual and small-group counseling, during times of transition, heightened stress, critical change or other situations impeding student success
__ c. Explain the difference between appropriate short-term counseling and inappropriate long-term therapy
__ d. Explain the impact of adverse childhood experiences and trauma, and demonstrate techniques to support students who have experienced trauma
__ e. Respond with appropriate intervention strategies to meet the needs of the individual, group or school community before, during and after crisis response

B-SS 4. Make referrals to appropriate school and community resources

__ a. Maintain a list of current referral resources, consistent with school and district policies, for students, staff and families to effectively address academic, career and social/emotional issues
__ b. Communicate the limits of school counseling and the continuum of mental health services
__ c. Articulate why diagnoses and long-term therapy are outside the scope of school counseling

B-SS 5. Consult to support student achievement and success

__ a. Gather information on student needs from families, teachers, administrators, other school staff and community organizations to inform the selection of strategies for student success
__ b. Share strategies that support student achievement with families, teachers, administrators, teachers, school staff and community organizations
__ c. Consult with school counselors and other education and counseling professionals when questions of school counseling practice arise
__ d. Facilitate in-service training or workshops for families, administrators, other school staff, teachers or other stakeholders to share school counseling expertise

B-SS 6. Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success

__ a. Partner with others to advocate for student achievement and educational equity and opportunities
__ b. Explain the potential for dual roles with families and other caretakers
__ c. Identify and involve appropriate school and community professionals as well as the family in a crisis situation
__ d. Supervise school counseling interns consistent with the principles of the ASCA School Counseling Professional Standards & Competencies

PLANNING AND ASSESSMENT

B-PA 1. Create school counseling program beliefs, vision and mission statements aligned with the school and district

__ a. Analyze personal, school, district and state beliefs, assumptions and philosophies about student success
__ b. Compose a personal beliefs statement about students, families, teachers, school counseling programs and the educational process consistent with the school's educational philosophy and mission
__ c. Analyze the school's vision and mission
__ d. Create a school counseling vision statement describing a future world where student outcomes are successfully achieved
__ e. Create a school counseling mission statement aligned with school, district and state missions
__ f. Communicate the vision and mission of the school counseling program to administrators, teachers, other school staff and stakeholders

B-PA 2. Identify gaps in achievement, attendance, discipline, opportunity and resources

__ a. Collect and analyze data to identify areas of success or gaps between and among different groups of students in achievement, attendance, discipline and opportunities
__ b. Review, disaggregate and interpret student achievement, attendance and discipline data to identify and implement interventions as needed
__ c. Create goals based on student, school and/or district data to close the achievement, opportunity and/or information gaps

B-PA 3. Develop annual student outcome goals based on student data

__ a. Use achievement, attendance and/or discipline data to create annual student outcome goals aligned with school improvement plans
__ b. Write goals in a measurable format such as the SMART goal format, and include baseline and target data within the goal statement
__ c. Use student data and results from survey tools to monitor and refine annual student outcome goals
__ d. Communicate annual student outcome goals to administrators, teachers, other school staff and stakeholders

B-PA 4. Develop and implement action plans aligned with annual student outcome goals and student data

__ a. Design and implement school counseling action plans aligned with school and annual student outcome goals and student data
__ b. Determine appropriate students for the target group of action plans based on student, school and district data
__ c. Identify appropriate ASCA Mindsets & Behaviors for Student Success standards addressing needs identified in action plans
__ d. Select evidence-based curricula and activities to accomplish objectives, or select/develop other materials informed by research and best practice if evidence-based materials do not exist
__ e. Identify appropriate resources needed to implement action plans
__ f. Identify intended impact on academics, attendance and discipline as result of action plan implementation
__ g. Explain basic research sampling, methodology and analysis concepts as they relate to research outcomes and action research

B-PA 5. Assess and report program results to the school community

__ a. Explain concepts related to program results and assessment within a comprehensive school counseling program
__ b. Review progress toward annual student outcome goals
__ c. Analyze data to assess school counseling program effectiveness and to inform program development
__ d. Collaborate with members of the school counseling team and with administration to decide how school counseling programs are assessed and how results are shared
__ e. Use data to demonstrate the value the school counseling program adds to student achievement
__ f. Use presentation skills to share effectiveness data and results of action plans and activities with administrators, advisory councils, teachers, faculty and staff, families, school boards and stakeholders

B-PA 6. Use time appropriately according to national recommendations and student/school data

__ a. Articulate the distinction between direct and indirect student services
__ b. Assess use of time in direct and indirect student services and program management and school support to determine how much time is spent in each school counseling program component
__ c. Articulate the best use of a school counselor's time to meet student needs as identified through student data and program goals
__ d. Organize and manage time to effectively implement a comprehensive school counseling program using skills including scheduling, publicizing and prioritizing time
__ e. Create annual and weekly calendars to plan activities reflecting annual student outcome goals
__ f. Identify, evaluate and participate in fair-share responsibilities

B-PA 7. Establish agreement with the principal and other administrators about the comprehensive school counseling program

__ a. Complete managing templates for the school counseling program with other members of the school counseling staff
__ b. Discuss school counseling with the principal and/or supervising administrator to formalize delivering, managing and assessing the school counseling program
__ c. Explain and model the appropriate role of the school counselor and the organization of the school counseling program
__ d. Explain annual student outcome goals, their basis in student data and their alignment with the school improvement plan
__ e. Advocate for the appropriate use of school counselor time based on national recommendations and student needs
__ f. Finalize the annual administrative conference template after presentation to and discussion with the principal and/or supervising administrator

B-PA 8. Establish and convene an advisory council for the comprehensive school counseling program

__ a. Determine appropriate education stakeholders for representation on the advisory council
__ b. Develop effective and efficient advisory council meeting agendas to inform stakeholders about the comprehensive school counseling program
__ c. Explain and discuss school data, school counseling program assessment and annual student outcome goals with the advisory council
__ d. Record advisory council meeting notes, and distribute as appropriate
__ e. Analyze and incorporate feedback from the advisory council related to annual student outcome goals as appropriate

B-PA 9. Use appropriate school counselor performance appraisal process

__ a. Explain and advocate for appropriate school counselor performance appraisal process based on school counselor standards and implementation of the comprehensive school counseling program
__ b. Explain how school counseling activities fit within categories of a performance appraisal instrument
__ c. Utilize components of the ASCA National Model to document data-informed, student-focused activities that demonstrate evidence of meeting standards of performance appraisal instruments

Counselor Survey for Instructional Staff

As you are aware, school districts in the State of Alabama evaluate the work of educators. One aspect of these evaluations includes the use of surveys to gather information from instructional staff about the school counselor. This information is used to assist in assessing the effectiveness of the counselor.

Because you are an instructional staff member in the school of the counselor named on the front cover, you have been randomly selected to complete this survey. It will take around 15-20 minutes to complete. Your responses are important and will remain confidential. Therefore, do not place your name on this survey. When you have finished, return the survey in the enclosed envelope to the contact person named on the cover of this survey. If you have any questions, you may call the contact person.

Please respond to all statements by circling one number or letter to the right of the statement. Respond from your own knowledge about this counselor using the following rating scale with the corresponding response choices:

1 - rarely
2 - sometimes
3 - usually
4 - almost always
x - don't know

	STATEMENT	rarely	sometimes	usually	almost always	don't know
1.	This guidance counselor provides the faculty with an orientation to the guidance program and curriculum.	1	2	3	4	x
2.	This guidance counselor works with teachers to integrate guidance with the academic curriculum.	1	2	3	4	x
3.	This guidance counselor works with teachers to integrate guidance with the academic curriculum.	1	2	3	4	x
4.	This guidance counselor helps students assess their abilities, interests, and skills to develop appropriate educational and career plans.	1	2	3	4	x
5.	This guidance counselor conducts individual planning with students.	1	2	3	4	x
6.	This guidance counselor helps students find resources and support services when needed.	1	2	3	4	x
7.	This guidance counselor works with teachers to identify strategies to help students.	1	2	3	4	x
8.	This guidance counselor provides the faculty with an orientation to school counseling programs and services.	1	2	3	4	x
9.	This guidance counselor assists in school crisis management planning and related activities.	1	2	3	4	x
10.	This guidance counselor serves as a resource to faculty in student assessment and analysis of standardized test data.	1	2	3	4	x
11.	This guidance counselor assists teachers and administrators in communicating and interpreting standardized test data.	1	2	3	4	x
12.	This guidance counselor trains teachers to administer tests, when necessary.	1	2	3	4	x

APPENDIX D

	STATEMENT	rarely	sometimes	usually	almost always	don't know
13.	This guidance counselor conducts research useful to the school.	1	2	3	4	x
14.	This guidance counselor consults regularly with teachers to get feedback on students and his/her program.	1	2	3	4	x
15.	This guidance counselor conducts assessments of students, staff, and parent needs.	1	2	3	4	x
16.	This guidance counselor demonstrates respect, interest, and consideration for those with whom he/she interacts.	1	2	3	4	x
17.	This guidance counselor adjusts his/her activities and schedules when necessary to accommodate other programs and activities.	1	2	3	4	x
18.	This guidance counselor holds conferences at times convenient to all participants.	1	2	3	4	x
19.	This guidance counselor uses community resources to supplement school-based programs.	1	2	3	4	x
20.	This guidance counselor encourages parents to participate in the school.	1	2	3	4	x
21.	This guidance counselor promotes cooperation with parents/guardians.	1	2	3	4	x

Counselor Survey for Students: Grades 4-6

From time to time, schools in the State of Alabama have students respond to questions about their school. Because you go to this school, you have been chosen to answer some questions about your school counselor. It will take around 15 minutes to complete these questions. No one will know how you answer the questions. **Do not** place your name on this survey.

Please respond to all questions by circling your answer to the right of the question. Respond from your own knowledge about your school counselor.

	STATEMENT			
1.	My guidance counselor provides students information about the guidance program.	Yes	No	Don't Know
2.	My guidance counselor helps students explore possible careers.	Yes	No	Don't Know
3.	My guidance counselor helps students with educational decisions such as thinking about college or what they should study.	Yes	No	Don't Know
4.	My guidance counselor is willing to listen to students' concerns and advise them.	Yes	No	Don't Know
5.	My guidance counselor helps me plan what I want to do.	Yes	No	Don't Know
6.	My guidance counselor lets students know that guidance and counseling services are available to all students.	Yes	No	Don't Know
7.	My guidance counselor lets students know how to deal with school emergencies and crises.	Yes	No	Don't Know
8.	My guidance counselor helps students to understand their achievement test scores.	Yes	No	Don't Know
9.	My guidance counselor is respectful and considerate of students.	Yes	No	Don't Know
10.	My guidance counselor is available to conference with students.	Yes	No	Don't Know

Counselor Survey for Students: Grades 7-12

On a regular basis, school districts in the State of Alabama evaluate the work of educators. One aspect of these evaluations includes the use of surveys to gather information from students about the counselor of the school. This information is used to assist in determining how well a counselor is doing his or her job.

Because you are enrolled in this school, you have been randomly selected to complete this survey about the school counselor. It will take around 10-15 minutes to complete. Your responses are important and will remain confidential; therefore, **do not** place your name on this survey.

Please respond to all statements by circling one number or letter to the right of the statement. Respond from your own knowledge about the counselor using the following rating scale with the corresponding response choices:

1 - rarely
2 - sometimes
3 - usually
4 - almost always
x - don't know

	STATEMENT	rarely	sometimes	usually	almost always	don't know
1.	My guidance counselor provides students information about the guidance program.	1	2	3	4	x
2.	My guidance counselor helps students explore possible careers.	1	2	3	4	x
3.	My guidance counselor helps students with educational decisions such as selection of courses, college and career choices, and ways to seek financial aid.	1	2	3	4	x
4.	My guidance counselor is willing to listen to students' concerns and advise them.	1	2	3	4	x
5.	My guidance counselor helps me plan what I want to do.	1	2	3	4	x
6.	My guidance counselor has informed students that guidance and counseling services are available to all students.	1	2	3	4	x
7.	My guidance counselor informs students about dealing with potential school emergencies and crises.	1	2	3	4	x
8.	My guidance counselor helps students to understand their standardized test scores.	1	2	3	4	x
9.	My guidance counselor is respectful and considerate of students.	1	2	3	4	x
10.	My guidance counselor is available to conference with students.	1	2	3	4	x

Counselor Survey for Parents/Guardians

On a regular basis, school districts in the State of Alabama evaluate the work of school personnel. One aspect of these evaluations includes the use of surveys to gather information from parents or guardians of students enrolled in a counselor's school. This information is used to assist in assessing the effectiveness of the counselor.

Because you have a child enrolled in the school of the counselor named on the front cover, you have been randomly selected to complete this survey. It will take approximately 10-15 minutes to complete. Your responses are important and will remain confidential. Therefore, do not place your name on this survey. When you have finished, return the survey in the enclosed, stamped envelope. If you have any questions, call the contact person named on the cover of this survey.

Please respond to all statements by circling one number or letter to the right of the statement. Respond from your own knowledge about this counselor using the following rating scale with the corresponding response choices:

1 - rarely
2 - sometimes
3 - usually
4 - almost always
x - don't know

	STATEMENT	rarely	sometimes	usually	almost always	don't know
1.	This guidance counselor has information available to parents and the community about the school guidance program.	1	2	3	4	x
2.	This guidance counselor has helped me explore career and educational decisions with my child.	1	2	3	4	x
3.	This guidance counselor has helped my child explore careers.	1	2	3	4	x
4.	This guidance counselor has helped my child with educational decisions such as selections of courses, career/college decisions, and ways to seek financial aid.	1	2	3	4	x
5.	This guidance counselor is willing to hear concerns and offer suggestions to my child and me.	1	2	3	4	x
6.	This guidance counselor has informed me of counseling and consultation opportunities available in the school and community.	1	2	3	4	x
7.	This guidance counselor informs parents and the community about how the school ensures the safety of children while attending school or school events.	1	2	3	4	x
8.	This guidance counselor reports test scores and other information about my child in a clear and concise manner.	1	2	3	4	x
9.	This guidance counselor shows respect for, and interest in, my child and me.	1	2	3	4	x
10.	This guidance counselor is willing and available to meet with me.	1	2	3	4	x
11.	This guidance counselor encourages me to participate in school events.	1	2	3	4	x
12.	This guidance counselor participates in parent meetings, when appropriate.	1	2	3	4	x

Comprehensive Counseling and Guidance Program Policy*

The Albertville City Schools comprehensive counseling and guidance program provides important benefits to individual students by addressing their intellectual, emotional, social, and psychological needs. It includes sequential activities designed to address the needs of all students by helping them to acquire competencies in knowledge of self and others, in identifying educational goals, and in career planning in the elementary, middle, and high schools. The program is implemented in each school by the certified school counselor with the support of teachers, administrators, students, and parents.

Program Goals

At the elementary level, the counseling and guidance program promotes successful achievement by assisting students in learning the skills and attitudes necessary to be successful. It emphasizes choice making, skill development, awareness, and beginning exploration of future educational and occupational possibilities. The program also stresses self-concept development and the acquisition of skills in developing interpersonal relationships.

The middle school counseling and guidance program focuses on the rapidly changing needs of pre- and young adolescents. It is especially sensitive to the struggles of middle school students for identity and for balancing the demands for academic, career, and personal/social competencies. The programs begun at the elementary level are continued. However, they are adjusted to fit the special needs of middle school students. In addition, counselors work with students to develop the high school four-year educational plan and an educational/career planning portfolio of study that covers graduation requirements. These plans take into account students' interests and educational and occupational plans.

Building on the goals of the elementary and middle school, the counseling and guidance program in high school assists students in becoming responsible adults who can develop realistic and fulfilling life plans based on clear understandings of themselves and their needs, interests, and skills. The high school four-year educational plan and educational/career planning portfolio study developed in the middle school move with students to high school and are reviewed and updated annually in accordance with students' educational and occupational goals. Continued attention is given to assisting students to develop competence in decision-making, career planning, working with others, and taking responsibility for their own behavior.

Program Activities

To accomplish these goals, the comprehensive counseling and guidance program is an integral part of the school system's total educational program. The program is and 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 student planning activities are provided to assist all students. They are initiated in the upper elementary grades and continued 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 the local school program through management and research activities, community outreach, business and industry visitation, and professional development.

Program Components

The comprehensive counseling and guidance program components organize the work of counselors into activities and services. They include the counselor services of School Guidance Curriculum, Individual Student Planning, Responsive Services, and counseling and guidance System Support.

School guidance curriculum includes structured experiences presented systematically through classroom and group activities from kindergarten through grade twelve. The curriculum emphasizes choice making, self-understanding, career exploration and preparation, and the improvement of study skills.

Individual student planning includes counseling activities to assist all students to plan, monitor, and manage their own academic achievement as well as their personal and career development. Individual student planning emphasizes test interpretation, informal counseling, and educational counseling, including precollege and postsecondary vocational-technical planning, and career planning.

Responsive services include counseling or referral activities to meet the immediate needs and concerns of students. Responsive services include personal counseling; crisis counseling; agency referral; consultation for parents, teachers, and other professionals; support groups; and problem solving.

System support includes indirect guidance management activities that maintain and enhance the total counseling and guidance program. Responsibilities in this component include staff and community relations, special research projects, committees, professional development, and student support teams.

Adopted:

Board of Education	**Date**

Counselor's Role in Parenting Education

School counselors facilitate students' development and educational process as they assist students and parents in the resolution of school problems and conflicts that may hinder students developmentally and educationally. Students today face increasingly difficult challenges and pressures. As a result, parenting has become an uncertain and complex journey. Programs to assist and support parents in the parenting process are important components of the school counseling and guidance services and aid in closing the achievement gap for students. In addition to sending communications home and Parent Teacher Association/Parent Teacher Organization (PTA/PTO) presentations, schools take an active role in this process by offering parenting education opportunities.

One of the ways to aid parents in developing more effective parenting skills is a series of programs presented by the school and school counselor that address such issues as physical and emotional development, communication, behavior management strategies, and student academic planning. Community professionals such as pediatricians, counselors/psychologists, and human resources workers can be utilized as facilitators of such programs.

Individual academic sessions with parents, students, and counselors are held annually beginning in the eighth grade. In these conferences, students and parents review the student's academic records, discuss the student's education and career plans (including the high school four-year educational plan and the educational/career planning portfolio), and receive important educational and career planning information. These yearly individual academic sessions allow parents, students, and counselors to focus on identifying diploma options, selecting appropriate high school courses (including rigorous, higher-level courses), and helping students prepare for postsecondary success.

Counselor's Role in Career Tech Education

Career Tech is an innovative education program designed to provide a seamless transition between secondary and postsecondary education and to prepare today's career/technical education student for tomorrow's work force. Articulation between career/technical education programs at the secondary level and the postsecondary level is the cornerstone of Career Tech. Students who participate in Career Tech programs receive college credit from the articulating postsecondary facility for high school courses taken within the program area. Career Tech programs combine secondary education with postsecondary education; integrate academic and career/technical instruction; provide technical preparation in a career field; build student competence in mathematics, science, reading, writing, communications, economics, and workplace skills; lead to an associate or baccalaureate degree or a postsecondary certificate in a specific career field; and lead to placement in appropriate employment or to further education.

Career guidance is an important segment of the entire counseling and guidance program. All students benefit from a program of strong academics and a realistic knowledge about career opportunities. Career Tech programs of study strengthen ties between schools, postsecondary institutions, businesses, and the community. Career Tech requires that career/technical students plan and execute a sequence of courses, both academic and career/technical, that prepares them for advanced study at the college level, entry into the workforce, and lifelong learning.

Without question, counselors are one of the fundamental keys to Tech/Prep's success. The counselor is the liaison between the school and the student, parent, or postsecondary institution. Counselors are the persons most frequently involved in assisting students to develop long-range educational and career plans. Counselors facilitate students as they journey through self-awareness and career development.

Counselors need to be aware of the increased opportunities participating in a Career Tech program can offer. Skills needed for future workers are quite different from those needed today. Providing information about Career Tech and its postsecondary opportunities to career/technical education students and parents, coordinating placement, conferring with parents and teachers, conducting career guidance activities, making evaluations, and following-up may all be components of an ongoing counseling and guidance program. Through Career Tech initiatives, counselors assist students to be better prepared to meet the needs of an ever-changing world.

Counselor's Role in Discipline

School counseling promotes responsible behavior. Counselors do not deal directly with discipline, but rather approach discipline from a preventive perspective. Ideally, discipline problems are identified, discussed, and resolved before they significantly disrupt the classroom and the educational process. Early behavioral intervention is a legitimate activity for counselors, especially in view of the increasing reports of disciplinary problems and disruptive behavior that interfere with learning.

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

After all available school resources are expended to assist the disruptive child, the school counselor utilizes appropriate school policies to refer the family to assistance resources outside the school system. However, referral is not usually a "once and forever" procedure, and the school counselor should continue to provide ongoing assistance.

Some examples of counselor intervention strategies that focus on school adjustment and discipline are listed below:

- Individual sessions are scheduled on the basis of a referral or request from parents, teachers, or administrators. Individual counseling emphasizes strengths and positive self-talk for the student experiencing discipline problems. It also teaches problem-solving strategies.

- Group counseling and guidance sessions are held that stress responsible behavior and coping skills. The sessions also promote stress reduction, emphasize social and anger management skills, and teach conflict resolution techniques.

- Consultation is used by the school counselor to create positive change and facilitate the growth and development of the students served. The school counselor assists parents and teachers in choosing behavioral changes strategies. The counselor acts as an arbitrator between teachers and students regarding problem situations and relationships in classrooms.

Acknowledgment of the Ethical Guidelines and Standards for School Counselors

Albertville City Schools

The Alabama State Department of Education's (ALSDE) Comprehensive Counseling and Guidance State Model for Alabama Public Schools (2003) has incorporated the American School Counselor Association's (ASCA) Ethical Standards for School Counselors as the standards of ethical responsibility for school counseling professionals. All school counselors and administrators are required to understand and adhere to these ethical guidelines and standards.

Our signatures below indicate that we have reviewed a copy of ASCA's Ethical Standards for School Counselors. Furthermore, we acknowledge that we understand and agree to adhere to these standards as required by the ALSDE's Comprehensive Compliance Monitoring Manual.

ASCA's Ethical Standards for School Counselors: https://tinyurl.com/33mu7am3

_____	_____
Name of School Counselor (print)	Signature of School Counselor
_____	_____
Name of School Counselor (print)	Signature of School Counselor
_____	_____
Name of School Counselor (print)	Signature of School Counselor
_____	_____
Name of School Counselor (print)	Signature of School Counselor
_____	_____
Name of School Administrator (print)	Signature of School Administrator

_____

Date

Albertville City Schools

Counselor Use of Time Report

Counselor: _____ School: _____ Month/Year: _____

Indicate the amount of time spent on each Category for the Month	**Hours**	**Percent**	**Activities for the Month**
GUIDANCE CURRICULUM ▪ Large Group Counseling, Small Group Counseling, Individual Counseling, Classroom Guidance Lessons, & Parent Workshops			
PLANNING ▪ Educational, Social, & Career ▪ Records ▪ Enrolling/withdrawing students ▪ Data Entry/Demographic Updates			
RESPONSIVE SERVICES ▪ Crisis Counseling, Counselor Consults, Admin Consults, Teacher Consults, Parent Consults, Peer Facilitation, & Referrals			
SYSTEM SUPPORT ▪ Professional Development, Community Relations, Research and Development, Inservice, Staff Training, Meetings, Advisory Committee, Fair Share Responsibilities, & Program Management			
ASSESSMENTS ▪ AAA, ACCESS for ELLs, PSAT, ACT plus Writing, STAR, WorkKeys, ASVAB, ACAP, etc.			
TOTALS		**100%**	

Albertville City Schools Annual Administrative Conference Agreement

School Counselor_____ Year _____

School Counseling Program Mission Statement

_____

_____

_____

School Counseling Program Goals
The school counseling program will focus on the following achievement, attendance, behavior and/or school safety goals this year. Details of activities promoting these goals are found in the curriculum, small-group and closing-the-gap action plans.

Program Goal Statements	
1	
2	
3	

Use of Time
I plan to spend the following percentage of my time delivering the components of the school counseling program. All components are required for a comprehensive school counseling program.

	Planned Use			Recommended
Direct Services to Students	_____%	of time delivering school counseling core curriculum	Provides developmental curriculum content in a systematic way to all students	80% or more
	_____%	of time with individual student planning	of time with individual student planning	
	_____%	of time with responsive services	Addresses the immediate concerns of students	
Indirect Services for Students	_____%	of time providing referrals, consultation and collaboration	Interacts with others to provide support for student achievement	
Program Planning and School Support	_____%	of time with foundation, management and accountability and school support	Includes planning and evaluating the school counseling program and school support activities	20% or less

Advisory Council
The school counseling advisory council will meet on the following dates.

_____

Planning and Results Documents
The following documents have been developed for the school counseling program.

☐ Annual Calendar
☐ Curriculum Action Plan
☐ Small-Group Action Plan
☐ Closing-the-Gap Action Plans
☐ Results Reports (from last year's action plans)

Professional Development
I plan to participate in the following professional development based on school counseling program goals and my school counselor competencies self-assessment.

_____

Professional Collaboration and Responsibilities Choose all that apply.

Group	Weekly/Monthly	Coordinator
A. School Counseling Team Meetings		
B. Administration/School Counseling Meetings		
C. Student Support Team Meetings		
D. Department Chair Meetings		
E. School Improvement Team Meetings		
F. District School Counseling Meetings		
G. (Other		

Budget Materials and Supplies
Annual Budget $_____ Materials and supplies needed:

_____

_____

School Counselor Availability/Office Organization
The school counseling office will be open for students/parents/teachers from _____to_____
My hours will be from _____to_____ (if flexible scheduling is used)
The career center will be open from _____to_____

Role and Responsibilities of Other Staff and Volunteers

School Counseling Department Assistant _____

Attendance Assistant Clerk _____

Data Manager/Registrar _____

Career and College Center Assistant _____

Other Staff _____

Volunteers _____

School Counselor Signature _____

Principal Signature _____

Date _____

Bibliography

Print materials:

Alabama Professional Education Personnel Evaluation (PEPE) for Counselors. Montgomery, Alabama: Alabama State Department of Education, 2002.

Gysbers, N. C. and Henderson, P. *Developing and Managing Your School Guidance Program*, (3rd ed.). Alexandria, Virginia: American Counseling Association, 2000.

The ASCA National Model: A Framework for School Counseling Programs. Alexandria, Virginia: American School Counselor Association, 2003.

The National Standards for School Counseling Programs. Alexandria, Virginia: American School Counselor Association, 1997.

The Revised Comprehensive Counseling & Guidance State Model for Alabama's Public Schools, Bulletin 1996, No. 27. Montgomery, Alabama: Alabama State Department of Education, 1996.

Glossary*

Academic achievement: attainment of educational goals determined by data such as standardized achievement test scores, grades on tests, report cards, grade point averages, and state and local assessments of academic progress

Accountability: responsibility for one's actions, particularly for objectives, procedures, and results of one's work and program; involves an explanation of what has been done; includes responsibility for counselor performance, program implementation, and results

Advisory council: persons representative of all elements of the school and community appointed to audit the school counseling program goals and to make recommendations to the department, the administration, and the school board regarding program priorities

Assessment: measurement or evaluation of a program, service, or intervention for impact

Career development: acquisition of necessary skills and attitudes for successful transition from school to work, postsecondary training, or education

Closing the gap: refers to the difference or discrepancy in areas such as achievement level, attendance, or behavior among disaggregated groups of students

Competencies: specific knowledge, attitudes, and skills students should obtain

Comprehensive school counseling program: integral part of the total educational program that helps every student acquire the skills, knowledge, and attitudes in academic, career, and personal/social development that promote academic achievement and meet developmental needs

Counseling: special type of helping process implemented by a professionally trained and certified person; involves a variety of techniques and strategies that help students explore academic, career, and personal/social issues impeding healthy development or academic progress

Data-driven: related to decisions concerning future action that are based on information, survey reports, assessments, statistics, or other forms of data

Delivery system: means around which the counseling program is organized and delivered; includes four components: guidance curriculum, individual student planning, responsive services, and system support

Disaggregated data: data separated into component parts by specific variables such as ethnicity, gender, socioeconomic status

Domains: broad areas of knowledge base (academic, career, and personal/social) that promote and enhance the learning process

Foundation: includes the beliefs, philosophies, mission, domains, and ASCA National Standards and competencies

*Adapted with permission from American School Counselor Association. (2003). *The ASCA National Model: A Framework for School Counseling Programs.* Alexandria, Va.: Author.

Goals: extension of the mission statement; indicate the desired student results to be achieved by the time the student leaves the school system

Guidance curriculum: structured developmental lessons designed to assist students in achieving the competencies; presented systematically through K-12 classroom and group activities

Indicator: measurable evidence that individuals have abilities, knowledge, or skills for a specific competency

Individual student planning: school counselor coordination of ongoing systemic activities designed to assist individual students in establishing personal goals and developing future plans

Master calendar: schedule of guidance events maintained by school counseling staff and distributed to teachers, students, and parents on a regular basis; planning, visibility, and credibility are enhanced by effective use of a master calendar

Mission statement: outline of the purpose or vision of the school counseling and guidance program; identifies the long range desired outcome for students; must be compatible with the stated purpose or mission of the school system within which the program operates

Perception data: measure what students and others observe or perceive, knowledge gained, attitudes and beliefs held, or competencies achieved

Performance evaluation: assessment of the level of guidance and counseling program implementation and status

Personal/social development: acquisition of skills indicative of individual growth and social maturity in the areas of personal management and social interaction

Process data: information using figures to show activities, number of students served, and group and classroom visits; does not include results from activities

Program audit: assessment of the school counseling and guidance program relative to the components of the ASCA National Model; primary purpose for collecting information is to guide future action within the program and to improve future results for students

Program management: activities that develop, monitor, and evaluate the implementation of the comprehensive school counseling program

Responsive services: activities that meet students', parents', and teachers' immediate need for counseling, consultation, information, or referral

Results: demonstration of learning, performance, or behavioral change after guidance and counseling program participation

Results data: outcome data; how students are measurably different as a result of the program

Results report: written presentation of the outcomes of counseling and guidance program activities; contains process, perception, and outcome data

Standards: statements of what students should know and be able to do; model addresses four types of standards: content standards, program standards, performance standards, and ethical standards

System support: consists of professional development, consultation, collaboration and teaming, and program management and operation activities that establish, maintain, and enhance the total school counseling and guidance program

Use of data: analysis of data (student needs, achievement, competency acquisition) to effect change within the school system; essential to ensure that all students receive benefits of a school counseling and guidance program