The Louisiana SCHOOL COUNSELING MODEL

A COMPREHENSIVE STUDENT DEVELOPMENT PROGRAM

2010 Edition

Louisiana Department of EDUCATION

PAUL G. PASTOREK | STATE SUPERINTENDENT
LOUISIANA DEPARTMENT OF EDUCATION

HIGH VALUE HIGH SCHOOLS FOR LOUISIANA

STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

Mr. Keith Guice
President
5th BESE District

Mr. Dale Bayard
7th BESE District

Mr. Walter Lee
Vice President
4th BESE District

Ms. Linda Johnson
8th BESE District

Ms. Louella Givens
Secretary-Treasurer
2nd BESE District

Mr. John L. Bennett
Member-at-Large

Mr. James D. Garvey, Jr.
1st BESE District

Ms. Connie Bradford
Member-at-Large

Ms. Glenny Lee Buquet
3rd BESE District

Ms. Penny Dastugue
Member-at-Large

Mr. Charles E. Roemer
6th BESE District

Ms. Jeanette Vosburg
Executive Director

FOR FURTHER INFORMATION, CONTACT:

Tiffanie Lewis

Educational Program Consultant | High School Initiative
Phone: 225.342.9219 | E-mail: tiffanie.lewis@la.gov

The mission of the Louisiana Department of Education (LDOE) is to ensure equal access to education and to promote equal excellence throughout the state. The LDOE is committed to providing Equal Employment Opportunities and is committed to ensuring that all of its programs and facilities are accessible to all members of the public. The LDOE does not discriminate on the basis of age, color, disability, national origin, race, religion, sex, or genetic information. Inquiries concerning the LDOE's compliance with Title IX and other civil rights laws may be directed to the Deputy Undersecretary, LDOE, Exec. Office of the Supt., PO Box 94064, Baton Rouge, LA 70804-9064; 877.453.2721 or customerservice@la.gov. Information about the federal civil rights laws that apply to the LDOE and other educational institutions is available on the website for the Office of Civil Rights, USDOE, at http://www.ed.gov/about/offices/list/ocr/.

The Louisiana SCHOOL COUNSELING MODEL

A COMPREHENSIVE STUDENT DEVELOPMENT PROGRAM

Table of Contents

Introduction **2**
- Acknowledgements 2
- Foreword 3
- Looking Back, Moving Forward 4
- Vision, Mission and Purpose 5

Chapter 1 A School Counseling Program Is **7**
- What is a School Counseling Program? 7
- A Cooperative Effort 9
- Benefits of School Counseling Programs based on the LaSCM 10

Chapter 2 The Louisiana School Counseling Model **13**
- Elements of the Louisiana School Counseling Model 13
- Themes 15

Chapter 3 Foundation **17**
- Beliefs and Philosophies 17
- Mission Statement 19
- LaSCM Standards for Student Academic, Career and Personal/Social Development 20

Chapter 4 Delivery System **26**
- School Guidance Curriculum 26
- Idividual Student Planning 27
- Responsive Services 27
- System Support 28

Chapter 5 Management System **30**
- Management Agreements 30
- Advisory Council 31
- Closing the Achievement Gap 35
- Action Plans 36
- Use of Time 38

Chapter 6 Accountability System **41**
- Results Reports 41
- School Counselor Performance Standards 43
- The Program Audit 46

Chapter 7 Implementation **48**
- Administrator Support and Preconditions 48
- Steps to Implementation 49
- Impact of Program Transformation 51
- Frequently Asked Questions 52
- Conclusion 53

Appendix A LaSCM Standards for Students **54**
- Competencies and Indicators 54
- Developmental Crosswalking Tool 58
- Curriculum Crosswalking Tool 64

Appendix B School Counseling Program Management Agreements (Sample Forms) **70**

Appendix C LaSCM Program Audit (Sample Forms) **72**

Appendix D Ethical Standards for School Counselors (Sample Forms) **84**
- The LaSCM School Counseling Performance Evaluation 90

Appendix E Glossary **96**

Appendix F Recognized ASCA Model Program (RAMP) **99**

Appendix G References **100**

INTRODUCTION

Acknowledgements

The Louisiana Department of Education and the College and Career Readiness Office would like to thank all of the school counselors and other professionals who contributed to the Louisiana School Counseling Model (LaSCM): A Comprehensive Student Development Program. We would also like to extend our sincere appreciation to the American School Counseling Association (ASCA) for graciously allowing LDOE to use it writings and resources in the collaboration of this document. Their work has influenced this document, been adapted to varying degrees and infused throughout the Louisiana School Counseling Model (LaSCM): A Comprehensive Student Development Program.

Louisiana Department of Education

Project Facilitator:

Tiffanie Lewis
College and Career Readiness Office

Program Staff:

Mary Gugich
College and Career Readiness Office

Dr. Jennifer Falls
College and Career Readiness Office

Kaffia Johnson
College and Career Readiness Office

Professional School Counseling Task Force

In addition, we send a special thank you to the Professional School Counseling Task Force members listed below for their untiring efforts and dedication in the development of this document.

Dr. Sundy Barjon
Counselor Coordinator | Louisiana Recovery School District

Nicol Blanchard
College and Career Transitions Coordinator | Region Three

Dr. Alice Cryer-Sumler
School Counselor | St. Charles Parish Public Schools

Dr. Jennifer Curry
Assistant Professor of Counseling | Louisiana State University

Brenda Eccles
School Counselor | Lafayette Parish School System

Angela Beal Lee
School Counselor | Ascension Public Schools

Michael J. Lefort
Counselor Coordinator | Lafourche Parish Public Schools

Robin Olivier
School Counselor | Lafayette Parish School System

Kathran Randolph
Assistant Principal | East Baton Rouge Parish School System

Wendy Rock
School Counselor | St. Charles Parish School System

Penelope Sampson
School Counselor | Caddo Parish Public School District

Kimberly Simpson
Educational Consultant, St. Tammany Parish Public Schools

Cathy Smith
School Counselor | Jefferson Davis Parish Public Schools

Don Whittinghill
Editorial Consultant | East Baton Rouge Parish School System

Foreword

Professional school counselors have a positive impact on student achievement through the programs and services of a comprehensive school counseling program (ASCA, 2005). The development and implementation of these programs, outlined by The ASCA National Model: A Framework for School Counseling (ASCA, 2005) requires effective collaboration among well-trained, highly competent professional school counselors. School counselors provide counseling programs in three domains: academic, career and personal/social. School counselors' services and programs help students resolve emotional, social or behavioral problems and develop a clearer focus or sense of direction. Effective counseling programs are essential to the school climate and a crucial element in improving student achievement.

The Louisiana Department of Education (LDOE) began efforts toward a Comprehensive Guidance Model in 1998, when it produced the Louisiana Schools Counseling Model and in 2002 released the Louisiana Model for Comprehensive Guidance and Counseling. In 2000, the American School Counseling Association (ASCA) finalized its completed framework on a national school counseling model. Over the next two years, the LDOE, the Louisiana Workforce Commission, the School-to-Work Office, and the Community and Technical College System supported a professional development program designed to assist schools in planning and implementing comprehensive guidance and counseling programs. The program provided funds for nine schools, one from each of the Regional Education Service Centers, to attend a three day Summer Institute and receive technical assistance throughout the following school year. A second group of schools attended a 2001 Summer Institute and were provided assistance during the subsequent school years. It was expected that the most successful programs would serve as state models. In 2007, acknowledging the importance of professional school counselors in Louisiana, the Board of Elementary and Secondary Education (BESE) charged the Professional School Counseling Task Force with developing recommendations to assist school counselors in increasing student achievement. In 2008, the LDOE made a commitment to assisting school counselors in meeting the goal of increasing student achievement by hiring a certified professional school counselor to be a part of its High School Redesign Initiative. In addition, BESE allocated $200,000 in 8(g) funding to provide professional development for school counselors in 2009-2010; with this funding, LDOE through the office of High School Redesign hosted the first statewide school counseling conference in Marksville, Louisiana in December 2009.

The *Louisiana School Counseling Model (LaSCM): A Comprehensive Student Development Program* incorporates the most critical elements of effective school counseling as identified by the ASCA National Model. The LaSCM State Model encourages school counselors to complete yearly results reports with data about student change, conduct periodic program audits to ensure that the school counseling program is targeting at the proper goals and is implementing interventions effectively. In addition, the LaSCM provides a framework for districts to evaluate school counselors based on school counseling standards and ethical standards.

When school counselors focus their efforts on the mission of school improvement, they widen educational opportunities for every student and can positively impact the instructional program (Stone & Dahir, 2004). School counselors committed to improving student results contribute to raising the achievement level for every student. Accepting the responsibility to support academic achievement and sharing the pressures of accountability demonstrate the school counselor's leadership and advocacy skills necessary to help every student to experience success. Accountability for school counselors is the key to school counseling success in the 21st century. With an accountable, data-driven school counseling program, school counselors are recognized as partners and collaborators in school improvement, and their role is essential to fulfilling the mission of every school. Effective school counselors align the school counseling program with standards-based reform programs that enable them to demonstrate how they are accountable for results and contribute to student achievement. Research shows that students attending schools with well-developed comprehensive guidance and counseling programs for several years demonstrated significant achievement gains over children attending schools that did not have comprehensive

guidance programs (Sink and Stroh, 2003). It must also be noted that implementing a school counseling program cannot be accomplished alone, but must rely on collaboration among all school and community stakeholders.

Counseling programs that still operate under a student services model where the focus of school counselors' work is related to career planning and placement, problem solving, and class scheduling, may spend the majority of their time providing services to a small number of students who have the greatest needs and may only provide individual counseling services to the neediest students and react to crisis situations as they arise. Functioning within this framework, school counselors may not be able to provide ***equitable*** services or address the needs of the larger body of students (ASCA, 2003). However, school counseling programs that fully implement the LaSCM will achieve higher levels of academic achievement and make better decisions about education and career planning. For this reason, LDOE is releasing the Louisiana School Counseling Model (LaSCM) to implement standards-based educational programs. We hope this will be a valuable tool as schools strive to prepare all students for college and career readiness.

Looking Back, Moving Forward

By Jennifer R. Curry, Ph.D.

Assistant Professor of Counseling | Louisiana State University

Today's school counselors are positioned to be student advocates, leaders of educational reform, and brokers of social resources for the education community and its stakeholders. From a historical perspective, this is a major change in the professional practice of school counselors. Indeed, the history of the school counseling profession is rich-both interconnected with the development of the mental health counseling profession and simultaneously distinct. The entire field of counseling actually began as a vocational guidance field at the beginning of the 20th century as a means to provide industrial education to United States immigrants, and to meet the demand of workers needed to move from agricultural to industrial jobs. These early vocational guidance counselors were not working in schools; rather, they were community based, mainly providing services through civic associations. In following years, vocational guidance counselors were critical in the Post-World War II era with the return of United States military troops, many of whom had gone to war at a very young age and had obtained skills specific to military training, but needed to develop skills to work in the industrial marketplace. Around this time, schools in the U. S. began hiring vocational guidance counselors and universities began offering training in guidance counseling through coursework and degree programs.

In 1957, the launch of the Soviet Union's Sputnik spacecraft was the catalyst for the subsequent sweeping education reform through the National Defense Education Act (NDEA) in 1958. This landmark legislation increased the presence of vocational guidance counselors in schools-mainly secondary schools--in an effort to track high potential students into science, technology, and mathematical college preparation and training programs. One of the major goals of the NDEA was to advance the U.S. global technological presence by finding students with the talent to pursue careers in aeronautical engineering and related fields. Further, the vocational guidance counselors of that era provided limited services to few students, reacted to crisis, and served the school community in an insular manner. They were there to serve the highest achieving students and to identify those with a particular range of talent.

In the 1960s, the Civil Rights movement brought to national attention the need for sweeping social reform due to injustice to women and minorities, including the differential treatment of students in educational systems. This movement laid the groundwork for major changes in both counseling and education. However, equity in education remains elusive and the achievement gap between minorities and students of majority culture persists. While the school counseling profession took notice of the 1960s social reform, the development of school counseling practice evolved steadily during that time. With the emergence of the 1970s and 1980s, the field of counseling began to define its unique niche within the helping professions in both training and practice with the ongoing development of theory, clinical skills, and evidenced-based interventions.

INTRODUCTION

School counselors were beginning to enter a new phase of professionalism, from delivering reactive and limited services to a call for contemporary school counseling practice. This call for change in the school counseling field culminated at the turn of the century in the American School Counselor Association's development of professional standards for school counselors (ASCA, 1997), a framework for school counseling programs (ASCA, 2001), and the National Model (ASCA, 2005).

As a result of historical legislative changes and professional developments, today's professional school counselors serve all students, comprehensively, by providing a curriculum based on standards and evidence, along with a commitment to prevention, positive development, and collaboration with constituents and professionals. Through these changes, the school counselor is able to effectively reduce the achievement gap by ensuring a challenging, rigorous academic program that promotes equity and justice for all students, regardless of race, gender, socioeconomic status, religion, sexual orientation, and other cultural differences. Thus, the ethical imperative and historical impetus to reclaim our profession and to change our name from guidance counselors to professional school counselors is well-documented and largely supported in school counseling literature and professional forums. Further, correlation studies of student outcomes linked to comprehensive programming have shown substantial effectiveness, particularly in regard to achievement efficacy.

Subsequent to the development of the National Model, the State of Louisiana convened a school counseling task force in 2007, a group appointed to design a model based on the unique needs of the students of Louisiana. This group dedicated its time, expertise, and resources to designing the Louisiana School Counseling Model (LaSCM). This model solidifies the definitive presence of school counseling as a profession. School counselors in Louisiana conform to ethical guidelines for our profession, designated standards of training (particularly in accredited programs), and standards of accountability for student competence in the areas of career, social/personal, and academic growth.

The deliverable outcome of these efforts could not be timelier. Indeed, today is a day of change and the time for transformative practice in school counseling is at hand. This change will bring a new hope for success to the students of Louisiana, for achievement across culture and time, and a path for unlocking the potential of both school counselors and students. As you read about the model contained herein, be encouraged and embrace a paradigm of hope. Together, we are capable of promoting change by engaging in our role as school counselors and active agents of educational reform through our continued commitment to the children of Louisiana.

Vision, Mission and Purpose

School counselors continue to define new directions for their profession as they navigate through the educational landscape of the 21st century. The purpose of the *Louisiana School Counseling Model (LaSCM): A Comprehensive Student Development Program* is to create one vision and one voice for school counseling programs.

Vision Statement

The School Counseling program will provide comprehensive, developmental, and professional counseling services equitably for all students in Louisiana Public Schools.

Mission Statement

As an integral part of the community, School Counseling Services seeks to facilitate the healthy development of all students in their educational, career, and personal lives through intentional efforts of supportive quality services.

Statement of Purpose

Comprehensive School Counseling Programs: "A planned, **comprehensive counseling program** that is preventive and developmental in nature shall be provided in the school through an interdisciplinary approach." (Section §1125, R.S. 17:3002 et seq.: R.S. 17:3005)

Individual Graduation Plan: By the end of the eighth grade, each student shall develop, with the input of his family, an individual graduation plan. Such a plan shall include a

sequence of courses that is consistent with the student's stated goals for one year after graduation. Each student's individual graduation plan shall be reviewed annually thereafter by the student, parents, and school advisor and revised as needed. Every middle, junior, or high school shall require that the parent/guardian/legal custodian sign his/her child's schedule form and the individual graduation plan for students in grades 8-12.(Section §901, R.S. 17:175; R.S. 17:183.2; R.S. 17:391.13; R.S. 17:401)

Academic Profile: Each school guidance counselor employed in a public high school shall complete an academic profile for each student in the ninth grade using LAePortal, or any other appropriate web-based student guidance system. The profile shall include but not be limited to the student's academic and personal goals, planning for college, exploring careers, participation in extracurricular activities, and other skills and interests. All information contained in the profile also shall be included in the student's individual graduation plan developed pursuant to R.S. 17:183.2 and 2925. The counselor shall involve the student and the student's parent or legal guardian in completing the student's profile and shall meet with the student and his parent or legal guardian to review and revise the profile accordingly each year that the student is enrolled in the school.

The primary purpose of the *Louisiana School Counseling Model (LaSCM)* is to assist local districts in developing their own counseling program as they help all students develop parent-approved individual graduation plans and academic profile. This model is one from which school districts may extract those components that best meet their individualized needs. The intent of the program standards is to address the education of the whole person and provide **equitable** access.

CHAPTER 1 A School Counseling Program is…

TOPICS INCLUDE:
What is a School Counseling Program?
A Cooperative Effort
Benefits of School Counseling Programs

What is a School Counseling Program?

A school counseling program is comprehensive in scope, preventative in design and developmental in nature. The ASCA National Model®: A Framework for School Counseling Programs and The Louisiana School Counseling Model (LaSCM) have been written to reflect a comprehensive approach to program foundation, delivery, management and accountability. School counseling programs are designed to ensure that every student receives the program benefits. Historically, many school counselors spent much of their time responding to the needs of a small percentage of their students, typically the high achieving or high risk. The ASCA National Model: A Framework for School Counseling Programs and The Louisiana School Counseling Model recommend the majority of the school counselor's time be spent in direct service to all students, so that every student receives maximum benefits from the program.

Comprehensive in Scope

A comprehensive school counseling program will focus on what all students, from pre-kindergarten through 12th grade, should know, understand and be able to do in these three domain areas: academic, career and personal/social. The emphasis is on academic success for every student, not just those students who are motivated, supported and ready to learn. The school counseling program helps all students achieve success in school and develop into contributing members of our society.

Preventive in Design

The purpose of the school counseling program is to impart specific skills and learning opportunities in a proactive, preventive manner, ensuring all students can achieve school success through academic, career and personal/social development experiences. Therefore, the school counselor's duties need to be limited to program delivery and direct counseling services. Prevention education is best accomplished through the implementation of school guidance curriculum in the classroom and through coordination of prevention education programs, such as the conflict resolution and anti-violence programs at their sites. The management system section delineates LaSCM's recommended use of time for counselors. School counselors can use this guide when planning program services and curriculum, including developing a calendar of the year's prevention activities.

Developmental in Nature

School counselors design programs and services to meet the needs of students at various growth and development stages. School counseling programs establish goals, expectations, support systems and experiences for all students. They provide the rationale for school counselors, school administrators, faculty, parents or guardians, businesses and the community to engage in conversations about expectations for students' academic success and the role of counseling programs in enhancing student learning. The student content standards are public statements of what students should know and be able to do as a result of participating in a school counseling program.

The LaSCM State Model:

1. Establishes the school counseling program as an integral component of the academic mission of your school;
2. Ensures equitable access to the school counseling program for all students, provided by a state-certified school counselor;
3. Identifies the knowledge and skills all students might acquire as a result of the K-12 school counseling program; and
4. Ensures the school counseling program is comprehensive in design and delivered in a systematic fashion to all students.

Each student content standard is followed by student competencies and a list of indicators enumerating desired student learning outcomes. Student competencies define the specific knowledge, attitudes and skills students should obtain or demonstrate as a result of participating in a school counseling program. These listings are not meant to be all-inclusive, nor is any individual program expected to include all of the competencies in the school counseling program. The competencies offer a foundation for what a standards-based program addresses and delivers. These can be used as a basis to develop measurable

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

The student content standards for career development guide the school counseling program to provide the foundation for the acquisition of skills, attitudes and knowledge enabling students to make a successful transition from school to the world of work and from job to job across the life career span. Career development includes the employment of strategies to achieve future career success and job satisfaction, as well as fostering understanding of the relationship between personal qualities, education and training and the world of work.

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

Integral Part of the Total Educational Program

The Louisiana School Counseling Model supports the school's academic mission by promoting and enhancing the learning process for all students through an integration of academic, career and personal/social development. LaSCM and the American School Counseling Association (ASCA) encourage school counselors to become catalysts for educational change and to assume or accept leadership roles in educational reform. As specialists in child and adolescent development, school counselors coordinate the objectives, strategies and activities of a developmental school counseling program. School counselors are advocates for students as the students strive to meet the challenges and demands of the school system and prepare for transition after high school. School counselors are specially-trained educators in a position to call attention to situations within the schools that defeat, frustrate and hinder students' academic success. School counselors are aware of the data identifying patterns of achievement and behaviors affecting student success. They provide the leadership to assess school needs, to identify issues and to collaborate with others to develop solutions.

The Louisiana School Counseling Model represents what a school counseling program should contain and serves as an organizational tool to identify and prioritize the elements of a quality school counseling program. It describes the program components and serves as a framework for developing and writing a school counseling program. The Louisiana School Counseling Model will guide parishes and individual schools in designing, developing, implementing and evaluating a comprehensive, developmental and systematic school counseling program.

Designs a Delivery System

The delivery system (Gysbers & Henderson, 2000) describes activities, lessons and other areas in which counselors work delivering the program. School counselors use the four components below in the systematic delivery of the program.

1. The curriculum component provides a method by which every student receives school guidance curriculum content in a systematic way.
2. The individual student planning component (i.e., IGP) provides all students an opportunity to work closely with their school counselor, parents or guardians to plan, monitor and understand their growth and development and take action on their next steps personally, educationally and occupationally.
3. The responsive services component responds to the direct, immediate concerns of students and includes, but is not limited to, individual counseling, crisis counseling, referrals or consultations with parents or guardians, teachers or other specialists.
4. The system support component enables the school counseling process to be effective through: leadership and advocacy, consultation, collaboration and teaming, program management and professional development. This component also provides appropriate support to other programs in the school.

Implemented by a State-Certified School Counselor

School counselors are certified by their states, and must possess a master's degree. In the State of Louisiana, it is important for school counselors to receive training in student learning styles, classroom behavior management, curriculum and instruction, student assessment and student achievement.

Conducted in Collaboration

School counselors work collaboratively with parents or guardians, community members and other support services professionals as part of the student support services team. In addition, school resource officers, school nurses, school social workers and school psychologists are all part of the student support system that pulls together, often in the form of a student assistance team, helping students and their families identify student needs and referring them to appropriate resources both within and outside of the school.

Monitors Student Progress

Monitoring is the process of reviewing data to determine if a student or group of students is demonstrating the desired results as delineated in the program goals and related student competencies. Professional school counselors are expected to consistently monitor and enhance academic progress and achievement. They also advocate for educational and career planning and strive to remove barriers to learning.

Driven by Data

School counseling programs are data-driven. Data create a picture of student needs and provide an accountable way to align the school counseling program with the school's academic mission. Although it is certainly important to know what services are provided for students (process data), this doesn't provide the complete picture. Collecting process data, which is evidence that an event or activity occurred without a clear understanding of the activity's impact (perception and results data), is less meaningful because it does not provide enough information. Results data answer the question, "So what?" Results data show proof that a student competency is not just mastered, but has affected course-taking patterns, graduation rates, knowledge attainment, attendance, behavior or academic achievement. In addition, it is important to disaggregate data, which is the process of separating out data by variables such as gender, ethnicity or socio-economic status, to examine equity issues and the needs of various student groups.

Seeks Improvement

The purpose of evaluation is improvement. School counseling programs receive valuable information from measuring results, enabling them to determine what is working and what is not. School counselors can use this information to evaluate the program and make necessary adjustments.

Shares Successes

School counselors share their program successes. Informed stakeholders know and promote the value and necessity of school counselors in children's lives. School counselors market and share the results obtained in successful programs with school sites and local, state and national stakeholders who need this information to advocate for the improvement of school counselor-to-student ratios.

A Cooperative Effort

School counselors collaborate with many stakeholders to ensure a quality school counseling program. Through this cooperative effort, school counseling programs become an integral part of the total school mission.

School counselors manage the school counseling program and ensure that effective strategies are employed to meet stated student success and achievement. The school counselor provides proactive leadership, which engages all stakeholders in the delivery of activities and services to help students achieve success in school. School counselors provide direct services to every student.

Teachers work in a partnership role with school counselors, developing and infusing guidance activities into the instructional program. This partnership can be used to extend the attainment of student achievement through collaborative classroom guidance experiences.

Administrators provide support for the organization, development and implementation of the school counseling program. They encourage counselors and teachers to work

cooperatively and allow time, facilities and resources to facilitate the process. The administrator recognizes and supports school personnel and community members' important roles in the implementation of the school counseling programs.

Parents or guardians work in partnership with school counselors to help their students be successful in school. They may also serve on advisory or other site committees. Parents or guardians are encouraged to collaborate with school personnel to become involved as advocates for the success of every student.

Students are active participants in the school counseling program and assume responsibility for their success in school. Students and counselors work together to ensure academic success.

Community members such as business, labor and community agencies partner with schools in a variety of ways by volunteering, mentoring and providing sites for student service learning experiences and placements for school-related work programs and field trips.

(Adapted from Arizona Department of Education CCBG Program Model Handbook, 2002.)

Benefits of School Counseling Programs Based on the LaSCM

The Louisiana School Counseling Model provides a system that encourages and promotes academic, career and personal/social development in preparation for the challenges of the 21st century. All stakeholders share the benefits of this organizational structure. School counseling programs have a positive impact on students, parents or guardians, teachers, administrators, boards of education, school counselors, counselor educators, post-secondary institutions and the community. The following benefits have been updated from Sharing the Vision: National Standards for School Counseling Programs (Dahir & Campbell, 1997) to reflect The ASCA National Model: A Framework for School Counseling Programs and the Louisiana School Counseling Model.

Benefits for Students

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

Benefits for Parents and Guardians

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

Benefits for Teachers

- Promotes an interdisciplinary team approach to address student needs and educational goals
- Increases collaboration with school counselors and teachers
- Supports development of classroom-management skills
- Seeks to eliminate non-school-counseling program activities
- Supports access to every student
- Provides a tool for program management, implementation and accountability
- Recognizes school counselors as leaders, advocates and change agents

- Ensures the school counseling program's contribution to the school's mission
- Provides a system for cofacilitation of classroom guidance lessons
- Supports the learning environment
- Promotes teaming to increase student achievement
- Analyzes data to improve school climate and student achievement

Benefits for Administrators

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

Benefits for the Boards and Departments of Education

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

Benefits for School Counselors

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

Benefits to Counselor Educators

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

Benefits for Post-Secondary Education

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

CHAPTER 1

Benefits for Student Services Personnel

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

Benefits for Community: Business, Labor and Industry

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

CHAPTER 2 The Louisiana School Counseling Model

TOPICS INCLUDE:

The Louisiana School Counseling Model

Elements of the National Model

Themes : Leadership
Advocacy
Collaboration and Teaming
Systemic Change

The ASCA National Model® graphic, shown on **page 14**, represents the operational structure and components of ASCA's National Model for School Counseling Programs and the Louisiana School Counseling Model. The graphic contains three levels and four squares, each representing one of the major systems of the ASCA National Model and the Louisiana School Counseling Model. The arrows in each square point to the systems they influence, as in a building-block approach. Note the arrows for the foundation (the first level) lead to the management and delivery systems (the second level). These in turn lead to the accountability system (the third level). Finally, looking closely, one can see how the black arrow points from accountability down to the foundation component. This stresses the importance of using information learned through the accountability process to refine the foundation of an effective school counseling program. The border of the graphic represents school counselor skills and attitudes of leadership, advocacy and collaboration, which lead to systemic change. These overriding concepts surround and affect the blocks representing the interdependence of the four systems.

Elements of the Louisiana School Counseling Model

Foundation

The foundation provides the "what" of the program, discussing what every student will know and be able to do.

Beliefs and philosophy: The philosophy is a set of principles (usually a set of "we agree" statements) that guides the program development, implementation and evaluation. It is important that all personnel involved in managing and implementing the program achieve consensus on each belief or guiding principle contained in the philosophy.

Mission: A mission statement describes the program's purpose and provides the vision of what is desired for every student. A school counseling program mission statement aligns with and is a subset of the school and district missions.

Domains: The school counseling program facilitates student development in three broad domains: academic, career and personal/social, to promote and enhance the learning process.

Louisiana School Counseling Model (LaSCM) ***standards and competencies***: The LaSCM standards serve as the foundation for the Louisiana School Counseling Model. Student competencies define the knowledge, attitudes or skills students should obtain or demonstrate as a result of participating in a school counseling program. They are developed and organized into content areas (Campbell & Dahir, 1997).

Delivery System

The delivery system addresses how the program will be implemented.

Guidance curriculum: The guidance curriculum component consists of structured developmental lessons designed to assist students in achieving the competencies and is presented systematically through classroom and group activities in grades K-12. The purpose of the guidance curriculum is to provide all students the knowledge and skills appropriate for their developmental level.

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

Responsive services: The responsive services component consists of activities to meet students' immediate needs. These needs may require counseling, consultation, referral, peer mediation or information.

Systems support: The systems support component consists of the professional development; consultation, collaboration and teaming; and program management and operation activities that establish, maintain and enhance the total school counseling program (Gysbers & Henderson, 2000).

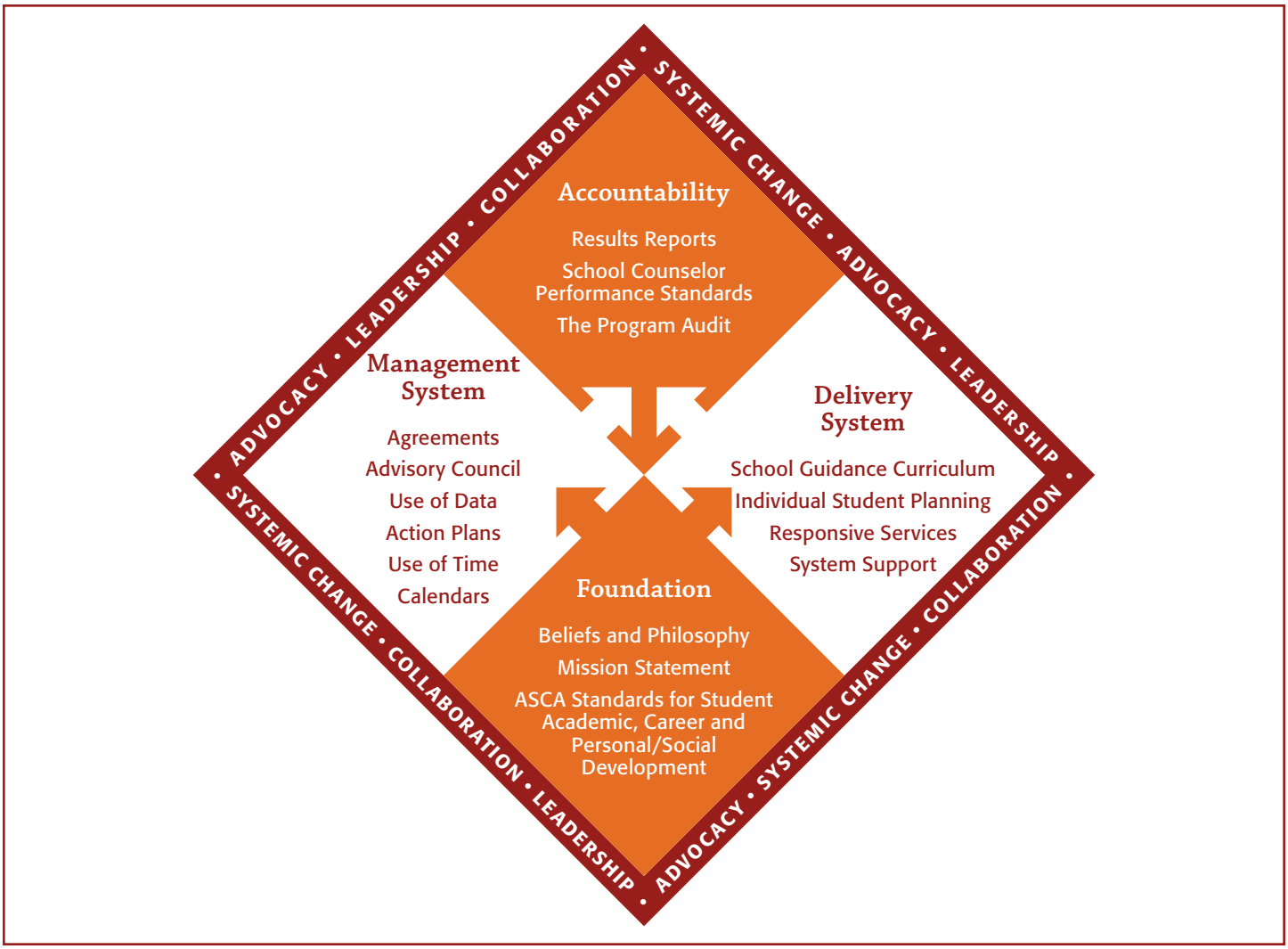

FIGURE 2.1

Management Systems

The management system addresses the when (calendar and action plan), *why* (use of data) and *on what authority* (management agreement and advisory council) the program will be implemented.

Management agreements: School counselor and administrator agreements include statements of responsibilities by each counselor specifying the program results the counselor is accountable for achieving during the year. It also includes how counselors divide the program responsibilities. These agreements are negotiated with and approved by designated administrators at the beginning of each school year.

Advisory council: An advisory council is a group of people appointed to review guidance program results and to make recommendations. The group representatives are students, parents or guardians, teachers, counselors, administration and community members.

Use of data: A school counseling program is data-driven. The use of data to effect change within the school system is integral to ensuring that every student receives the benefits of the school counseling program. School counselors must show that each activity implemented as part of the program was developed from a careful analysis of students' needs, achievement and related data.

» *Student monitoring*: Monitoring students' progress ensures all students receive what they need to achieve success in school. It entails monitoring student achievement data, achievement-related data, and standards- and competency-related data. Collection, analysis and interpretation of student achievement data may be systemic by district or specific to school site, grade, class or individual.

» *Closing the achievement gap*: The use of data will drive the program. The needs surface when disaggregated data are analyzed for every student. Data are necessary to determine where the school counseling program is now, where it should be and where it is going to go. Needs are identified discrepancies between the desired results and the results currently being achieved (also referred to as the achievement gap).

Action plans: Two types of action plans, "guidance curriculum" action plans and "closing the achievement gap" action plans are described in the Louisiana School Counseling Model. Their use ensures a plan is in place for how the program intends to reach every student. Guidance curriculum action plans include: the domain, standard and competency addressed; description of guidance lesson activity; curriculum or materials to be used; time activity is to be completed; the person(s) responsible for the delivery; and the means of evaluating student success. Closing the achievement gap action plans also describe the data driving the decision addressing this competency.

Use of time: New counselors are often unsure how much time should be spent delivering services in each component area. The Louisiana School Counseling Model provides a guide to school counselors and administrators for determining the time their program needs to spend in each of the four components of the delivery system.

» *Appropriate and inappropriate school counseling program activities*: A comprehensive school counseling program requires a school counselor to spend the majority of his/her time in direct service (contact) with students. Therefore, school counselors' duties are limited to program delivery and direct counseling services. Non-school-counseling program tasks are eliminated or reassigned, so a school counselor can focus on the prevention and intervention needs of students in their program. [Bulletin 741, §1125. Comprehensive Counseling. School counselors shall spend the majority of their time on providing direct counseling related to students. Responsibilities of the school counselor shall not include the administration of discipline, substitute teaching or administrative clerical duties. Refer to the Louisiana State Comprehensive Guidance and Counseling Model.(R.S. 17:13.1; R.S. 17:283; R.S. 17:403; R.S. 17:416.14.)]

Calendars: Once a school counselor determines the amount of time to spend in each area of the delivery system, a master calendar and weekly calendars are developed and published to ensure that students, parents or guardians, teachers and administrators know what is scheduled. This will assist in planning and will ensure active participation in the program. Annual, monthly and weekly calendars ensure planned activities are accomplished.

Accountability

The accountability system answers the question: "How are students different as a result of the program?"

Results reports: Results reports, which include process, perception and results data, ensure programs are carried out, analyzed for effectiveness and changed and improved as needed. Sharing these reports with stakeholders serves as an advocacy for the students and the program. Immediate, intermediate and long-range results (impact over time) are collected and analyzed for program improvement.

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

Program audit: The program audit provides evidence of the program's alignment with the Louisiana School Counseling Model. The primary purpose for collecting information is to guide future action within the program and to improve future results for students.

Themes

LaSCM incorporates the four themes of leadership, advocacy, collaboration and systemic change as part of the framework from The ASCA National Model (The Education Trust, 1997).

CHAPTER 2

In the model graphic on **page 14**, the four themes are repeated around the frame to indicate the importance of the school counselor's work within these areas. The School counselor plays a significant part in improving student achievement and is uniquely positioned to be a student and systems advocate. The school counselor ensures equity and access to rigorous education for every student (Martin & House, 2002).

Leadership

The school counselor serves as a leader who is engaged in system-wide change to ensure student success. He/she helps every student gain access to rigorous academic preparation that will lead to greater opportunity and increased academic achievement. Working as leaders, advocates and collaborators, school counselors promote student success by closing the existing achievement gap whenever found among students of color, poor students or underachieving students and their more advantaged peers.

The school counselor becomes an effective leader by collaborating with other professionals in the school to influence system-wide changes and implement school reforms. In this way, the school counselor can have an impact on students, the school, the district and the state.

Advocacy

The school counselor advocates for students' educational needs and works to ensure these needs are addressed at every level of the school experience. The school counselor believes in, supports and promotes every student's goal to achieve success in school. The school counselor works proactively with students to remove barriers to learning. As an educational leader, the school counselor is ideally situated to serve as an advocate for every student in meeting high standards. Advocating for the academic success of every student is a key role of the school counselor and places him/her as a leader in promoting school reform.

The school counselor works as an advocate to remove systemic barriers that impede the academic success of any student. Through his/her leadership, advocacy, collaboration, counseling and the effective use of data, the school counselor minimizes barriers so students have increased opportunities to achieve success in school. These methods promote equity by providing access to rigorous courses and a quality curriculum for every student. Measurable success resulting from these efforts will be the increased numbers of students completing school academically prepared to choose from a wide range of substantial post-secondary options, including college.

Collaboration and Teaming

The school counselor works with all stakeholders, both inside and outside the school system, to develop and implement responsive educational programs that support the achievement of the identified goals for every student. The school counselor builds effective teams by encouraging genuine collaboration among all school staff to work toward the common goals of equity, access and academic success for every student. This may include collecting and analyzing data to identify needed changes in the educational program.

The school counselor creates effective working relationships among students, professional and support staff, parents or guardians and community members. By understanding and appreciating the contributions others make in educating all children, the school counselor builds a sense of community within the school, which serves as a platform from which to advocate for every student. In addition, the school counselor is a vital resource to parents or guardians, educators and community agencies. Offering parent or guardian education, information and training in the community, the school counselor is an essential partner who enhances the educational opportunities of students and their families.

Systemic Change

With a school-wide expectation to serve the needs of every student, the school counselor is uniquely positioned to assess the school for systemic barriers to academic success. The school counselor has access to critical data about student placement, students' academic success or failure and student course-taking patterns. Collaborating as a leader within the school, the school counselor has access to quantitative and qualitative data from the school and relevant community sources. The school counselor uses these data to advocate for every student, ensuring equity and access to a rigorous curriculum, which maximizes post-secondary options.

Systemic change occurs when policies and procedures are examined and changed in light of new data. Such change happens with the sustained involvement of all critical players in the school setting, including and often led by the school counselor.

CHAPTER 3 Foundation

TOPICS INCLUDE:

Beliefs and Philosophies

Mission Statement

LaSCM Standards for Student Academic, Career and Personal/Social Development

The program's foundation serves as the solid ground upon which the rest of the program is built. The decisions made during this process become the "what" of the program. *What* will every student know and be able to do? Designing a strong foundation requires cooperative effort with parents or guardians, staff and community to determine what every student will receive as a benefit of a school counseling program. During the development stages, stakeholders are consulted when creating the philosophy, mission and overall program focus. The completed foundation is essential to ensuring the school counseling program is an integral part of the total educational program for student success. Elements include beliefs, philosophy, mission statement and the LaSCM standards for student academic, career and personal/social development.

Beliefs and Philosophies

Beliefs are personal. Each individual's beliefs must be discussed early in the process of developing a school counseling department philosophy. What we believe about students, families, teachers and the educational process is crucial in supporting successes for every student. Our beliefs are derived from our own background and experiences, and our beliefs drive our behavior.

Dialogue is required to ensure counseling teams and departments explore complex issues from many points of view. Each team member should contribute to the discussion of the following questions:

1. What do we believe about achievement for every student?
2. Do we believe all students can achieve given proper support?
3. Do we believe there are differences in learning styles for students and that children respond differently? How do we react to those responses?
4. What do we believe about the program's ability to provide academic, career and personal/social development for every student?
5. When we look at the school's mission of academic achievement, what responsibility does the school counseling program have to support this mission?
6. What do we believe about educational reform and the school counselor's role in it?
7. What do we believe about the role of parents or guardians, staff and community members within the school counseling program?

After all team members examine their own personal beliefs, they should share them with their teams. Beliefs have no right and wrong answers; they are what drive us to advocate for our students.

Assumptions

The philosophy of a comprehensive school counseling program is often based on certain assumptions. These assumptions will identify and briefly describe the foundation upon which a school counseling program rests. Assumptions give the program its shape and direction, its nature and structure. As an example, consider the following assumptions:

A school counseling program:

- Reaches every student
- Is comprehensive in scope
- Is preventative in design
- Is developmental in nature
- Is an integral part of a total educational program for student success
- Selects measurable student competencies based on local need in the areas of academic, career and personal/social domains
- Has a delivery system that includes school guidance curriculum, individual planning, responsive services and system support
- Is implemented by a certified school counselor
- Is conducted in collaboration with all stakeholders

- Uses data to drive program decisions
- Monitors student progress
- Measures both process and outcome results and analyzes critical data elements
- Seeks improvement each year based on results data
- Shares successes with stakeholders

Agreeing on program assumptions is the next step. After reviewing the above list of assumptions, school counseling teams should create their own list of assumptions to build into their school counseling program philosophy.

Philosophy

The philosophy is an agreed-upon set of guiding principles individuals follow when implementing the school counseling program (Johnson & Johnson, 2001). It is important that all personnel involved in managing and implementing the program achieve consensus on each belief or guiding principle contained within the philosophy statement. A statement of philosophy is a:

- Set of beliefs that motivates program innovations
- Set of values visible to all
- Set of principles guiding professional contributions
- Statement of professional conduct
- Statement committing counselors to continuous professional growth
- Source of collective power

When developing a philosophy, school or district teams meet as a group to discuss their beliefs and philosophies. They then use the consensus process to develop the statement of philosophy for their program. At a minimum, a school counseling department philosophy should:

- Indicate an agreed-upon belief system about the ability of all students to achieve
- Address every student
- Address student developmental needs and focus on primary prevention
- Address the school counselor's role as an advocate for every student
- Identify persons to be involved in the delivery or program activities
- Specify who will plan and manage the program
- Use data to drive program decisions
- Define how the program will be evaluated and by whom
- Include ethical guidelines or standards

When developing a philosophy statement, the language and the meaning of the terms must be clear. For example, terms such as manager, administrator and planner may have different connotations to different people on the team. It is important to clearly define who is generally responsible for all program functions such as developing the program, planning activities, monitoring student progress, implementing the program, providing program administration and evaluating data.

Sample Philosophical Statement

The counselors in XYZ school believe:

- All students have dignity and worth
- All students have the right to participate in the school counseling program
- All students' ethnic, cultural, racial, sexual differences and special needs are considered in planning and implementing the school counseling program
- All students K-12 shall have access to a full-time, state-certified, master's-degree-level school counselor to deliver the counseling program

And that the XYZ comprehensive school counseling program should:

- Be based on specified goals and developmental student competencies for all students K-12
- Be planned and coordinated by school counseling teams in coordination with other school, parent or guardian and community representatives
- Utilize the many combined resources of the community to deliver programs
- Use data to drive program development and evaluation
- Be evaluated by a counseling supervisor on specified goals and agreed-upon student competencies

» Actively involve counseling team members to monitor students' results

And that all counselors in the XYZ school:

» Abide by the professional school counseling ethics as advocated by the American School Counselor Association

» Participate in professional development activities essential to maintain a quality school counseling program

Mission Statement

One of the essential aspects of the foundation for a school counseling program is the creation of a mission statement, which gives your program overall direction and vision. A mission statement describes the program's purpose and provides the vision of what is desired for every student (Johnson & Johnson, 2001; Gysbers & Henderson, 1998). A school counseling program mission statement aligns with and is a subset of the school or district's mission. Thus, the school counseling program supports the learning environment and at the same time makes unique contributions to meeting students' needs and nurturing their progress. The program's mission statement should be clear, concise and specific as to the program's intent and what the program will contribute.

A mission statement:

» Keeps the program's focus on the beliefs, assumptions and philosophy

» Establishes a structure for innovations

» Creates one vision

» Provides an anchor in the face of change

The mission statement content should:

» Be written with students as the primary clients

» Advocate for the equity, access and success of every student

» Be written for every student

» Indicate the content and competencies to be learned

» Show linkages with the school, school district or state department of education mission statements

» Indicate the long-range results desired for all students

Some schools and departments prefer longer mission statements, while others prefer shorter ones. The idea is to create a mission statement everyone can support. The goal is to design a mission statement that is specific, concise, clear and comprehensive. Figure 3.1 illustrates the system by which school sites gather information to develop the school counseling program mission statement. Sites, districts, states and national organization linkages provide the necessary articulation of information for a cohesive statement, which is integral to the total educational program. Accordingly, the state comprehensive school counseling program's mission statement is designed to reflect both the ASCA National Model® and the state department of education. The school district's school counseling program mission statement is designed to reflect the state school counseling program mission statement and the school district's mission statement. Finally, the site counseling program mission statement reflects the school district school counseling program mission statement and the school site mission statement.

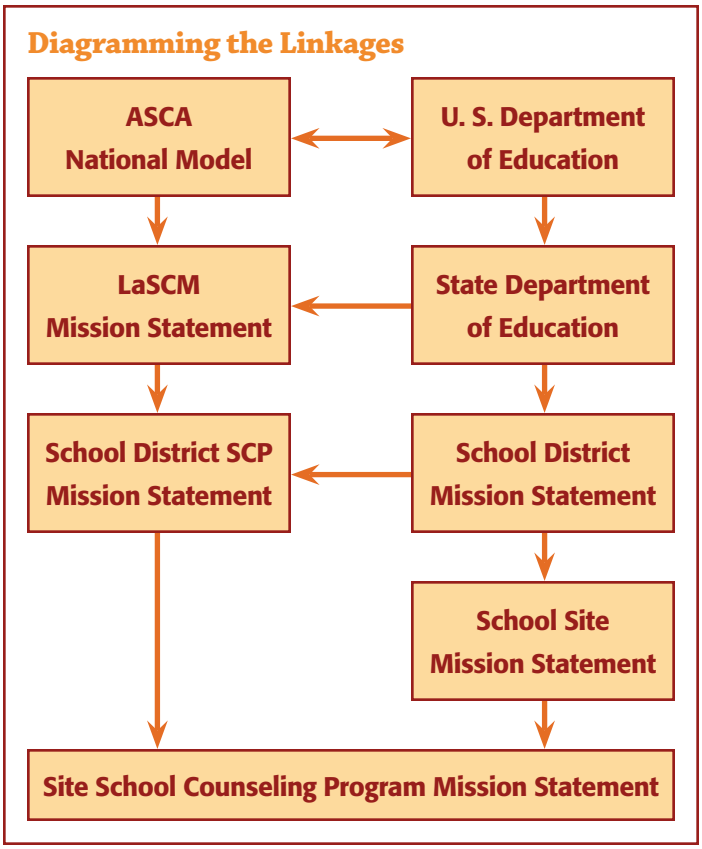

FIGURE 3.1

Sample Linkage of School Counseling Program Mission Statement

The following example illustrates one district's K-12 school counseling program mission statement. Phrases from the existing district mission, along with domains of ASCA standards, are the foundation of the school counseling program's mission statement.

XYZ School District

The mission of XYZ Unified School District is to prepare all students academically and socially to contribute at the highest levels as productive members of society, through a partnership of empowered students, educators, parents or guardians and the community responsible for the learning process.

School Counseling Program Mission Statement

The mission of XYZ Unified School District school counseling program is to provide a comprehensive, developmental counseling program addressing the academic, career and personal/social development of all students. School counselors are professional school advocates who provide support to maximize student potential and academic achievement. In partnership with other educators, parents or guardians and the community, school counselors facilitate the support system to ensure all students in XYZ School District have access to and are prepared with the knowledge and skills to contribute at the highest level as productive members of society.

Adapted from Moreno Valley School District, Moreno Valley, CA

FIGURE 3.2

LaSCM Standards for Student Academic, Career and Personal/Social Development

In 1997, the American School Counselor Association published "Sharing the Vision: The National Standards for School Counseling Programs" (Campbell, & Dahir, 1997). This was followed by an implementation guide, "Vision into Action: Implementing the National Standards for School Counseling Programs" (Dahir, Sheldon & Valiga, 1998). The Louisiana Department of Education and ASCA recognize the significance of these documents and the impact they have had on helping counselors design student competencies within their programs. The LaSCM incorporates these standards in its foundation. The standards are not for programs themselves, but rather for students. As such, the nine standards in the three domain areas are actually content standards for students, much like Louisiana has content standards for students in math and science. Both describe what the students should know and be able to do within the educational system. School counselors use them to help students achieve their highest potential. See Appendix A, **page 54** for LaSCM's standards for School Counseling Programs.

Domains, Standards, Competencies and Indicators

The school counseling program facilitates student development in three broad domains to promote and enhance the learning process. Standards for each domain

provide guidance and direction for states, school systems and individual schools developing effective school counseling programs. Student competencies define the specific knowledge, attitudes and skills students should obtain, and indicators demonstrate skill acquisition.

Domains

Domains are broad developmental areas including standards and competencies and promote behaviors that enhance learning for all students. The three broad and interrelated domains of student development are:

» Academic development

» Career development

» Personal/social development

Each of these areas of student development encompasses a variety of desired student learning competencies, which in turn are composed of specific knowledge, attitudes and skills. Each year, school counseling programs set measurable goals in the academic, career and personal/social development domain areas.

The school counseling program reflects the progression of student development throughout the K-12 sequence. The school counselor utilizes a variety of strategies, activities, delivery methods and resources to promote the desired student development. The school counselor's responsibilities include the design, organization, implementation and coordination of the program. By accomplishing this, the goals of the counseling department and the school can be realized.

Content Standards, Competencies and Indicators

Standards and goals are often used synonymously. Standards are those statements providing a description of what students should know and be able to do at the highest level of expectation. Standards specify the level or rate of performance the student will achieve against a particular competency or set of indicators.

Competencies are specific expectations that students achieve in the content standard areas within the academic, career and personal/social development domains.

Indicators describe the specific knowledge, skills or abilities that individuals demonstrate to meet a specific competency.

For example, the following standard, competency and indicators are taken from the academic domain of ASCA's National Standards (Campbell & Dahir, 1997).

DOMAIN: ACADEMIC DEVELOPMENT

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

Competency A: A1.0
Improve Academic Self-Concept

Indicators:

AA: 1.1 Articulate feelings of competence and confidence as learners

AA: 1.2 Display a positive interest in learning

AA: 1.3 Take pride in work and achievement

AA: 1.4 Accept mistakes as essential to the learning process

AA: 1.5 Identify attitudes and behaviors leading to successful learning

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

Ideally, the standards and competencies selected for implementation will be directly aligned with the school's goals. The school's goals in turn must show a relationship with the district's as well as with the state department of education's goals. Data on goal attainment are reported by the school counseling program to the school and district administration, the advisory council and also to staff, parents or guardians and students, making the program and the progress toward reaching the standards visible to all stakeholders.

LaSCM Standards Crosswalks

LaSCM's standards have been aligned with state and national documents to reflect state and local reform initiatives. Standards can also be cross-walked developmentally to ensure all grade levels are addressed. Cross-walking LaSCM standards with current school counseling curriculum,

activities and student data will show linkages, as well as highlight gaps in the programs. In this way, the school counseling program can design activities to ensure students achieve the desired competencies.

Cross-walking the Louisiana School Counseling Model (LaSCM) standards with important state, school district and site documents helps show how a school counseling program based on the LaSCM aligns with the academic goals of the state and the school.

Crosswalks with State Documents

In some states, standards are aligned across many types of frameworks. For example, ASCA's National Standards may be aligned with:

» State education code, laws and regulations

» State guidelines for developing a school counseling program

» State board of education policies

» State academic content standards and frameworks

» State accreditation standards

» School board policies

Many states have already designed competencies for students to achieve as a result of participation in a school counseling program. Cross-walking offers your program an opportunity to show important linkages between existing curriculum and LaSCM standards. The National Career Development Guidelines have been used by many states to develop their programs. See **Figure 3.3** for an example of Connecticut's crosswalk aligning the domains, standards, National Career Development Guidelines and the state core competencies. School counselors can use the National Standards as guidelines that may be rewritten to align with district standards or become more measurable.

Crosswalk Content Standards Developmentally

The school counselor initiates and facilitates discussion with the staff to determine which student competencies are the most important to deliver based upon site or district need. The competencies provide direction to assess student growth and progress toward the achievement of the nine LaSCM standards. Competencies are often identified through the use of needs assessments and data disaggregation. These competencies become a reality check to guide program development and assess student growth and development. Competencies help to identify and monitor knowledge, attitudes and skills that students acquire and demonstrate as a result of participating in a K -12 school counseling program.

Competencies supporting the school mission can be prioritized by the school counselors and school staff for the purpose of having an impact on critical data elements and addressing specific student needs. From a district perspective, some competencies may be critical across all grade levels, while a different school system will emphasize certain competencies at particular grade levels.

There are 122 indicators listed in the LaSCM, and they are not meant to be all-inclusive. No one school or district could possibly cover every competency every year. The standards and the competencies prioritized by the school or district guide the development of the program content in academic, career and personal/social development and are an integral part of individual planning for students, guidance curriculum, responsive services and system support.

Counseling teams meet to discuss elements and determine which competencies should be covered to meet student needs. Teams may decide that they must prioritize their competencies if they have too many. Some competencies may cross all particular levels, while others are grade-specific. This is the perfect place for a school counseling program to align itself with the school's academic goals. The school counselor can facilitate the discussion with the staff to clarify which student competencies are the most important ones to assist students in moving toward the school's specific academic goals. **Figure 3.4** demonstrates what counselors in one district believed should be covered in Academic Standard A of their school counseling program by grade level. Several academic competencies are selected in grades 6-8, which will require the team to prioritize its areas of concentration. (See Appendix A, **page 58** for a sample of LaSCM's Developmental Crosswalk Tool.)

Sample of a Crosswalk Adapted from Connecticut

Common Domains	Linking the Common Domains of Student Development with the Connecticut School Counselors Association (CSCA) Goals, ASCA National Standards for School Counseling Programs, National Career Development Guidelines (NCDG) and Competencies and Connecticut's (CT) Common Core of Learning			
Domains	**CSCA Goals** (Strands)	**ASCA National Standards**	**National Career Development Guidelines** (Competencies)	**CT Common Core** (Skills/Competencies)
Academic	Skills for Learning	Standard 1: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.	Competency 4: Awareness of the benefits of educational achievement. Competency 5: Awareness of the relationship between work and learning	Students will explore the information and arguments from various points of view to think critically and creatively and to solve problems.
	School Success	Standard 2: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.	Competency 6: Skills to understand and use career information.	Students will learn how to apply the academic, critical, practical, technical and employability skills needed for success in higher education and the work place and to manage their lives.
	Academics to Life Success	Standard 3: Students will understand the relationship of academics to the world of work and to life at home and in the community.	Competency 7: Awareness of the importance of personal responsibility and good work habits Competency 8: Awareness of how work relates to the needs and functions of society.	Students will actively explore the world of ideas. Students will demonstrate the effort and persistence needed to be successful in school, work and life.
Career	Investigate Careers	Standard 4: Students will acquire the skills to investigate the world of work in realtion to knowledge of self and to make informed career decisions.	Competency 9: Understanding of how to make decisions Competency 10: Awareness of the interrelationship of life roles	Students will embrace career as a part of their future; acquire employable skills; demonstrate positive attitudes toward work; demonstrate attitudes and habits that are valued in the workplace; explore a range of careers; acquire knowledge of one of CT eight career dusters, explore postsecondary educational opportunities; manage data and use problem-solving and analytical skills to make reasoned decisions.
	Career Success	Standard 5: Students will employ strategies to achieve future career success and satisfaction.	Competency 11: Awareness of different occupations and changing male/female roles	
	Relationship between School and Work	Standard 6: Students will understand the relationship between personal qualities, education and training and the world of work	Competency 12: Awareness of the career planning process	
Personal/ Social	Respect for Self and Others	Standard 7: Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.	Competency 1: Knowledge of the importance of self-concept Competency 2: Skills to interact with others	Students will work and learn independently and collaboratively as part of a team Students will gain knowledge and understanding of their cultures. Students will demonstrate a sense of ethics and take responsibilities for their actions. Students will be active, constructive members of the larger community. Students will develop and maintain behaviors that promote lifelong health. Students will understand the implications of living in a finite world. Students will understand the role of systems throughout our society. Students will understand the dynamic nature of society and the universality of change.
	Goal Setting/ Goal-Attainment Skills	Standard 8: Students will make decisions, set goals, and take necessary action to achieve goals.	Competency 3: Awareness of the importance of change and growth	
	Survival and Safety Skills	Standard 9: Students will understand safety and survival skills.		

FIGURE 3.3

Cross walking LaSCM standards developmentally

ACADEMIC DEVELOPMENT DOMAIN [STUDENTS WILL:]				
Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.	**K-2**	**3-5**	**6-8**	**9-12**
Competency A1 Improve Academic Self-Concept				
A:A1.1 articulate feelings of competence and confidence as learners			✓	✓
A:A1.2 display a positive interest in learning	✓	✓	✓	
A:A1.3 take pride in work and achievement	✓	✓	✓	
A:A1.4 accept mistakes as essential to the learning process		✓	✓	
A:A1.5 identify attitudes and behaviors leading to successful learning	✓			
Competency A2 Acquire Skills for Improving Learning				
A:A2.1 apply time-management and task-management skills			✓	✓
A:A2.2 demonstrate how effort and persistence positively affect learning			✓	
A:A2.3 use communications skills to know when and how to ask for help when needed				✓
A:A2.4 apply knowledge and learning styles to positively influence school performance		✓		
Competency A3 Achieve School Success				
A:A3.1 take responsibility for their actions			✓	✓
A:A3.2 demonstrate the ability to work independently, as well as the ability to work cooperatively with other students			✓	✓
A:A3.3 develop a broad range of interests and abilities	✓	✓	✓	✓
A:A3.4 demonstrate dependability, productivity and initiative				✓
A:A3.5 share knowledge				✓

FIGURE 3.4

Using LaSCM's standards developmental crosswalk (see **Figure 3.4**), school counselors or teams determine the competency indicators they believe should be addressed by priority at different developmental levels: K-2, 3-5, 6-8, and 9-12.

Cross-walking Content Standards with School Guidance Curriculum

As school counselors implement school guidance curriculum and other activities, it is important to determine which competencies are being addressed. Crosswalks are generally a checklist of standards and competencies related to a scope and sequence of instruction, developmental or academic.

Cross-walking with current guidance curriculum offers counselors an opportunity to evaluate their current program and activities to determine the competencies that are already covered.

Aligning curriculum to the content standards ensures students are acquiring competencies that are integrated and cross-curricular. See **Figure 3.5** for an example of cross-walking standards with the seventh-grade school guidance curriculum.

Although the example shown on page 25 is from the guidance curriculum, competencies may also be met when counselors provide individual student planning or responsive services.

Evaluating the Crosswalk to Assess What Is Missing

After the standards are cross-walked by developmental level and current curriculum or activity, an assessment is made to determine which necessary competencies are not being addressed.

Competencies are representative and are used as catalysts for the adaptation, modification or adoption of competencies. They are not intended to, nor are they required to, be adopted in a cookie-cutter fashion. Creative and appropriate modification to school site, district or state needs is encouraged, if not recommended.

In summary, the first step (Figure 3.4) crosswalks the standards developmentally and assists the team in determining what they believe "should be." The second step (**Figure 3.5**) crosswalks current curriculum or activities being delivered and assists the team in determining "what is." In the final step, teams analyze what is missing in the context of their data analysis and make decisions regarding what changes will be made to the program to ensure students receive what they need in the areas of academic, career and personal/social development.

Cross walking LaSCM standards with Guidance Curriculum

7th GRADE				
Topic of the school guidance curriculum presentation.	Violence Prevention	Promotion and Retention	Organization or Test-Taking Skills	Career
Name of specific lesson or curriculum, production company	XYZ Video and lesson plans	Counselor-generated PowerPoint & handouts	Company XYZ Study Skills & counselor-generated materials	Company XYZ career software programs
ACADEMIC DEVELOPMENT (Students will:)				
Improve Academic Self-Concept – STANDARD A				
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		✓	✓	✓
Acquire Skills for Improving Learning – STANDARD A				
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			✓	
Achieve School Success – STANDARD A				
A:A3.1 take responsibility for their actions	✓	✓	✓	
A:A3.2 demonstrate the ability to work independently, as well as the ability to work cooperatively with other students			✓	
A:A3.3 develop a broad range of interest and abilities			✓	✓
A:A3.4 demonstrate dependability, productivity and initiative		✓	✓	
A:A3.5 share knowledge				✓

FIGURE 3.5

CHAPTER 4 Delivery System

TOPICS INCLUDE:
School Guidance Curriculum
Individual Student Planning
Responsive Services
System Support

Once the program foundation is completed, focus turns to the method of delivering the program to students. This section describes the activities, interactions and areas in which counselors work to deliver the program. The delivery system (**Figure 4.1**) and the management system are intertwined throughout this process. The delivery system is the "how" of the implementation process, and the management system addresses the "when, why, by whom and on what authority."

Delivery System Components

School Guidance Curriculum
- Classroom Instruction
- Interdisciplinary Curriculum
- Group Activities
- Parent Workshops and Instruction

Individual Student Planning
- Individual or Small-Group Appraisal
- Individual or Small-Group Advisement

Responsiveness Services
- Consultation
- Individual and Small-Group Counseling
- Crisis Counseling/Response
- Referrals
- Peer Facilitation

System Support
- Professional Development
- Consultation, Collaboration and Teaming
- Program Management and Operation

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

FIGURE 4.1

Within the delivery system, there are four components: school guidance curriculum, individual student planning, responsive services and system support. All activities included in a school counseling program fit into one of the four areas of the delivery system. The **guidance curriculum component** provides a vehicle to deliver content standards to every student in a systematic way. The **individual student planning component** provides all students an opportunity to work closely with parents or guardians to systematically plan, monitor and understand their academic growth and development. The **responsive service component** responds to the direct, immediate concerns of students and includes, but is not limited to, individual and group counseling, crisis counseling, referrals and consultation with parents or guardians, teachers or other professional specialists. The **system support component** enables the school counseling program to be effective through a variety of support activities, including professional development, consultation, collaboration and teaming, and program management and operations. The system support component also provides appropriate support to other educational programs in the school (Gysbers & Henderson, 2000).

School Guidance Curriculum

The **school guidance curriculum component** consists of a written instructional program that is comprehensive in scope, preventative and proactive, developmental in design, coordinated by school counselors and delivered, as appropriate, by school counselors and other educators. School guidance curriculum is designed to facilitate the systematic delivery of guidance lessons or activities to every student consistent with the school counseling program's statements of philosophy, goals and student competencies. The guidance curriculum promotes knowledge, attitudes and skills through instruction in three content areas: academic achievement, career development and personal/social growth. The counselor's responsibilities include planning, designing, implementing and evaluating the school counseling curriculum.

Curriculum planning and implementation include the methods and timelines for delivery of units of instruction including, but not limited to, classroom instruction; small-group discussions;

presentations to parents or guardians; assemblies; and collaborative activities with teachers, support personnel and other qualified educators.

The curriculum is delivered through such strategies as:

Classroom instruction: The school counselor provides instruction, team teaches or assists in teaching the school guidance curriculum, learning activities or units in the classrooms, the career center or other school facilities.

Interdisciplinary curriculum development: The school counselor participates on interdisciplinary teams to develop and refine curriculum in content areas. These teams develop school guidance curriculum that integrates with the subject matter. The scope and sequence of the school guidance curriculum may include units delivered through other classroom disciplines.

Group activities: The school counselor conducts planned small group activities outside the classroom to respond to students' identified needs or interests.

Parent workshops and instruction: The school counselor conducts workshops and informational sessions for parents or guardians to address the needs of the school community and to reflect the student school guidance curriculum.

Individual Student Planning

The **individual student planning component** consists of school counselors coordinating ongoing systemic activities designed to help individual students establish personal goals and develop future plans. The school counselor coordinates activities that help all students plan, monitor and manage their own learning, as well as meet competencies in the areas of academic, career and personal/social development. Within this component, students evaluate their educational, occupational and personal goals. The school counselor helps students make the transition from school to school, school to work, or school to higher education or career and technical training. These activities are generally delivered on an individual basis or by working with individuals in small groups or advisement groups. Parents or guardians and other school personnel are often included in these activities. Systematic delivery of individual planning for every student includes a documented strategy for student success.

Individual planning with students is implemented through such strategies as:

Individual or small-group appraisal: The school counselor works with students analyzing and evaluating students' abilities, interests, skills and achievement. Test information and other data are often used as the basis for helping students develop immediate and long-range plans. In high school, the school counselor should meet with students yearly to develop and revise students' academic plans.

Individual or small-group advisement: The school counselor advises students using personal/social, educational, career and labor market information in planning personal, educational and occupational goals. The involvement of students, parents or guardians and the school in planning students' programs that meet their needs is critical.

Examples of topics within the component are:

- Test score review, interpretation and analysis
- Promotion and retention information
- Career decision-making
- Yearly course selection
- Financial aid
- Interest inventories
- Senior exit interviews and surveys
- Four-year or six-year plans
- Social Skills
- Test-taking strategies
- College selection
- Job Shadowing
- Senior planning appointments
- Review of behavior plans

Responsive Services

The **responsive services component** of the school counseling program consists of activities to meet students' immediate needs and concerns. These needs or concerns require counseling, consultation, referral, peer facilitation or information. This component is available to all students and is often student-initiated through self-referral. However, teachers, parents or guardians or others may also refer students for assistance. Although the school counselor has special training and skills to respond to these needs and

concerns, the cooperation and support of the entire faculty and staff are necessary for successful implementation.

The school counselor offers a range of services along the continuum from early intervention to crisis response to meet students' needs. The school counselor consults with parents or guardians, school personnel and other identified parties when developing plans and strategies for facilitating student development. Specific ongoing responsive services provided by the school counselor, such as individual and group counseling, crisis management and suicide prevention, are planned and goal-focused. There are written procedures to be used in crisis situations.

Responsive services are delivered through such strategies as:

Consultation: Counselors consult with parents or guardians, teachers, other educators and community agencies regarding strategies to help students and families. School counselors serve as student advocates.

Individual and small-group counseling: Counseling is provided in a small group or on an individual basis for students expressing difficulties dealing with relationships, personal concerns or normal developmental tasks. Individual and small-group counseling helps students identify problems, causes, alternatives and possible consequences so they can take appropriate action. Such counseling is normally short-term in nature. School counselors do not provide therapy. When necessary, referrals are made to appropriate community resources.

Crisis counseling: Crisis counseling provides prevention, intervention and follow-up. Counseling and support are provided to students and families facing emergency situations. Such counseling is normally short-term and temporary in nature. When necessary, referrals are made to appropriate community resources. School counselors can provide a leadership role in the district's crisis intervention team process.

Referrals: Counselors use referral sources to deal with crises such as suicidal ideation, violence, abuse, depression and family difficulties. These referral sources may include mental health agencies, employment and training programs, juvenile services and other social and community services.

Peer facilitation: Many counselors train students as peer mediators, conflict managers, tutors and mentors. The techniques of peer mediation and conflict resolution are used to help students learn how to make changes in the way they get along with others. In peer mediation, students are trained in a system to use with fellow students who are having trouble getting along with each other. Mentors and tutors provide additional support.

System Support

The **system support component** consists of management activities that establish, maintain and enhance the total school counseling program. School counselors use their leadership and advocacy skills to promote systemic change by contributing in the following areas:

Professional Development

School counselors are involved regularly in updating and sharing their professional knowledge and skills through:

In-service training: School counselors attend school in-service training to ensure their skills are updated in areas of curriculum development, technology and data analysis. They also provide in-service instruction in school counseling curriculum and other areas of special concern to the school and community.

Professional association membership: As the school counseling profession continues to evolve, school counselors can maintain and improve their level of competence by attending professional association conferences and meetings.

Post-graduate education: As school counselors are completing post-graduate course work, they are encouraged to contribute to the professional literature.

Consultation, Collaboration and Teaming

Through consultation, partnering, collaborating and teaming, school counselors provide important contributions to the school system.

Consultation: Counselors must consult with teachers, staff members and parents or guardians regularly in order to provide information, to support the school community and to receive feed-back on the emerging needs of students.

Partnering with staff, parents or guardians and community relations: This involves orienting staff, parents

or guardians, business and industry, civic and social service organizations and community members in the comprehensive school counseling programs through such means as partnerships, newsletters, local media and presentations.

Community outreach: Activities included in this area are designed to help counselors become knowledgeable about community resources, referral agencies, field trip sites, employment opportunities and local labor market information. This may involve counselors visiting local businesses, industries and agencies on a regular basis.

Advisory councils: School counselors are active in serving on community committees or advisory councils, etc. By supporting other programs in the school and community, school counselors gain support for the school counseling program.

District committees: By serving on site and district department, curriculum committees and advisory boards, school counselors assist in generating school-wide and district support.

Program Management and Operations

This includes the planning and management tasks needed to support activities conducted in the school counseling program. It also includes responsibilities that need to be fulfilled as a member of the school staff.

Management activities: These include budget, facilities, policies and procedures, research and resource development.

Data analysis: Counselors analyze student achievement and counseling program-related data to evaluate the counseling program, conduct research on activity outcomes and discover gaps that exist between different groups of students that need to be addressed. Data analysis also aids in the continued development and updating of the school counseling program and resources. School counselors share data and their interpretation with staff and administration to ensure each student has the opportunity to receive an optimal education.

Fair share responsibilities: As team members within the educational system, school counselors perform fair share responsibilities that align with and are equal in amount to the fair share responsibilities provided by other educators on the school site.

For more information on the delivery system, refer to:

Developing and Managing Your School Guidance Program
(Gysbers & Henderson, 2000).

CHAPTER 5 Management System

TOPICS INCLUDE:

Management Agreements

Advisory Council Use of Data
Monitoring Student Progress

Closing the Gap Action Plans

Use of Time Appropriate and Inappropriate School Counseling Program

Activities

Calendars

The management systems section of the Louisiana School Counseling Model describes the various organizational processes and tools needed to manage a school counseling program. The management is organized, concrete, clearly delineated and reflective of the school site's needs. Just as school administrators analyze their site data, develop plans of action to meet objectives, abide by a master calendar and provide organizational activities along the way, so too must the school counseling program. This section addresses the when (action plan and calendar), why (use of data), who will implement (management agreement) and on what authority (management agreement and advisory council) the school counseling program is delivered. In order to systematically deliver the guidance curriculum and address every student's developmental needs, the school counseling program must be effectively and efficiently managed. Clear expectations and purposeful interaction with administration, teachers, staff, parents and students result in student growth, systemic change, and a school counseling program that is integrated into the total educational program. The result is "change" on the part of the student.

The organizational foundation of a school counseling program is built on systems of management, active input of an advisory council, action plans, student monitoring, use of time, calendars, use of data and a precise understanding of school counseling program and non-school counseling program responsibilities. Management systems include efforts by administration to support school counselors in delivering the program. Administrators work collaboratively with counselors to analyze student data and develop action plans and implementation timelines. Counselors set up calendars to ensure program implementation; careful monitoring of student progress and maximizing time spent executing the school counseling program.

Management Agreements

Management agreements within the school counseling program ensure effective implementation of the delivery systems to meet students' needs. The entire school counseling staff, including the administrator in charge of school counseling, must make management decisions based on site needs and data analysis. Site principals and administrators must be involved in this important process.

When implementing a comprehensive school counseling program, management system decisions and agreements must be made regarding the organization and assignment of counselors (Johnson & Johnson, 2001). This should be accomplished in consultation with the principal or school counseling administrator prior to the next step in program implementation. It is recommended that:

- The school counseling team members and administrator review and discuss data-driven needs for the student population and school site based on data analysis.
- The school counseling team decides on a plan of action to meet student needs.
- The school counseling team and administrator agree on how students, guidance curriculum and services will be assigned to specific counselors.
- The school counseling team produces and presents yearly a draft of the management agreement.
- The administrator reviews the management agreement and arrives at consensus with the school counseling team.

Program implementation is predicated on integrating all elements of the school counseling program. (See sample management agreement in Appendix B on pages 70-71.) Organizational plans should include consideration of the following:

- How will students be assigned to school counselors to ensure every student has access to the program and acquires the pre-determined competencies? By grade level, alpha breakdown, standards domain, academy or pathway, see any

counselor or a combination?

- Will counselors choose to specialize in different areas? Who will provide responsive services while other counselors are delivering the scheduled school guidance curriculum? Will the school site implement a "counselor of the day" program so there is always one school counselor available for crisis when others are delivering guidance curriculum?
- What amount of time should be spent in delivering guidance lessons, providing individual student planning, delivering responsive services and managing system support? (See page 57.)
- Who is responsible for implementation of the various services and specialty tasks?
- How will counselors be compensated for work beyond the regular work day?
- What budget is available to purchase the necessary materials and supplies to implement the program?
- What professional development is needed to support the school counselor or team's ability to provide a comprehensive school counseling program?
- How often should the school counseling department meet as a team, with administration, with school staff and with the advisory council?
- Who determines how support services for the counseling team will be provided and organized? What role do school counseling assistants, registrars, clerks and volunteers play on the counseling team?

When school counselors and administrators meet and agree on program priorities, implementation strategies and the organization of the counseling department, the entire program runs more smoothly and is more likely to produce the desired results for students.

Advisory Council

An advisory council is a representative group of persons appointed to both advise and assist the school counseling program within a school district. The advisory council reviews the program goals, competencies and results and participates in making recommendations to the school counseling department, principal and superintendent (Johnson & Johnson, 2001). Ideally, advisory council membership reflects the community's diversity. It should include representative stakeholders of the school counseling program: students, parents or guardians, teachers, counselors, administrators, school board members, business and community members. The council should meet twice a year at a minimum.

Advisory council functions can vary. The area of specialization, number of years an educational program has been in existence, program size, community needs and other important items all affect the advisory council's functions. School counselors use data to analyze overall program effectiveness and to make decisions regarding changes in program content and delivery. The advisory council members, using their background and expertise, provide support, input and recommendations for program development and improvement throughout the process. The advisory council, therefore, can be an effective tool to help build an excellent school counseling program. Like any tool, it must be adequately maintained and used properly.

Setting up an Advisory Council

When creating an advisory council, the school counselor must consider two things: stakeholder representation and group size. The advisory council truly represents the school's stakeholders. The broader the representation on the advisory council, the more the group's work will accurately reflect the community's values, concerns, etc. Although broad representation is crucial, the council's size also is an issue. It is important to create an environment that is conducive to informed, constructive discussion. A council with too many members may be ineffective. Generally, a good rule of thumb is to establish a council with a minimum of eight members and a maximum of 20 members.

The first step in forming a viable council is selecting good candidates for membership. The council must be able to function as a communications link between the school counseling program and the various groups to be served: students, parents or guardians, educators, business and the community.

Careful selection of members is critical. Screening candidates is a good idea. Certainly, appointing members with sincere interests in the counseling program is recommended. Officially invite potential members by letter to serve on the advisory council.

Provide a brief explanation in the letter to indicate the amount of time that may be needed and some of the council's purposes. Also give potential members an opportunity to decline.

The advisory council chairperson should have skills in planning and conducting meetings and developing an agenda. Additionally, the chairperson should possess group facilitation skills and consistently demonstrate a positive attitude toward others.

Terms of membership include appointments to definite terms of office serving from one to three years. Provision may be made for staggered replacement so there will always be experienced members serving. When a term has expired, appoint a new council member for a new term.

The person in charge of the council calls the first meeting. Information, in detail, is provided to direct the council's purpose and goals. Along with this information, any reports, other information and data that have been previously collected are included in an information packet to each member. Setting meeting dates and times and other organizational activities should take place at the first meeting. Although the number of meetings may vary, it is suggested that the school counseling advisory council meet at least twice a year to collaborate and give input. At the beginning of the school year, the meeting is held to present the goals and objectives, along with the calendar for the school counseling program. At the end of the year, the results gained in the program during the year are shared, along with recommendations for program improvement.

Set the advisory council's goals and objectives in advance of selecting advisory council members. It is the responsibility of the educational institution and the counselor involved to let the council know the directions it should take. These goals can be subject to revision as the need might arise. To ensure effectiveness, it is crucial that each advisory council meeting have a specific agenda and goals to be accomplished. Send minutes of previous meetings and an agenda of the upcoming meeting to each member several days in advance.

Use of Data

A comprehensive school counseling program is data-driven. The use of data to effect change within the school system is integral to ensuring that every student receives the benefits of the school counseling program. School counselors must show that each activity implemented as part of the school counseling program was developed from a careful analysis of student needs, achievement and related data. The use of data:

- Concretely demonstrates accountability and progress toward goals.
- Monitors student progress.
- Creates an urgency for change.
- Serves as a catalyst for focused action.
- Engages decision makers, district leaders, school teams, etc. in data-driven decision-making.
- Challenges existing policies, practices, attitudes and mindsets.
- Exposes evidence of access and equity issues for focused advocacy and interventions.
- Focuses resources, programs, interventions and strategies where they are needed most.
- Supports grant proposals.

Source: The Education Trust, 1997

To create a data-driven school counseling program, school counselors must look at a wide variety of data from several perspectives. Through data analysis, school counselors, administrators, faculty and advisory council members are able to create a current picture of students and the school environment. This picture focuses discussion and planning around students' needs and the school counselor's role in addressing those needs.

Monitoring Student Progress

Using student and school site data to monitor student progress ensures all students receive what they need to achieve school success. School counselors should be proficient in the collection, analysis and interpretation of student achievement and related data. 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: Student-achievement data

measure students' academic progress. Student-achievement data fields include:

- Standardized test data
- Grade point averages
- SAT and ACT scores
- Graduation rate
- At or above grade/achievement level in reading, math, etc.
- Passing all classes
- Promotion and retention rates
- Dropout rates
- Completion of specific academic programs (i.e., academic honors, college prep, etc.)

Achievement-Related Data: Achievement-related data measure those fields the literature has shown to be correlated to academic achievement. These data fields include:

- Course enrollment patterns
- Discipline referrals
- Suspension 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: These data measure student mastery of the competencies delineated in LaSCM's standards. These data could include:

- Percentage of students with individual graduation plans (IGPs) on file
- Percentage of students who have participated in job shadowing
- Percentage of students who have set and attained academic goals
- Percentage of students who apply conflict resolution skills

Disaggregate Data

To ensure every student achieves high academic standards and masters LaSCM's standards, it is important to not just look at aggregate, global data from the entire student body, but to also disaggregate the data. To disaggregate data, school counselors separate data by variables to see if there are any groups of students who may not be doing as well as others. For example, although a high school counselor might feel good about seeing that 60 percent of all seniors complete four full years of mathematics, she may not be as happy if she sees that 75 percent of white students complete the four years, while only 20 percent of students of color complete four years. Disaggregated data often spur change because they bring to light issues of equity and focus the discussion upon the needs of specific groups of students. (See Closing the Achievement Gap, **page 35**.)

Although there are many variables by which data may be disaggregated, the common fields include:

- Gender
- Ethnicity
- Socio-economic status (free and reduced lunch)
- Vocational (multi-period vocational program track)
- Language spoken at home
- Special education
- Grade level
- Teacher(s)

Program Evaluation Data

It is critically important that school counselors use data to show the school counseling program's impact. To do this, counselors need to evaluate process, perception and results data collected immediately, intermediately and over time (Hatch & Holland, 2001).

Process Data: Process data answer the question, "What did you do for whom?" and provide evidence that an event occurred. It is information describing the way the program is conducted and if it followed the prescribed practice (i.e., did school counseling lessons occur in every sixth-grade class on violence prevention? How many

students were affected? How many students participated in small group counseling?).

Examples of process data include:

- Held six five-session counseling groups with eight students each on anger management.
- 1,350 sixth- to eighth-grade students received violence prevention school guidance lesson.
- 250 parents or guardians attended a career evening event.
- All high school students were seen individually to prepare an academic plan.

Perception Data: Perception data answer the question, "What do people think they know, believe or can do?" These data measure what students and others observe or perceive, knowledge gained, attitudes and beliefs held and competencies achieved. These data are often collected through pre/post surveys, tests or skill demonstration opportunities, such as presentations or role play, data, competency achievement, surveys or evaluation forms. Examples of perception data for competency achievement include:

- 100 percent of students in grades 9-12 have completed an academic plan.
- 100 percent of sixth grade students have completed an interest inventory.
- Examples of perception data for knowledge gained include:
- 89 percent of students demonstrate knowledge of promotion retention criteria.
- 92 percent of students can identify the early warning signs of violence. Examples of attitudes or beliefs data include:
  - 74 percent of students believe fighting is wrong.
  - 29 percent of students report feeling safe at school.
- 78 percent of students know the name of their school counselor.
- 90 percent of the parents or guardians feel they understand college entrance requirements.
- 70 percent of eighth grade students understand the relationship between academics and careers.

Results Data: Results data answer the "so what" question. The impact of an activity or program is documented through results data. These data show that your program has had a positive impact on students' ability to utilize their knowledge, attitudes and skills to effect behavior change. These data are collected from myriad sources, such as attendance rates, number of discipline referrals, grade-point averages, student graduation rates, etc. Examples of results data for behavior change include:

- Graduation rates improved by 14 percent.
- Attendance improved among seventh grade males by 49 percent.
- Discipline referrals decreased by 30 percent.

Data Over Time

To get a true picture of the impact of the school counseling program, it is important to look at data over time. Data can be collected over three different time frames: immediate, intermediate, long-range.

Immediate: Data that measure the immediate impact of knowledge, skills and attitudes change as a result of counselor activity or intervention (pre/post tests on student competencies addressed in a classroom unit; four-year plan is completed).

Intermediate: Data collected to measure application of knowledge, skills and attitudes over a short period of time (improved test-taking ability, improved classroom behavior after small-group counseling, improved grades this quarter after homework or study skill lessons).

Long-range: School-wide year-to-year, longitudinal student impact data collected for areas such as student attendance, graduation rates and suspension data.

Data Analysis

School counselors do not have to be skilled statisticians to meaningfully analyze data. Simple percentages can create powerful pictures of what is happening in the school. For example, 72 percent of non-free and non-reduced lunch students pass the math portion of the state's standardized test, while only 38 percent of the free and reduced lunch students passed. Of the 12 children retained in first grade, 91 percent were boys. Of the 380 school suspensions, 80 percent were for tardiness.

Data Management

Most of the data fields mentioned above are typically available on the students' academic cumulative records or in the school's computerized data system. Student database

systems are the most common means by which data are collected and stored. These databases enhance the school counseling program's ability to monitor every student's progress. Although data are important, this does not imply that school counselors are attendance clerks. Schools may employ school counseling assistants or data clerks to assist in the collection and management of this information. Although data collection and analysis takes time, the benefits for students and the school counseling program greatly outweigh these costs. Each school district should decide what is important to be monitored.

Student Education and Career Planning Folders and Student Portfolios

These tools may be utilized by the students, parents or guardians and teachers to document and track student progress in the attainment of competencies related to student success. They are also used to showcase student accomplishments and achievements as related to student competencies. They may include the following documentation:

- Course selection
- Credits earned
- Involvement with activities, clubs, service learning, volunteer work
- Awards and certificates
- Assessments
- Interest inventories taken
- Letters of recommendation
- Student resume
- Work experience
- Leadership activities

New technology holds even greater promise of efficient and effective monitoring devices. Putting student information on the computer for access by parents or guardians and students and making compact discs or "credit cards" with a magnetic strip that can be accessed for monitoring purposes are only a few of the ideas some schools are exploring. As technological sophistication grows, the formerly daunting task of monitoring student progress promises to become a manageable and valuable strategy. Counselors can't monitor everything. Therefore, choices must be made depending on what is most appropriate and what is available at the local site.

Closing the Achievement Gap

Schools are no longer judged by the accomplishments of their brightest students. They are held accountable for every student's progress. Educational statistics indicate an achievement gap based on geographic location, ethnicity and socioeconomic status (The Education Trust, 2002).

Quality teachers know that not all students learn in the same way or at the same speed. Through the analysis of disaggregated data, they discover which groups of students need additional help and design interventions specifically geared toward those students' needs. For example, to help all students learn to the same high standards, teachers may create differentiated instruction, and schools might institute programs and activities designed to provide extra time and help to those students who need it. These intentional interventions are strategically designed to close the achievement gap.

In the same way, school counselors know that not all students come to school with equal academic and personal/social resources. Disaggregated data help uncover areas where groups of students are having difficulty. Analyzing disaggregated data also uncovers equity and access issues. Once the problem areas are brought to light, it is important to thoughtfully consider those factors that are creating barriers in those areas. School counselors then strategically design programs or activities to help lessen the barriers and begin to close the gap.

The ultimate goal of a school counseling program is to support the school's academic mission. Ensuring academic achievement 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 the student academic achievement data and developing interventions designed to help students succeed. These interventions may take the form of traditional school counseling activities, such as classroom presentations and individual or small group counseling. School counselors must also be advocates for students. For example, if data show that Mrs. Smith's students still have

a high percentage of discipline referrals after the classroom lesson on conflict resolution, the school counselor may decide to do an extended unit on problem-solving for her class. If the data show that the discipline referrals come primarily from a group of five boys in her class who get into fights on the playground, then the counselor may decide to provide guidance curriculum on anger management or create an anger management group for boys.

Although traditional interventions are helpful, school counselors must be advocates for students. As advocates, school counselors work to remove barriers that hinder academic success. They challenge school policies that don't promote student achievement or equal access to a rigorous curriculum. School counselors advocate for adequate academic support mechanisms, such as tutoring classes. Quality teachers, rigorous curriculum and standards-based assignments are all variables that the literature has shown influences the achievement gap. School counselors also advocate for a school climate where access and support for rigorous preparation for every student is expected. For example, a policy that punishes tardiness with out-of-school suspension does not promote academic achievement and may need to be challenged.

The results of these interventions, designed to close the gap, can be documented with student-achievement and achievement-related data. These types of program results move school counseling from the periphery of the school's mission to a position where the educational community views it as critical to student success.

Action Plans

To efficiently and effectively deliver the school counseling program, there must be a plan detailing how the responsible counselor intends to achieve the desired result (Johnson & Johnson, 2001). Action plans are utilized with the planned school guidance curriculum and with closing-the-gap activities.

The school guidance curriculum plan (Example, see **Figure 5.1** on the following page) consists of structured developmental lessons designed to assist students in achieving the competencies (Dahir, Sheldon & Valiga, 1998). The lessons are presented systematically in K-12 through classroom and group activities. The purpose of the school guidance curriculum (as can be reviewed in the Delivery System component) is to provide all students with the knowledge and skills appropriate to their developmental level. The curriculum is organized to help students acquire, develop and demonstrate competencies within the three domains.

As mentioned in the Use of Data section, data will drive program decision-making. When data are analyzed for every student, school counseling program gaps and discrepancies surface, and school counselors develop closing the gap plans (Hatch & Holland, 2001). What gaps do the data expose, and what plans must be in place to ensure equity and access to academic achievement for every student? Once the curriculum is agreed to developmentally, it may remain largely similar year to year, while the closing the gap activities may change from year to year based on data.

School Guidance Curriculum Action Plans

Guidance curriculum action plans contain:

- Domain and standard to be addressed: academic, career, personal/social
- Student competency addressed
- Description of actual school counseling activity the school counselor or counseling team will provide
- Assurance that the curriculum is provided for every student
- Title of any packaged or created curriculum that will be used
- Timeline for completion of activity
- Name of individual responsible for delivery
- Means of evaluating student success using pre/post tests, demonstration of competency or product
- Expected result for students stated in terms of what will be demonstrated by the student
- Indication that the plan has been reviewed and signed by the administrator

Closing the Achievement Gap Action Plans

Although the guidance curriculum is for all students, the closing the gap activities address what discrepancies exist in meeting students' needs and their achievement. Each plan

contains answers to the following two questions. Why is this competency being addressed? What data drive the need for the activity? These plans contain:

- Data that drive the decision to correlate with a competency
- Domain and standard to be addressed: academic, career, personal/social
- Measurable student competency addressed
- Description of actual school counseling activity the school counselor or counseling team will ensure occurs
- Title of any packaged or created curriculum that may be used
- Timeline for completion of activity
- Name of individual responsible for delivery
- Means of evaluating student success (what data will you use to show improvement?)
- Expected result for students stated in terms of what will be demonstrated by the student
- Indication that the closing the gap plan has been reviewed and signed by the administrator

(See the action plan in Appendix C on page 80 for a sample of the closing the gap action plan.)

XYZ UNIFIED SCHOOL DISTRICT | XYZ MIDDLE SCHOOL GUIDANCE CURRICULUM ACTION PLAN

Grade Level	Guidance Lesson Content	LaSCM Domain/ Standard	Curriculum & Materials	Projected Start/End	Projected Number of Students Affected	Lesson Presented in Class/ Subject	Evaluation Methods - How Results are Measured	Contact Person
6	Violence Prevention	Personal/ Social	"XYZ" Violence Lesson	November 2009 February 2010	450	Social Studies	Pre/post Tests Number of Violent Individuals	Jane Doe School Counselor
	Promotion & Retention Criteria	Academic ABC	PowerPoint District Policy	February 2010 April 2010	450	Language Arts	Pre/post Tests Number of Students Retained	Jane Doe School Counselor
	Organizational, Study and Test-Taking Skills	Academic ABC	XYZ Study Skills Curriculum	September 2009 November 2009	450	Language Arts	Pre/post Tests Scores on Tests	Jane Doe School Counselor

Principal's Signature _____ Date _____ Date of Staff Presentation _____ Prepared By _____

FIGURE 5.1

SAMPLE DISTRIBUTION OF TOTAL SCHOOL COUNSELOR TIME

Delivery System Component	Elementary School (% of Time)	Middle School (% of Time)	High School (% of Time)
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

FIGURE 5.2 Adapted from Gysbers, N.C. & Henderson, P. (Eds.) (2000). *Developing and Managing Your School Guidance Program*, (3rd ed.), Alexandria, VA: American Counseling Association.

CHAPTER 5

Use of Time

How much time should school counselors spend delivering services in each component area? New counselors are often unsure. Although some experts assert that it doesn't matter as long as you obtain results for students (Johnson & Johnson, 1997), others maintain that sticking to suggested allocated time distribution does produce the required results. In "Developing and Managing Your School Guidance Program," by Norm Gysbers and Patricia Henderson (2000), the authors encourage school counselors to work with their departments to protect their time so that 80 percent of it is spent in direct service to students, staff and families and the remainder is spent in program management. The percentages on the previous page (See **Figure 5.2**) serve as a guide to school counselors and administrators when determining the time their program needs to spend in each of the four delivery system components.

As a first step to understanding your site's use of time, all the school counselors could keep track of their time and document activities performed throughout their days. This allows school counselors and administrators to determine the amount of time being spent in each of the delivery system components and in non-school-counseling activities. This is especially helpful when first designing the program, because it serves to answer the question of "What is" and then provides a forum for the discussion of "What should be?"

In programs with more than one school counselor per site, there is often more flexibility between and among school counselors in determining how much time individual school counselors may spend in the delivery of system components. Keeping in mind that the program percentages are only suggested, the individual time a certain school counselor spends in the delivery of systemic services may vary depending on talents and expertise. School counselors with expertise in group counseling may focus on delivering these services, while others may present more school guidance lessons. The time percentages are designed to be programmatic, not counselor specific. Counselors are encouraged to allot times based on program priorities and needs.

A conclusion may also be drawn from use of time information regarding how much time is currently being spent on counseling activities versus non-counseling activities. For example, in one school 35 percent of the high school counselor's time was being spent on activities other than school counseling. These activities include master schedule building, clerical tasks and the counting and managing of the standardized tests. Following a presentation to district administrators on the results of a time analysis, the administrators decided, and the governing board supported, elimination of the more clerical activities and hired school counseling assistants to help school counselors. Eliminating these activities and providing more clerical help freed school counselors to provide more direct services to students. Again, the Louisiana School Counseling Model recommends school counselors spend a majority of their time in direct service to students.

Appropriate and Inappropriate School Counseling Program Activities

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

Calendars

School counselors develop and publish a master calendar of school counseling events to ensure students, parents or guardians, teachers and administrators know what and when school counseling activities are scheduled and when and where activities will be held. Calendars also assist with planning, ensuring program participation.

Appropriate Activities for School Counselors

- individual student academic program planning
- interpreting cognitive, aptitude and achievement tests
- counseling students who are tardy or absent
- counseling students who have disciplinary problems
- counseling students as to appropriate school dress
- collaborating with teachers to present guidance curriculum lessons
- analyzing grade-point averages in relationship to achievement
- interpreting student records
- providing teachers with suggestions for better study halls
- ensuring that student records are maintained as per state and federal regulations
- assisting the school principal with identifying and resolving student issues, needs and problems
- working with students to provide small- and large-group counseling services
- advocating for students at individual education
- planning meetings, student study teams and school attendance review boards
- analyzing disaggregate data

Inappropriate Activities for School Counselors

- registering and scheduling of all new students
- coordinating or administering cognitive, aptitude and achievement tests
- signing excuses for students who are tardy or absent
- performing disciplinary actions
- sending students home who are not appropriately dressed
- teaching classes when teachers are absent
- computing grade-point averages
- maintaining student records
- supervising study halls
- managing of clerical record keeping
- assisting with duties in the principal's office
- working with one student at a time in a therapeutic, clinical mode
- preparing of individual education plans, student study teams and school attendance review boards
- entering data

Adapted from Campbell, C.A. & Dahir, C.A. (1997). *Sharing the Vision: The ASCA National Standards for School Counseling Programs*, Alexandria, VA: American School Counselor Association.

FIGURE 5.3

The use of a school counseling program calendar aligned with the school site calendar facilitates the involvement of staff, parents/guardians, students and the community as partners in students' education. The calendar establishes a site schedule for the school and counseling program activities. As the program grows and multiple activities are developed, a calendar validates the important support the school counselor program provides students, parents or guardians, teachers and administrators. A well-developed calendar that is complete, timely and colorful can be a powerful public relations booster. Time and thought on how the calendar will be formatted, consistency in the timing and distribution methods, attractiveness of the design, color and detail produce a useful tool. An effective calendar invites others to acknowledge and participate in the school counseling program activities (Henderson & Gysbers, 1998; Johnson & Johnson, 2001; Myrick, 2003).

A school counseling program is balanced in two ways:

- In the delivery system (i.e. school guidance curriculum, individual student planning, responsive services and system support)
- In the use of time spent delivering the components

Calendars can:

- Identify grade levels, dates and activities
- Be published and distributed to appropriate persons: students, staff, parents or guardians and community
- Be posted on a weekly or monthly basis
- Be compared to locally established goals for time spent in the delivery of system components

- Be utilized to allocate time for data analysis and program evaluation
- Be used when designing and determining system priorities
- Be shared with the principal as an indicator of leadership, advocacy and foresight in the school counselor's professional approach

Annual calendar

The yearly calendar is a way for school counselors to identify the school counseling program priorities and their commitment to them. Ideally, the calendar is located in several prominent places, such as the department bulletin board, school or student bulletin boards, classroom bulletin boards, administrative offices, parent or guardian center, career center, student store and other sites used to communicate school events. It may also be submitted to the local newspaper, the student newspaper and the school counseling department's website to increase the program's visibility. The student support calendar might include relevant school activities for families, such as back to school night, open house, parents or guardian-teacher meetings, standardized tests dates, parents or guardian, student and teacher conferences, planned school counseling classroom lessons, career or college nights, evening meetings for reviewing study skills or other opportunities provided through the school and the community, as well as the student support program.

Many schools provide a yearly schedule of school activities that can be coordinated with other events with all relevant dates and times noted on the student support calendar. The school counseling program calendar:

- Increases visibility of the student support program and other related educational activities
- Provides focus on events or activities of value for the students, parents or guardians and staff
- Increases communication within the school and home about schedules and program activities
- Encourages the student, family, department and school to plan ahead for important student support functions
- Establishes an organizational pattern of highlighting and valuing student support opportunities
- Reserves the use of the facility hosting the events or activities
- Reinforces the importance of student participation in student support-related activities

Monthly calendar

The monthly calendar is maintained and circulated to highlight the specific activities and events for each month throughout the school year and into the summer. Print the monthly calendar in a distinctive color and distribute it to all teachers for their classroom bulletin boards. Be sure to remind teachers that they are invited to participate and to encourage student participation or observance of upcoming events. Mail the calendar to parents or guardians, as well. Schedule classroom guidance lessons on a monthly basis, such as one grade level per month for four to six lessons.

Weekly calendar

The weekly calendar is not a master schedule but a fluid road map that is somewhat flexible due to crisis or immediate student needs. In addition to classroom lessons, group counseling and individual planning, build in data analysis, collaboration and advocacy into the schedule to allow for some flexibility.

CHAPTER 6 Accountability System

TOPICS INCLUDE:

Results Reports Impact of the School Counseling Program Over Time

School Counselor Performance Standards

The Program Audit

Accountability and evaluation of the school counseling program are absolute necessities. School counselors and the school counseling program must answer the question, "How are students different as a result of the school counseling program?" Now more than ever, school counselors are challenged to demonstrate the effectiveness of their programs in measurable terms. School counselors must collect and use data that support and link the school counseling programs to students' academic success.

Results Reports

Results reports help answer the question, "How are students different as a result of the program?" (Johnson & Johnson, 2001).

Results reports ensure programs are carried out, analyzed for effectiveness and changed and further improved as needed. The student results data are collected for activities outlined in the actions plans. The goal is to show change in student behavior and student learning. Sharing these results with stakeholders serves as an advocacy for students and the program. The school counseling program supports every student's academic achievement. It seeks to assist every student in the mastery of competencies designed to foster academic, career and personal/social development. In addition, the program, through the advocacy and leadership of school counselors, discovers and facilitates the removal of barriers to learning.

Data collection provides the school counseling program with the information needed to evaluate the program as it relates to students' progress. How are students different as a result of the program, lesson, and activity? Data collection occurs both before and after the school counseling activity. The data indicate what worked and what didn't and clarify what needs to be changed or improved.

Programs can be scrutinized for effectiveness during the implementation process. Data are collected at three different intervals. Short-term data provide an immediate evaluation of the activity process on student behavior or student learning. Intermediate data collection occurs over a longer period of time as a benchmark or indication of progress toward the goal. Long-term data collection occurs over an extended period of time and measures the activity's overall results for students. For example, if data indicate poor graduation rates, school counselors may plan classroom lessons and follow-up small-group interventions. Students may take pre- and post-tests (short-term data) to assess if they gained the knowledge of what is needed to graduate. Progress reports and grading periods indicate the progress toward passing required courses (intermediate data); and a measure of graduation rates would indicate if students changed as a result of the school counseling program (long-term data).

Figure 6.1 shows a results report for a closing the gap activity. (See page 80 in Appendix C for a copy of the guidance curriculum results report.)

Collecting and analyzing results is the key to assessing program effectiveness after the activity is completed. We must be able to know where students are as a result (Myrick, 2003). These results can be powerful advocacy tools when promoting the school counseling program.

The results report serves as a tool for:

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

The results reports for school counseling curriculum may include the following:

- The grade level served
- Lesson content areas

XYZ UNIFIED SCHOOL DISTRICT | XYZ MIDDLE SCHOOLS REPORT								
Counselor	**Target Group**	**Curriculum & Materials**	**Type of Service** Delivered in What Manner?	**Start/End Date**	**Process Data** Number of Students Affected	**Perception Data*** pre and post test competency attainment of student	**Results Data*** How did the student change as a result of the lesson?	**Implications** What did the data tell you?
Berry	8th grade - 64 students in danger of being retained at the end of Trimester 1	Promotion retention guidance lessons "XYZ" Study Skills Video Series retention	Academic Counseling Groups Peer Mentoring	September 2010 June 2011	64	*Immediate* 99% correct on post-test knowledge of promotion information.	*Intermediate* 46 (72%) demonstrated improvement in GPA from Trimester 1 to Trimester 3. *Long-Term* 85% of at-risk students showed improvement in GPA from Trimester 1 to Trimester 2.	Excellent academic improvement. Re-evaluate the curriculum used. Participants in the academic support groups may need further encouragement from other resources such as adult mentors.

Principal's Signature _____ Date _____ Prepared By _____

FIGURE 6.1

- Curriculum or materials used
- Process data, such as the number of school counseling lessons delivered and in what subject area
- Process data, such as the number of students served
- Short-term perception data, such as pre/post tests of knowledge gained
- Intermediate and long-term results data, such as the impact on behavior, attendance or achievement
- The implications of the results on the counseling program

Impact of the School Counseling Program Over Time

Demographics, graduation and college-going rates, discipline and attendance data, test scores and other standardized sources of statistical information capture the overall view of student progress. Comparing data over time offers long-term information reflecting trends in student improvement or areas of concern, which become concentration areas for improvement (Johnson & Johnson, 2001).

The impact-over-time form (see **Figure 6.2**) serves as a summary sheet listing baseline and change data over time. This allows a review of data trends in all domain areas: academic, career, and personal/social. It gives the counseling staff a tool to review overall student progress and provides a review of the comprehensive program for the school site or district. Using the school-wide results report gives counselors and administrators the big picture and serves as a catalyst for systemic change.

Although school counselors may see immediate results in attendance, behavior and academic achievement, school-wide systemic change requires data that tell the larger story and present an overall school-wide evaluation of student progress. Additionally, community demographics can change, and this will be reflected in the student population. As student populations change, results will change. Tracking this information over time helps sites evaluate and alter programs based upon local need.

The school may already have a school report card full of valuable information. This is an excellent beginning source for reporting the site's academic, career and personal/social development and progress over time. The reported information depends on school or school district priorities and may include such information as:

- Demographic data
- Attendance data
- Suspension and expulsion rates
- Behavioral referrals
- Promotion and retention rates
- Graduation rates
- Standardized testing results

Documenting baseline data prior to programmatic restructuring provides ready, necessary information for data-based decision-making. Each year, data are charted indicating growth or change in the areas of concern. The data are analyzed in relation to progress made toward the school-wide mission and achievement goals. Accountability charts are easy to read and easy to use to convey what has changed over time (see **Figure 6.2**). Noticing trends over time invites reflection, discussion and participation by all stakeholders in assessing the program for continual program evaluation and improvement.

The impact-over-time form minimally contains the following:

- Student demographics: Enrollment data, gender, ethnicity, grade levels and languages
- Academic achievement: Standardized test scores, grade-point averages, dropout rates, graduation rates
- Career development: Students enrolled in work experience, job shadowing
- Personal/social development: Climate survey results, substance use and abuse statistics, attendance data and suspension and expulsion data
- Parents or guardian involvement: Parents or guardian attendance at evening activities, parent workshops and conferences

The information in the school profile is extremely valuable for all school counseling personnel. Collecting these data at the beginning creates a baseline from which to measure program results. Yearly updates assess both program progress and impact. The information reveals areas of strength and weakness and growth or loss in overall program success. It is also a convenient tool for sharing systemic change, programmatic successes and needs.

School Counselor Performance Standards

School counselor performance standards align with the Louisiana School Counseling Model and contain basic standards of practice expected from counselors. Personnel delivering the school counseling program are evaluated in the areas of program implementation, program evaluation and professionalism. All too often, school counselors are evaluated using an instrument designed for teachers or resource professionals. These school counselor standards accurately reflect the unique training of school counselors and their responsibilities within the

SAMPLE RESULTS REPORT: IMPACT OVER TIME

ACADEMIC Standard A – acquire knowledge attitude and skill leading to effective learning	2007-2008	2008-2009	2009-2010	2010-2011
Attendance Data	93.4%	94.2%	95%	
Retention Rates	5.4%	5.1%	4.5%	
% Students of Color Taking AP Classes	1%	3%	5%	

FIGURE 6.2

school system. Although used for performance evaluation, the standards are also an important tool in the school counselor's own self-evaluation and will help focus personal and professional development plans. It is suggested that school counselors and administrators work within their individual systems to design appropriate evaluation and/or appraisal tools that meet their district governing board and bargaining unit policies. It is recommended that administrators evaluate school counselors every year. An evaluation should include individual comments, as well as a rating system for how well the school counselor is meeting required performance standards.

School counselor standards are:

Standard 1:	Program organization
Standard 2:	School guidance curriculum delivered to all students
Standard 3:	Individual student planning
Standard 4:	Responsive services
Standard 5:	Systems support
Standard 6:	School counselor and administrator agreement
Standard 7:	Advisory council
Standard 8:	Use of data
Standard 9:	Student monitoring
Standard 10:	Use of time and calendar
Standard 11:	Results evaluation
Standard 12:	Program audit
Standard 13:	Infusing themes

Standard 1: The professional school counselor plans, organizes and delivers the school counseling program.

1.1. A program is designed to meet the needs of the school.

1.2. The professional school counselor demonstrates interpersonal relationships with students

1.3. The professional school counselor demonstrates positive interpersonal relationships with educational staff.

1.4. The professional school counselor demonstrates positive interpersonal relationships with parents or guardians.

Standard 2: The professional school counselor implements the school guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions for all students.

2.1 The professional school counselor teaches school guidance units effectively.

2.2 The professional school counselor develops materials and instructional strategies to meet student needs and school goals.

2.3 The professional school counselor encourages staff involvement to ensure the effective implementation of the school guidance curriculum.

Standard 3: The professional school counselor implements the individual planning component by guiding individuals and groups of students and their parents or guardians through the development of educational and career plans.

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

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

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

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

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

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

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

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

5.2 The school counselor provides support for other school programs.

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

6.1 The school counselor meets with the other members of the counseling staff to discuss and agree upon the qualities of the school counselor management system.

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

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

7.1 The school counselor meets with the advisory council.

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

7.3 The school counselor records meeting information.

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

8.1 The professional school counselor uses school data to make decisions regarding student choice of classes and special programs.

8.2 The school counselor uses data from the counseling program to make decisions regarding program revisions.

8.3 The school counselor analyzes data to ensure every student has equity and access to a rigorous academic curriculum.

8.4 The school counselor understands and uses data to establish goals and activities to close the achivement gap.

Standard 9: The school counselor monitors the students on a regular basis as they progress in school.

9.1 The school counselor is accountable for monitoring every student's progress.

9.2 The school counselor implements monitoring systems appropriate to the individual school.

9.3 The school counselor develops appropriate interventions for students as needed and monitors their progress.

Standard 10: The school counselor uses time and calendars to implement an efficient program.

10.1 The school counselor uses a master calendar to plan activities throughout the year.

10.2 The school counselor distributes the master calendar to parents or guardians, staff and students.

10.3 The school counselor posts a weekly or monthly calendar.

10.4 The school counselor analyzes time spent providing direct service to students.

Standard 11: The school counselor develops a results evaluation for the program.

11.1 The school counselor measures results attained from school guidance curriculum and closing the gap activities.

11.2 The school counselor works with members of the counseling team and with the principal to clarify how programs are evaluated and how results are shared.

11.3 The school counselor knows how to collect process, perception and results data.

Standard 12: The school counselor conducts a yearly program audit.

12.1 The school counselor completes a program audit to determine the degrees to which the school counseling program is being implemented.

12.2 The school counselor shares the results of the program audit with the advisory council.

12.3 The school counselor uses the yearly audit to make changes in the school counseling program and calendar for the following year.

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

13.1 The school counselor promotes academic success of every student.

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

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

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

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

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

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

The Program Audit

A comprehensive school counseling program is multifaceted and designed with continuous evaluation and modification in mind. Audits serve to set the standards for the school counseling program. (See **Figure 6.3**.) The program audit is a tool aiding school counselors in the breakdown and analysis of each program component (Arizona Department of Education, 2002; Johnson & Johnson, 2001; Bowers & Colonna, 2001). Once completed, the audit indicates implementation areas that will be improved or enhanced. The program audit provides evidence of the program's alignment with the Louisiana School Counseling Model. The primary purpose for collecting this information is to guide future actions within the program and to improve future results for students. The audit aligns with and includes all Louisiana School Counseling Model (LaSCM) program components.

Program Audit

The program audit is used to assess the school counseling program in comparison with the LaSCM. Audits are first consulted when a school counseling program is being designed and then yearly to appraise the progress of the program development. Using the findings of both program implementation and results helps school counselors determine program strengths and weaknesses and create goals for the folllowing school year.

School _____ Date _____

FOUNDATION

I. Philosophy The philosophy is a set of principles guiding the development, implementation and evaluation of the school counseling program.

	Criteria	None	In Progress	Completed	Implemented	N/A
1.1	A statement of philosophy has been written for the school counseling program.					
1.2	Indicates an agreed-upon belief system about the ability of every student to achieve.					
1.3	Addresses EVERY student's right to a school counseling program.					

(See **page 72** in Appendix C for a complete sample of a program audit form.)

FIGURE 6.3

School counselors evaluate each criterion as:

None: meaning not in place

In Progress: perhaps begun, but not completed

Completed: but perhaps not as yet implemented

Implemented: fully implemented

Not applicable: for situations where the criteria do not apply

Ideally, the program audit is conducted annually in the spring. After completing the audit, analyze responses to determine the following:

» Major strengths of the program

» Items in greatest need of strengthening

» Short-range goals for improvement

» Long-range goals for improvement

As school counselors begin to revise their program and work toward completing and implementing the specific criterion, they may choose to either present each section to the administration for acceptance as completed or complete the entire program before presenting it for acceptance in its entirety. This decision is made locally. Regardless of approach, share program results with the advisory council. The results should drive the program goals, training and behavior for the following year.

CHAPTER 7 Implementation

TOPICS INCLUDE:
Administrator Support and Preconditions
Steps to Implementation
Impact of Program Transformation
Frequently Asked Questions
Closing

Administrator Support and Preconditions

Administrator Support

Administrator support is necessary to ensure effective implementation of the school counseling program. The entire school counseling staff, including the administrator in charge of the school counseling department, collaborates to make management decisions. Site principals and administrators are involved in this process for several important reasons:

» Administrators are the school leaders who understand the school's directions and needs.

» Administrators who meet regularly with the counseling staff to discuss the school's mission and the counseling program are critical links in supporting the school's mission and meeting student needs.

» Without administrator support, school counseling programs may strive, but they will not thrive.

» An involved and supportive administrator is one of the school counseling program's best advocacy tools.

» Administrators work collaboratively with counselors to create a systemic and interdependent approach to improve student academic achievement.

» Both school counselors and administrators are especially alert to and responsible for the needs of every student, including those who are under-served (Van Zandt, Burke & DeRespino, 1998).

Preconditions

To support the school counseling program, it is helpful to have the following:

Program

» Every student, parent or guardian, teacher and other recipient of the school counseling program has equal access to the school counseling program.

» The program operates in a supportive work environment and has an adequate budget and school counseling materials.

» The school counselor works cooperatively with parents or guardians, teachers and community partners and follows LaSCM and local policies regarding counseling with students.

» School administrators understand and support the program's priorities and demands.

» The Louisiana Department of Education provides leadership and technical assistance as the schools in each district implement a school counseling program.

Staff

» School counselors hold a valid school counselor certification from their state.

» School counselor responsibilities are clearly defined by the program to make maximum use of the school counselor's expertise.

» The student-to-counselor ratio is appropriate to implement the designed program. ASCA recommends a ratio of at least one school counselor to every 250 students.

» All staff members accept responsibility for the infusion of school counseling standards and competencies into the program.

» School counselors are members of their state and national professional associations.

Budget

» A school counseling department budget is established to support program needs and goals.

» Budgets similar to those of other departments are established at the local or district level.

» Local, state and federal funds are made available to support the program's goals.

Materials, Supplies and Equipment

» Materials are relevant to the program and appropriate for the community.

» The school counselor consults with the advisory council and the local board policy concerning the evaluation and selection of program materials.

» Materials, supplies and equipment are easily accessible and of sufficient quantity to support the program.

» All school counselors have locking file cabinets, private telephone lines and computers with Internet access in their offices.

Facilities

» All facilities are easily accessible and provide adequate space to organize and display school counseling materials.

» The school counselor has a private office that is designed with consideration of the student's right to privacy and confidentiality.

» As available, access is provided to facilities for meeting with groups of students.

Technology

» School counselors use technology daily in their work, including the Internet, word processing, student database systems and presentation software.

» School counselors use technology to help students perform career and advanced educational searches and create online portfolios.

» School counselors use data regarding their school population to work with the principal, teachers and the advisory council in making recommendations to improve academic achievement.

» School counselors receive yearly training in all areas of technology advancement and updates.

» School counselors use technology in the planning, implementation and evaluation of the school counseling program.

» School counselors use technology as a tool to gather, analyze and present data to drive systematic change.

Steps to Implementation

When schools and districts decide to adopt the Louisiana School Counseling Model, there are five steps of change that departments and districts will go through: planning the program, building the foundation, designing the delivery system, implementing the program and making the program accountable.

The steps outlined below will help manage the transition to a school counseling program. During the transition, school teams may want to consider these questions:

» Where are we now?

» Where do we want to be?

» Who are our partners?

» How do we get to where we want to be?

» How will we know when we are there?

1. Planning the Program

The planning phase starts with the decision to align with the Louisiana School Counseling Model. As schools and districts work to initiate the change, it is essential that everyone is working toward the same goal.

A. Securing Commitment

» First, read the Louisiana School Counseling Model

» Determine and agree that change is necessary.

» Understand the conditions necessary for effective change.

» Expect some resistance to change.

» Appreciate and accept the challenges involved.

» Facilitate communication between counselors and administrators.

» Follow ASCA's Code of Ethics.

B. Getting Organized

» Form a cadre of school counselors and staff members to work as a program development team.

» Obtain formal approval to proceed with the development of a school counseling program based on the Louisiana School Counseling Model.

» Develop a timeline for program development.

» Compile your own comprehensive school counseling program manual as you go through the stages of implementation.

C. Assessing Your Current Program in comparison to LaSCM's Model

Identify current counseling functions, activities and services.

- Use the LaSCM's program audit to identify components and elements in place and to be developed.
- Review activities in light of the delivery system.
- Conduct a counselor use-of-time analysis.
- Prepare a report of the use-of-time analysis.
- Identify how current resources are used, who is served by the current program and areas for program improvement.

2. Building your Foundation

A. Assess Needs of the School and District

- Use data from surveys for teachers, parents or guardians and students to identify needs.
- Use school achievement and related data, including attendance, drop-out rates, graduation rates, college attendance rates.
- Identify current program strengths and areas where improvement is needed.

B. Commit to Program

- Discuss beliefs about students and learning, your philosophies and mission.
- Write the program philosophy.
- Write the program mission statement.

C. Select Competencies

- Identify student standards, competencies and indicators that address the need areas.
- Identify a developmental continuum of goals and competencies to be achieved over time.
- Determine program priorities based on data and school needs.
- Identify desired student standards, competencies and indicators by grade level or by domain.

3. Designing the Delivery System

After creating a philosophy, designing a mission statement and determining competencies for the school counseling program, priorities are identified and corresponding percentages of counselor time are allocated to each component in the delivery system. In addition, a counselor's job description that reflects appropriate counseling can be provided by your local school district.

The program must be clear, purposeful and presented in a manner that can be easily understood by all who are involved in the program. This can be achieved by:

- Identifing specific counseling elements for each program component based on the time percentages chosen.
- Developing action plans.
- Identifying the curriculum to be used.
- Determining data you will collect when implementing the program (process, perception results, immediate, intermediate and long-term).
- Deciding who will do what and when.
- Obtaining administrative support.

4. Implementing the Program

In this phase, the school or district counseling program is put into practice. The most important aspect of this phase is to have the official approval or adoption from the local school board. This requires the board to have a working knowledge of the program and to be prepared to assume ownership and support all aspects of the program.

A. Setting up the program

- Establish the budget for the program.
- Consider the preconditions mentioned in the Louisiana School Counseling Model.
- Complete the management agreement forms.

B. Working in the program

- Develop a master planning calendar for the program at all levels.
- Determine school counselor target time allocations based upon your program's design.
- Develop a weekly and monthly planning calendar based on the master calendar.
- Conduct professional development activities.

» Launch the program by implementing a guidance curriculum for each grade level.

» Select at least one closing the gap activity to implement and measure.

C. Promoting the school counseling program

» Develop a brochure.

» Present the program to the school site staff.

» Develop a website for school counseling department.

» Present the program to the local school board for official approval.

5. Making the Program Accountable

In this phase, the school implementation team or district will determine how successful the program adoption has been. When the program is fully implemented, an evaluation to determine the program's effectiveness is conducted and shared with the advisory council. Evaluation provides the information to ensure that there is a continuous process to measure the results of the school counseling program.

A. Monitor program results

» Develop program results reports.

» Develop evaluation standards and indicators to establish the degree to which program is in place.

» Revisit your audit to determine areas of improvement and areas requiring more attention.

» Reflect on the results when making decisions for program adjustment and improvements.

» Assess how the counseling team is working together.

B. Monitor counselors' growth and performance

» Encourage and promote counselor professional growth.

» Develop a job description.

» Develop and use appropriate forms to supervise and evaluate counselors on job performance.

C. Monitor students' progress

» Assess student mastery of selected student competencies.

» Assess impact of school counseling program on the selected goals in the action plan (process, perception and results data).

» Assess the impact of the school counseling program effectiveness in the areas of attendance, behavior and academic achievement.

» Prepare and share the results report with the school staff, parents or guardians, local school boards and other school stakeholders.

Impact of Program Transformation

In a recent school counselor survey conducted in the Moreno Valley Unified School District, Moreno Valley, California that followed the process of transforming its school counseling program, the following comments were collected:

How has your program changed?

"We provide more direct services to students than ever before."

"We have more accountability for how we impact students."

"We now have fewer clerical responsibilities as a result of administrators understanding our role."

"We have been supported to receive more counselor staff development."

"We provide more guidance lessons – at all levels."

"Our work is more student-focused, not administrator-focused."

"The staff is more aware of what we do."

What were your obstacles?

"Changing our philosophy."

"Facing fear of failure (some of us had never done classroom guidance presentations)."

"Needing more pre/post tests – now we have created our own and shared with each other."

"Learning what results-based really means."

"Some of our "old" counselors needed to adjust and get on board."

"I felt guilt initially when I stopped enabling my administrators when doing non-school counseling activities."

"It was hard to risk presenting to staff the first time – to seek their support."

"I had to learn to trust my team."

What worked best?

"The action plans helped me focus the program and stop performing 'random acts of guidance.'"

"A calendar promoted our program and kept me on schedule."

"Guidance newsletters helped to communicate our activities to staff and students." "Our team used collective thinking to decide what data to collect and how to measure our results." "Regularly scheduled site counselor meetings helped us to design our program." "The district hired a guidance assistant to assist with non-school-counseling activities so we could focus on direct service to students."

Districts will find a variety of responses from the counselors, administrators, parents or guardians and teachers when the program begins its transition to align with the Louisiana School Counseling Model (LaSCM). Collaboration and communication will provide the feedback needed to revise methods or policies hampering progression toward the goals. Regularly taking the temperature of those involved will motivate the cadre of leaders who are working to revise the program.

Expect that each school and district will adjust the implementation overview outlined above to suit local site needs. Sharing insights with neighboring or like school systems that are implementing the LaSCM will ensure the support the team needs when challenges threaten your forward progress.

Frequently Asked Questions

How does a school or district proceed to implement the Louisiana School Counseling Model (LaSCM)?

Once schools and districts adopt the Louisiana School Counseling Model (LaSCM), a team effort is required to make the change. The team may be a counseling department, a cadre of K-12 counselors from a district or a state cadre. It is recommended that districts design a K-12 program, even if some grades do not as yet have school counselors. The goal is to have school counselors at all levels with a ratio of 250 students to one school counselor. The process is challenging work that will take several years to complete, and the question remains, "Will it be worth everyone's time and effort?" The Louisiana Department of Education recognizes that some schools have counseling programs facilitated by only a single counselor. As the LaSCM is not prescriptive, it can be adapted to fit a school's needs. The process may take longer, but it is equally important. Redesigning a program that has been in place for quite some time will require patience, teaming and collaborating, as well. However, developing a school counseling program will bring new life into the current program and make it more responsive to the needs of students and the community.

We already have a program in place. Do we need to start over?

Absolutely not. Your team may have already developed a mission statement guiding your department's work. However, you may not have developed, discussed or presented it to your site administrator. As you will notice in the audit, collaboration and communication with administrators are important parts of the process, so you may want to do this now. Begin by taking time to reflect on the outcome of the audit, look at areas that need development or improvement and begin to move your program forward.

My team doesn't want to change; I feel alone in this.

Unfortunately, this can happen. Typically, this is often due to a fear of change. However, you can make change on your own – regardless of whether others want to change. Start by asking, "What are my students' needs?" "What do I want to accomplish?" "What do I have the power to change?" or "What am I already doing that can be measured?" From those answers, the transformation of your school counseling program can begin. By personally recognizing that something needs to be changed and allowing yourself to address that need for change, you can begin to work toward a more effective program. It can be as simple as designing, aligning and measuring the results of a single classroom guidance lesson, doing a pre/post test to see

results of an intervention program or measuring the improved attendance or behavior of a selected group of students. Once you have measured your results and shared them with others, your colleagues may want to know how they were accomplished and may begin to come on board. If not, don't be discouraged. You can still begin on your own to develop a personal action plan to align your school counseling activities to Louisiana School Counseling Model standards and begin measuring the results of your guidance curriculum and interventions designed to close the gap. Sharing your action plan with your administrator early in the year will keep him or her informed as to your activities. Sharing your results with your administrator, staff and colleagues may be just the push colleagues need to join you in the movement forward.

What if I have no program in place? Where do I begin?

Moving to a comprehensive school counseling program is like remodeling a house. It is suggested that counselors use the parts of the present program that fit into the Louisiana School Counseling Model (LaSCM) and then adjust or remodel the other parts over a three- to five-year time span. Two of the biggest changes are moving from a "service" to a "program" and ensuring the program measures results. The change process requires the ability to envision the future you desire for your department or district. It is not recommended to completely redesign or change everything that is being done in a school counseling department.

As you begin the journey, you will need a map. We recommend you begin by setting aside some uninterrupted time to perform a program audit. The audit contains all of the key elements in the ASCA National Model: A Framework for School Counseling Programs and provides you the opportunity to assess your program's strengths, weaknesses and areas where work might begin. If you have no program in place, it may appear overwhelming in the beginning, but do not despair. During the development of ASCA's National Model, a dozen districts in California test-drove the audit. Most found they had only a few of the ASCA National Model components in place. However, after only three months, all had developed their mission and philosophy; all had begun to align their guidance curriculum with ASCA National Standards and had created action plans; and many were well on their way to the results of their program.

Conclusion

The American School Counselor Association and the Louisiana School Counselor Association (LSCA), as well as school counseling professionals around the country, are committed to assisting districts as they create model school counseling programs. A variety of information and materials is available from ASCA's resource center and on its website, and also on LSCA's website. In addition, check with school districts and states and with fellow school counselors, school counselor educators and school counseling graduate students. Keep current by checking the ASCA and LSCA websites for new information, and become part of both the ASCA and LSCA Scenes and LDOE list-serves. Many discussions and questions are posted on the ASCA and LSCA Scenes, where wonderful answers and resources have been shared. Many sessions at ASCA's and LSCA's annual conferences focus on the ASCA National Model.

Keep LDOE Informed

The High School Initiative Office is very interested in hearing from you. The College and Career Readiness Office (CCR) would appreciate your site and district's comments and suggestions as you engage in the change process. Please contact the LDOE's CCR staff with your needs, struggles, and successes, so we may assist you and others in the collaborative effort to improve school counseling programs statewide. The CCR staff truly look forward to hearing from you soon. Contact the CCR staff at (225) 219-4441.

Note: The appendices in this document include some examples of ways to implement the LaSCM State Model and the ASCA National Model®. If you would like more examples of forms aligning with these models at different levels, visit the following websites:

» CCR: *www.louisianahighschools.org*

» ASCA: *www.schoolcounselor.org.*

APPENDIX A LaSCM Standards for Students

Competencies and Indicators

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

Academic Development

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

A:A1 Improve Academic Self-Concept

A:A1.1 Articulate feelings of competence and confidence as learners

A:A1.2 Display a positive interest in learning

A:A1.3 Take pride in work and achievement

A:A1.4 Accept mistakes as essential to the learning process

A:A1.5 Identify attitudes and behaviors that lead to successful learning

A:A2 Acquire Skills for Improving Learning

A:A2.1 Apply time-management and task-management skills

A:A2.2 Demonstrate how effort and persistence positively affect learning

A:A2.3 Use communications skills to know when and how to ask for help when needed

A:A2.4 Apply knowledge and learning styles to positively influence school performance

A:A3 Achieve School Success

A:A3.1 Take responsibility for their actions

A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students

A:A3.3 Develop a broad range of interests and abilities

A:A3.4 Demonstrate dependability, productivity and initiative

A:A3.5 Share knowledge

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

A:B1 Improve Learning

A:B1.1 Demonstrate the motivation to achieve individual potential

A:B1.2 Learn and apply critical-thinking skills

A:B1.3 Apply the study skills necessary for academic success at each level

A:B1.4 Seek information and support from faculty, staff, family and peers

A:B1.5 Organize and apply academic information from a variety of sources

A:B1.6 Use knowledge of learning styles to positively influence school performance

A:B1.7 Become a self-directed and independent learner

A:B2 Plan to Achieve Goals

A:B2.1 Establish challenging academic goals in elementary, middle junior high and high school

A:B2.2 Use assessment results in educational planning

A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement

A:B2.4 Apply knowledge of aptitudes and interests to goal setting

A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals

A:B2.6 Understand the relationship between classroom performance and success in school

A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

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

A:C1 Relate School to Life Experiences

A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life

A:C1.2 Seek 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

Career Development

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

C:A1 Develop Career Awareness

C:A1.1 Develop skills to locate, evaluate and interpret career information

C:A1.2 Learn about the variety of traditional and nontraditional occupations

C:A1.3. Develop an awareness of personal abilities, skills, interests and motivations

C:A1.4 Learn how to interact and work cooperatively in teams

C:A1.5 Learn to make decisions

C:A1.6 Learn how to set goals

C:A1.7 Understand the importance of planning

C:A1.8 Pursue and develop competency in areas of interest

C:A1.9 Develop hobbies and vocational interests

C:A1.10 Balance between work and leisure time

C:A2 Develop Employment Readiness

C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills

C:A2.2 Apply job readiness skills to seek employment opportunities

C:A2.3 Demonstrate knowledge about the changing workplace

C:A2.4 Learn about the rights and responsibilities of employers and employees

C:A2.5 Learn to respect individual uniqueness in the workplace

C:A2.6 Learn how to write a resume

C:A2.7 Develop a positive attitude toward work and learning

C:A2.8 Understand the importance of responsibility, dependability punctuality, integrity and effort in the workplace

C:A2.9 Utilize time- and task-management skills

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

C:B1 Acquire Career Information

C:B1.1 Apply decision-making skills to career planning, course selection and career transition

C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice

C:B1.3 Demonstrate knowledge of the career-planning process

C:B1.4 Know the various ways in which occupations can be classified

C:B1.5 Use research and information resources to obtain career information

C:B1.6 Learn to use the Internet to access career-planning information

C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice

C:B1.8 Understand how changing economic and societal needs influence employment trends and future training

C:B2 Identify Career Goals

C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals

APPENDIX A

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.

C:C1 Acquire Knowledge to Achieve Career Goals

C:C1.1 Understand the relationship between educational achievement and career success

C:C1.2 Explain how work can help to achieve personal success and satisfaction

C:C1.3 Identify personal preferences and interests influencing career choice and success

C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills

C:C1.5 Describe the effect of work on lifestyle

C:C1.6 Understand the importance of equity and access in career choice

C:C1.7 Understand that work is an important and satisfying means of personal expression

C:C2 Apply Skills to Achieve Career Goals

C:C2.1 Demonstrate how 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

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

PS:A1 Acquire Self-knowledge

PS:A1.1 Develop positive attitudes toward self as a unique and worthy person

PS:A1.2 Identify values, attitudes and beliefs

PS:A1.3 Learn the goal-setting process

PS:A1.4 Understand change is a part of growth

PS:A1.5 Identify and express feelings

PS:A1.6 Distinguish between appropriate and inappropriate behavior

PS:A1.7 Recognize personal boundaries, rights and privacy needs

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

PS:A1.9 Demonstrate cooperative behavior in groups

PS: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

PS:A2 Acquire Interpersonal Skills

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

PS:A2.2 Respect alternative points of view

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

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

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

PS:A2.6 Use effective communications skills

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

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

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

PS:B1 Self-knowledge Application

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

PS:B1.2 Understand consequences of decisions and choices

PS:B1.3 Identify alternative solutions to a problem

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

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

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

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

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

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

PS:B1.10 Identify alternative ways of achieving goals

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

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

STANDARD C: Students will understand safety and survival skills.

PS:C1 Acquire Personal Safety Skills

PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)

PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual

PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact

PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy

PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help

PS:C1.6 Identify resource people in the school and community, and know how to seek their help

PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices

PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse

PS:C1.9 Learn how to cope with peer pressure

PS:C1.10 Learn techniques for managing stress and conflict

PS:C1.11 Learn coping skills for managing life events

APPENDIX A

Developmental Crosswalking Tool

This form is a tool that can be used to initiate and facilitate discussion with the staff to determine which competencies are the most important in planning your overall guidance curriculum.

ACADEMIC DEVELOPMENT DOMAIN				
Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.	**K-2**	**3-5**	**6-8**	**9-12**
Competency A1 Improve Academic Self-Concept				
A:A1.1 articulate feelings of competence and confidence as learners				
A:A1.2 display a positive interest in learning				
A:A1.3 take pride in work and achievement				
A:A1.4 accept mistakes as essential to the learning process				
A:A1.5 identify attitudes and behaviors leading to successful learning				
Competency A2 Acquire Skills for Improving Learning				
A:A2.1 apply time-management and task-management skills				
A:A2.2 demonstrate how effort and persistence positively affect learning				
A:A2.3 use communications skills to know when and how to ask for help when needed				
A:A2.4 apply knowledge and learning styles to positively influence school performance				
Competency A3 Achieve School Success				
A:A3.1 take responsibility for their actions				
A:A3.2 demonstrate the ability to work independently, as well as the ability to work cooperatively with other students				
A:A3.3 develop a broad range of interest and abilities				
A:A3.4 demonstrate dependability, productivity and initiative				
A:A3.5 share knowledge				
Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	**K-2**	**3-5**	**6-8**	**9-12**
Competency B1 Improve Learning				
A:B1.1 demonstrate the motivation to achieve individual potential				
A:B1.2 learn and apply critical thinking skills				
A:B1.3 apply the study skills necessary for academic success at each level				
A:B1.4 seek information and support from faculty, staff, family and peers				
A:B1.5 organize and apply academic information from a variety of sources				
A:B1.6 use knowledge of learning styles to positively influence school performance				
A:B1.7 become a self-directed and independent learner				

ACADEMIC DEVELOPMENT DOMAIN	K-2	3-5	6-8	9-12
Competency B2 Plan to Achieve Goals				
A:B2.1 establish challenging academic goals in elementary, middle/junior high and high school				
A:B2.2 use assessment results in educational planning				
A:B2.3 develop and implement annual plan of study to maximize academic ability and achievement				
A:B2.4 apply knowledge of aptitudes and interests to goal setting				
A:B2.5 use problem-solving and decision-making skills to assess progress toward educational goals				
A:B2.6 understand the relationship between classroom performance and success in school				
A:B2.7 identify post-secondary options consistent with interests, achievement, aptitude and abilities				
STANDARD C: Students will understand the relationship of academics to the world of work and to life at home and in the community.	**K-2**	**3-5**	**6-8**	**9-12**
Competency C1 Relate School to Life Experience				
A:C1.1 demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life				
A:C1.2 seek 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				

APPENDIX A

CAREER DEVELOPMENT DOMAIN				
STANDARD A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	**K-2**	**3-5**	**6-8**	**9-12**
Competency A:1 Develop Career Awareness				
C:A1.1 develop skills to locate, evaluate and interpret career information				
C:A1.2 learn about the variety of traditional and nontraditional occupations				
C:A1.3 develop an awareness of personal abilities, skills, interests and motivations				
C:A1.4 learn how to interact and work cooperatively in teams				
C:A1.5 learn to make decisions				
C:A1.6 learn how to set goals				
C:A1.7 understand the importance of planning				
C:A1.8 pursue and develop competency in areas of interest				
C:A1.9 develop hobbies and vocational interests				
C:A1.10 balance between work and leisure time				
Competency A:2 Develop Employment Readiness				
C:A2.1 acquire employability skills such as working on a team, problem-solving and organizational skills				
C:A2.2 apply job readiness skills to seek employment opportunities				
C:A2.3 demonstrate knowledge about the changing workplace				
C:A2.4 learn about the rights and responsibilities of employers and employees				
C:A2.5 learn to respect individual uniqueness in the workplace				
C:A2.6 learn how to write a resume				
C:A2.7 develop a positive attitude toward work and learning				
C:A2.8 understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace				
C:A2.9 utilize time- and task-management skills				
STANDARD B: Students will employ strategies to achieve future career goals with success and satisfaction.	**K-2**	**3-5**	**6-8**	**9-12**
Competency B:1 Acquire Career Information				
C:B1.1 apply decision-making skills to career-planning, course selection and career transition				
C:B1.2 identify personal skills, interests and abilities, and relate them to current career choice				
C:B1.3 demonstrate knowledge of the career-planning process				
C:B1.4 know the various ways in which occupations can be classified				
C:B1.5 use research and information resources to obtain career information				

CAREER DEVELOPMENT DOMAIN	K-2	3-5	6-8	9-12
C:B1.6 learn to use the Internet to access career-planning information				
C:B1.7 describe traditional and nontraditional career choices and how they relate to career choice				
C:B1.8 understand how changing economic and societal needs influence employment trends and future training				
Competency B:2 Identify Career Goals				
C:B2.1 demonstrate awareness of the education and training needed to achieve career goals				
C:B2.2 assess and modify their educational plan to support career				
C:B2.3 use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience				
C:B2.4 select course work that is related to career interests				
C:B2.5 maintain a career-planning portfolio				
STANDARD C: Students will understand the relationship between personal qualities, education, training and the world of work.	**K-2**	**3-5**	**6-8**	**9-12**
Competency C:1 Acquire Knowledge to Achieve Career Goals				
C:C1.1 understand the relationship between educational achievement and career success				
C:C1.2 explain how work can help to achieve personal success and satisfaction				
C:C1.3 identify personal preferences and interests influencing career choice and success				
C:C1.4 understand that the changing workplace requires lifelong learning and acquiring new skills				
C:C1.5 describe the effect of work on lifestyle				
C:C1.6 understand the importance of equity and access in career choice				
C:C1.7 understand that work is an important and satisfying means of personal expression				
Competency C2 Apply Skills to Achieve Career Goals				
C:C2.1 demonstrate how interests, abilities and 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				

APPENDIX A

PERSONAL/SOCIAL DOMAIN				
STANDARD A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.	**K-2**	**3-5**	**6-8**	**9-12**
Competency A1 Acquire Self-Knowledge				
PS:A1.1 develop positive attitudes toward self as a unique and worthy person				
PS:A1.2 identify values, attitudes and beliefs				
PS:A1.3 learn the goal-setting process				
PS:A1.4 understand change is a part of growth				
PS:A1.5 identify and express feelings				
PS:A1.6 distinguish between appropriate and inappropriate behavior				
PS:A1.7 recognize personal boundaries, rights and privacy needs				
PS:A1.8 understand the need for self-control and how to practice it				
PS:A1.9 demonstrate cooperative behavior in groups				
PS:A1.10 identify personal strengths and assets				
PS:A1.11 identify and discuss changing personal and social roles				
PS:A1.12 identify and recognize changing family roles				
Competency A2 Acquire Interpersonal Skills				
PS:A2.1 recognize that everyone has rights and responsibilities				
PS:A2.2 respect alternative points of view				
PS:A2.3 recognize, accept, respect and appreciate individual differences				
PS:A2.4 recognize, accept and appreciate ethnic and cultural diversity				
PS:A2.5 recognize and respect differences in various family configurations				
PS:A2.6 use effective communications skills				
PS:A2.7 know that communication involves speaking, listening and nonverbal behavior				
PS:A2.8 learn how to make and keep friends				
STANDARD B: Students will make decisions, set goals and take necessary action to achieve goals.	**K-2**	**3-5**	**6-8**	**9-12**
Competency B1 Self-knowledge Application				
PS:B1.1 use a decision-making and problem-solving model				
PS:B1.2 understand consequences of decisions and choices				
PS:B1.3 identify alternative solutions to a problem				
PS:B1.4 develop effective coping skills for dealing with problems				
PS:B1.5 demonstrate when, where and how to seek help for solving problems and making decisions				
PS:B1.6 know how to apply conflict-resolution skills				

PERSONAL/SOCIAL DOMAIN				
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.	**K-2**	**3-5**	**6-8**	**9-12**
Competency C1.0 Acquire Personal Safety Skills				
PS:C1.1 demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)				
PS:C1.2 learn about the relationship between rules, laws, safety and the protection of rights of the individual				
PS:C1.3 learn about the differences between appropriate and inappropriate physical contact				
PS:C1.4 demonstrate the ability to set boundaries, rights and personal privacy				
PS:C1.5 differentiate between situations requiring peer support and situations requiring adult professional help				
PS:C1.6 identify resource people in the school and community, and know how to seek help				
PS:C1.7 apply effective problem-solving and decision-making skills to make safe and healthy choices				
PS:C1.8 learn about the emotional and physical dangers of substance use and abuse				
PS:C1.9 learn how to cope with peer pressure				
PS:C1.10 learn techniques for managing stress and conflict				
PS:C1.11 learn coping skills for managing life events				

APPENDIX A

Curriculum Crosswalking Tool

This form is a tool that can be used to initiate and facilitate discussion with the staff to determine which competencies are the most important in planning your overall guidance curriculum.

Topic of the school guidance curriculum presentation			
Name of the specific lesson orcurriculum, product or company			
ACADEMIC DEVELOPMENT DOMAIN			
Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.			
Competency A1 Improve Academic Self-Concept			
A:A1.1 articulate feelings of competence and confidence as learners			
A:A1.2 display a positive interest in learning			
A:A1.3 take pride in work and achievement			
A:A1.4 accept mistakes as essential to the learning process			
A:A1.5 identify attitudes and behaviors leading to successful learning			
Competency A2 Acquire Skills for Improving Learning			
A:A2.1 apply time-management and task-management skills			
A:A2.2 demonstrate how effort and persistence positively affect learning			
A:A2.3 use communications skills to know when and how to ask for help when needed			
A:A2.4 apply knowledge and learning styles to positively influence school performance			
Competency A3 Achieve School Success			
A:A3.1 take responsibility for their actions			
A:A3.2 demonstrate the ability to work independently, as well as the ability to work cooperatively with other students			
A:A3.3 develop a broad range of interest and abilities			
A:A3.4 demonstrate dependability, productivity and initiative			
A:A3.5 share knowledge			
Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.			
Competency B1 Improve Learning			
A:B1.1 demonstrate the motivation to achieve individual potential			
A:B1.2 learn and apply critical-thinking skills			

Topic of the school guidance curriculum presentation			
Name of the specific lesson orcurriculum, product or company			
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			
ACADEMIC DEVELOPMENT DOMAIN			
Competency B2 Plan to Achieve Goals			
A:B2.1 establish challenging academic goals in elementary, middle/junior high and high school			
A:B2.2 use assessment results in educational planning			
A:B2.3 develop and implement annual plan of study to maximize academic ability and achievement			
A:B2.4 apply knowledge of aptitudes and interests to goal setting			
A:B2.5 use problem-solving and decision-making skills to assess progress toward educational goals			
A:B2.6 understand the relationship between classroom performance and success in school			
A:B2.7 identify post-secondary options consistent with interests, achievement, aptitude and abilities			
STANDARD C: Students will understand the relationship of academics to the world of work and to life at home and in the community.			
Competency C1 Relate School to Life Experience			
A:C1.1 demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life			
A:C1.2 seek 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			

APPENDIX A

Topic of the school guidance curriculum presentation			
Name of the specific lesson orcurriculum, product or company			
CAREER DEVELOPMENT DOMAIN			
STANDARD A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.			
Competency A:1 Develop Career Awareness			
C:A1.1 develop skills to locate, evaluate and interpret career information			
C:A1.2 learn about the variety of traditional and nontraditional occupations			
C:A1.3 develop an awareness of personal abilities, skills, interests and motivations			
C:A1.4 learn how to interact and work cooperatively in teams			
C:A1.5 learn to make decisions			
C:A1.6 learn how to set goals			
C:A1.7 understand the importance of planning			
C:A1.8 pursue and develop competency in areas of interest			
C:A1.9 develop hobbies and vocational interests			
C:A1.10 balance between work and leisure time			
Competency A:2 Develop Employment Readiness			
C:A2.1 acquire employability skills such as working on a team, problem-solving and organizational skills			
C:A2.2 apply job readiness skills to seek employment opportunities			
C:A2.3 demonstrate knowledge about the changing workplace			
C:A2.4 learn about the rights and responsibilities of employers and employees			
C:A2.5 learn to respect individual uniqueness in the workplace			
C:A2.6 learn how to write a resume			
C:A2.7 develop a positive attitude toward work and learning			
C:A2.8 understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace			
C:A2.9 utilize time- and task-management skills			
STANDARD B: Students will employ strategies to achieve future career goals with success and satisfaction.			
Competency B:1 Acquire Career Information			
C:B1.1 apply decision-making skills to career planning, course selection and career transition			
C:B1.2 identify personal skills, interests and abilities, and relate them to current career choice			
C:B1.3 demonstrate knowledge of the career-planning process			

Topic of the school guidance curriculum presentation			
Name of the specific lesson orcurriculum, product or company			
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			
CAREER DEVELOPMENT DOMAIN			
C:B1.6 learn to use the Internet to access career-planning information			
C:B1.7 describe traditional and nontraditional career choices and how they relate to career choice			
C:B1.8 understand how changing economic and societal needs influence employment trends and future training			
Competency B:2 Identify Career Goals			
C:B2.1 demonstrate awareness of the education and training needed to achieve career goals			
C:B2.2 assess and modify their educational plan to support career			
C:B2.3 use employability and job readiness skills in internship, mentoring, shad-owing and/ or other work experience			
C:B2.4 select course work that is related to career interests			
C:B2.5 maintain a career-planning portfolio			
STANDARD C: Students will understand the relationship between personal qualities, education, training and the world of work.			
Competency C:1 Acquire Knowledge to Achieve Career Goals			
C:C1.1 understand the relationship between educational achievement and career success			
C:C1.2 explain how work can help to achieve personal success and satisfaction			
C:C1.3 identify personal preferences and interests influencing career choice and success			
C:C1.4 understand that the changing workplace requires lifelong learning and acquiring new skills			
C:C1.5 describe the effect of work on lifestyle			
C:C1.6 understand the importance of equity and access in career choice			
C:C1.7 understand that work is an important and satisfying means of personal expression			
Competency C2 Apply Skills to Achieve Career Goals			
C:C2.1 demonstrate how interests, abilities and 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			

APPENDIX A

Topic of the school guidance curriculum presentation			
Name of the specific lesson orcurriculum, product or company			
PERSONAL/SOCIAL DOMAIN			
STANDARD A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.			
Competency A1 Acquire Self-Knowledge			
PS:A1.1 develop positive attitudes toward self as a unique and worthy person			
PS:A1.2 identify values, attitudes and beliefs			
PS:A1.3 learn the goal-setting process			
PS:A1.4 understand change is a part of growth			
PS:A1.5 identify and express feelings			
PS:A1.6 distinguish between appropriate and inappropriate behavior			
PS:A1.7 recognize personal boundaries, rights and privacy needs			
PS:A1.8 understand the need for self-control and how to practice it			
PS:A1.9 demonstrate cooperative behavior in groups			
PS:A1.10 identify personal strengths and assets			
PS:A1.11 identify and discuss changing personal and social roles			
PS:A1.12 identify and recognize changing family roles			
Competency A2 Acquire Interpersonal Skills			
PS:A2.1 recognize that everyone has rights and responsibilities			
PS:A2.2 respect alternative points of view			
PS:A2.3 recognize, accept, respect and appreciate individual differences			
PS:A2.4 recognize, accept and appreciate ethnic and cultural diversity			
PS:A2.5 recognize and respect differences in various family configurations			
PS:A2.6 use effective communications skills			
PS:A2.7 know that communication involves speaking, listening and nonverbal behavior			
PS:A2.8 learn how to make and keep friends			
STANDARD B: Students will make decisions, set goals and take necessary action to achieve goals.			
Competency B1 Self-knowledge Application			
PS:B1.1 use a decision-making and problem-solving model			
PS:B1.2 understand consequences of decisions and choices			
PS:B1.3 identify alternative solutions to a problem			
PS:B1.4 develop effective coping skills for dealing with problems			

Topic of the school guidance curriculum presentation			
Name of the specific lesson orcurriculum, product or company			
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			
PERSONAL/SOCIAL DOMAIN			
PS:B1.7 demonstrate a respect and appreciation for individual and cultural differences			
PS:B1.8 know when peer pressure is influencing a decision			
PS:B1.9 identify long- and short-term goals			
PS:B1.10 identify alternative ways of achieving goals			
PS:B1.11 use persistence and perseverance in acquiring knowledge and skills			
PS:B1.12 develop an action plan to set and achieve realistic goals			
STANDARD C: Students will understand safety and survival skills.			
Competency C1.0 Acquire Personal Safety Skills			
PS:C1.1 demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)			
PS:C1.2 learn about the relationship between rules, laws, safety and the protection of rights of the individual			
PS:C1.3 learn about the differences between appropriate and inappropriate physical contact			
PS:C1.4 demonstrate the ability to set boundaries, rights and personal privacy			
PS:C1.5 differentiate between situations requiring peer support and situations requiring adult professional help			
PS:C1.6 identify resource people in the school and community, and know how to seek help			
PS:C1.7 apply effective problem-solving and decision-making skills to make safe and healthy choices			
PS:C1.8 learn about the emotional and physical dangers of substance use and abuse			
PS:C1.9 learn how to cope with peer pressure			
PS:C1.10 learn techniques for managing stress and conflict			
PS:C1.11 learn coping skills for managing life events			

APPENDIX B School Counseling Program Management Agreement (Sample Form)

Secondary School Counseling Program Management Agreement

[COUNSELOR/ADMINISTRATOR AGREEMENT]

School Year _____ School_____ Date _____

Counselor _____ Principal _____

PROGRAMMATIC DELIVERY

The school counseling teams will spend approximately the following time in each component area to ensure the delivery of the school counseling program.

LOCAL SCHOOL TIME PLAN					
Actual Use			Recommended Time		
_____%	of time delivering guidance curriculum	Provides developmental comprehensive guidance program content in a systematic way to all students K-12	Elementary: 35%–45%	Middle/Jr High: 25%–35%	High School 15%–25%
_____%	of time with individual student planning	Assists students and parents in development of academic and career plans	Elementary: 5%–10%	Middle/Jr High: 15%–25%	High School 25%–35%
_____%	of time with responsive services	Addresses the immediate concerns of students	Elementary: 30%–40%	Middle/Jr High: 30%–40%	High School 25%–35%
_____%	of time with system support	Includes program, staff and school support activities and services	Elementary: 10%–15%	Middle/Jr High: 10%–15%	High School 15%–20%

SCHOOL IMPROVEMENT/CLOSING-THE-ACHIEVEMENT-GAP GOALS

	Actual Use	Implementation Time
1		
2		
3		

PROGRAMS, INFORMATION, ASSISTANCE AND OUTREACH

Teachers	Parents	Community

PROGRAMMATIC DELIVERY

The school counseling team will participate in the following professional development:

_____
_____
_____
_____
_____
_____

PROFESSIONAL COLLABORATION

The school counseling department will meet weekly/monthly: circle *all that apply*

A. As a counseling department team **B.** With the school staff (faculty) **C.** With the advisory council

D. With administration **E.** With subject area departments **F.** Other:_____

BUDGET MATERIALS AND SUPPLIES

Yearly Budget
$_____

Needed materials, supplies and expenses:

_____
_____
_____
_____
_____
_____
_____

COUNSELOR AVAILABILITY/OFFICE ORGANIZATION

The school counseling department will be open for student/parent/teacher access from _____ to _____
The department will manage the division of hours by _____
The career center will be open from _____ to _____

ROLE AND RESPONSIBILITIES OF OTHER STAFF AND VOLUNTEERS

_____
_____
_____
_____
_____
_____

THE SCHOOL COUNSELORS WILL BE COMPENSATED FOR EXTRA WORK HOURS BY? *Circle all that apply*

Extra Duty Pay (Fund_____) Comp Time _____ Principal/Counselor Negotiation _____
Flex Schedule _____ No Option for This _____ Other _____

APPENDIX C LaSCM Program Audit (Sample Forms)

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

School _____ Date _____

Counselor _____ Principal _____

Foundation

I. Philosophy

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

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

II. MISSION OF SCHOOL COUNSELING PROGRAMS

The mission articulates the intentionality of the school counseling program. It represents the immediate and long-range impact (i.e., what is desired for every student five to 10 years after graduation).

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

III. DOMAINS AND GOALS

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

CRITERIA	None	In Progress	Completed	Implemented	N/A
3.1 Goals have been written for the school counseling program.					
3.2 Reflect the domains in the LaSCM State Standards for school counseling programs					
3.3 Identify a framework for organization of goals and competencies (knowledge, attitudes and skills)					
3.4 Identify the developmental structure for the school counseling program from K-12 (and beyond) and what will be measured					
3.5 Have been presented to and accepted by administration, counselors and the advisory council					

IV. ASCA NATIONAL STANDARDS/COMPETENCIES

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

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

Delivery System

V. GUIDANCE CURRICULUM

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

CRITERIA	None	In Progress	Completed	Implemented	N/A
5.1 Guidance curriculum for all three domains has been written and adopted based on local site needs.					
5.2 All students receive, in a systematic way, the content to acquire knowledge, attitudes and skills to enhance their academic, career and personal/social development.					
5.3 Content is measurable (by pre/post tests, product creation or other methods).					

CRITERIA	None	In Progress	Completed	Implemented	N/A
5.3 Content is measurable (by pre/post tests, product creation or other methods).					
5.4 Materials, equipment and facilities are available to support the program delivery.					
5.5 Effectiveness of curriculum is evaluated annually.					
5.6 The school guidance curriculum has been presented to and accepted by administration, counselors, and the school counseling advisory council.					

VI. INDIVIDUAL STUDENT PLANNING

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

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

VII. RESPONSIVE SERVICES

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

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

VIII. SYSTEM SUPPORT

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

CRITERIA	None	In Progress	Completed	Implemented	N/A
8.1 System support services have been created collaboratively with counselors and administrators.					
8.2 Counselors provide professional development to staff regarding the school counseling program.					
8.3 Counselors participate in professional development activities.					
8.4 Counselors serve on departmental curriculum committees, district-level subject councils, community committees or advisory councils.					
8.5 Counselors use data to advocate for systematic change to reduce barriers to student learning.					

Management System

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

IX. SCHOOL COUNSELOR/ADMINISTRATOR AGREEMENTS

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

CRITERIA	None	In Progress	Completed	Implemented	N/A
9.1 There is a clear division between assumed accountability for results and assigned duties.					
9.2 The expected results are clearly delineated.					
9.3 Counselors and administrators agree on assignments of counselors.					
9.4 Counselors have decided how to distribute caseload and access to students – alpha assignments, domain specialization, grade level, random, counselor of the day, etc.					
4.5 Have been presented to and accepted by the administration, counselors and the school counseling advisory council					

X. ADVISORY COUNCIL

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

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

APPENDIX C SAMPLE FORMS

XI. USE OF DATA AND STUDENT MONITORING

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

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

XI. USE OF DATA AND STUDENT MONITORING

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

CRITERIA	None	In Progress	Completed	Implemented	N/A
11.1 District- and site-specific data on student achievement are collected and disaggregated.					
11.2 District- and site-specific data on achievement-related data are collected and disaggregated.					
11.3 Standards and competency-related data are collected and disaggregated.					

CRITERIA	None	In Progress	Completed	Implemented	N/A
11.4 Counselors are accountable for monitoring the progress of every student.					
11.5 There is an established means to monitor students' progress in guidance-related competencies, including academic achievement.					
11.6 Each student has a means to document his/her own progress, knows where documentation is kept and how to access documentation.					
11.7 Monitoring activities are determined by district, school site and grade level and are assessed over time.					
11.8 Counselors use data to change policies hindering student achievement.					

XII. USE OF DATA AND CLOSING THE ACHIEVEMENT GAP

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

CRITERIA	None	In Progress	Completed	Implemented	N/A
12.1 The data are disaggregated by variables such as gender, ethnicity and grade level.					
12.2 The data are systemically analyzed to determine where students are and where they ought to be.					
12.3 The identified discrepancies are aligned with the LaSCM State Standards.					
12.4 The identified needs become sources for the determination of closing the achievement gap activities.					
12.5 The identified needs become sources for changing policies and practices in the school hindering student achievement.					

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

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

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

XIV. USE OF TIME/CALENDAR

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

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

APPENDIX C SAMPLE FORMS

Accountability

XV. RESULTS REPORT

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

CRITERIA	None	In Progress	Completed	Implemented	N/A
15.1 There is an established timeline for reporting evidence of the results obtained.					
15.2 Every student is included in the results.					
15.3 The administrator responsible for the school counseling program has been actively involved in the negotiation of the results agreement.					
15.4 A results form for the collection of results data is written and accepted by administration and school counselors.					
15.5 A results form for the collection of data from closing the gap activities is accepted by the administrators and the counselors.					
15.6 There is a results agreement addressing every aspect of the program and the academic, career and personal/ social domains.					
15.7 Process data are collected.					
15.8 Perception data are collected which measure knowledge, attitudes and skills (i.e., pre/post tests; activity completed).					
15.9 Results data are collected and disaggregated measuring behaviors (i.e., graduation rates, attendance, behavior, academic achievement data over time).					
15.10 Immediate, intermediate and long-range data are collected and reviewed.					
15.11 Results are reported to administrators, counselors and the school board.					
15.12 Results are analyzed and used to improve the program in subsequent years.					
15.13 Results are analyzed and used to recommend changes in school policies and practices hindering student achievement.					

XVI. COUNSELOR PERFORMANCE STANDARDS

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

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

XVII. PROGRAM AUDIT

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

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

APPENDIX D Ethical Standards for School Counselors (Sample Forms)

Preamble

School Counselors in Louisiana are professionals who are credentialled in school counseling with unique qualifications and skills to address the academic, personal/social and career development needs of all students. School counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the following tenets of professional responsibility.

- Each person has the right to be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations, regardless of ethnic/racial status, age, economic status, special needs, English as a second language or other language group, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.
- Each person has the right to receive the information and support needed to move toward self-direction and self-development and affirmation within one's group identities, with special care being given to students who have historically not received adequate educational services: students of color, low socio-economic students, students with disabilities and students with non-dominant language backgrounds.
- Each person has the right to understand the full magnitude and meaning of his/her educational choices and how those choices will affect future opportunities.
- Each person has the right to privacy and thereby the right to expect the counselor-student relationship to comply with all laws, policies and ethical standards pertaining to confidentiality in the school setting.

In this document, the LaSCM specifies the principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism among its members. The Ethical Standards for School Counselors (ASCA 2004) were developed to clarify the nature of ethical responsibilities held in common by school counseling professionals. The goals of this document are to:

- Serve as a guide for the ethical practices of all professional school counselors, regardless of level, area, population served or membership in this professional association;
- Provide self-appraisal and peer evaluations regarding counselor responsibilities to students, parents/guardians, colleagues and professional associates, schools, communities and the counseling profession; and
- Inform those served by the school counselor of acceptable counselor practices and expected professional behavior.

A. Responsibilities

A.1. Responsibilities to Students

The school counselor:

a. Has a primary obligation to the student, who is to be treated with respect as a unique individual.

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

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

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

A.2. Confidentiality

The school counselor:

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

b. Keeps information confidential unless disclosure is required to prevent clear and imminent danger to the

student or others or when legal requirements demand that confidential information be revealed. Counselors will consult with appropriate professionals when in doubt as to the validity of an exception.

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

- Student identifies partner or the partner is highly identifiable.
- Counselor recommends the student notify partner and refrain from further high-risk behavior
- Student refuses
- Counselor informs the student of the intent to notify the partner
- Counselor seeks legal consultation as to the legalities of informing the partner
- Requests of the court that disclosure not be required when the release of confidential information may potentially harm a student or the counseling relationship.
- Protects the confidentiality of students' records and releases personal data in accordance with prescribed laws and school policies. Student information stored and transmitted electronically is treated with the same care as traditional student records.
- Protects the confidentiality of information received in the counseling relationship as specified by federal and state laws, written policies and applicable ethical standards. Such information is only to be revealed to others with the informed consent of the student, consistent with the counselor's ethical obligation.
- Recognizes his/her primary obligation for confidentiality is to the student, but balances that obligation with an understanding of the legal and inherent rights of parents/guardians to be the guiding voice in their children's lives.

A.3. Counseling Plans

The school counselor:

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

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

A.4. Dual Relationships

The school counselor:

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

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

A.5. Appropriate Referrals

The school counselor:

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

A.6. Group Work

The school counselor:

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

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

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

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

A.7. Danger to Self or Others

The school counselor:

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

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

A.8. Student Records

The school counselor:

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

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

c. Recognizes the limits of sole-possession records and understands these records are a memory aid for the creator and in absence of privileged communication may be subpoenaed and may become educational records when they 1) are shared with others in verbal or written form, 2) include information other than professional opinion or personal observations and/or 3) are made accessible to others.

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

A.9. Evaluation, Assessment and Interpretation

The school counselor:

a. Adheres to all professional standards regarding selecting, administering and interpreting assessment measures and only utilizes assessment measures that are within the scope of practice for school counselors.

b. Seeks specialized training regarding the use of electronically-based testing programs in administering, scoring and interpreting that may differ from that required in more traditional assessments.

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

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

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

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

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

A.10. Technology

The school counselor:

a. Promotes the benefits of and clarifies the limitations of various appropriate technological applications. The

counselor promotes technological applications (1) that are appropriate for the student's individual needs, (2) that the student understands how to use and (3) for which follow-up counseling assistance is provided.

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

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

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

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

f. Adheres to Louisiana State laws and district policies governing stakeholder communications with the use of in- and out-of-school technology.

A.11. Student Peer Support Program

The school counselor:

a. Has responsibility for coordination and collaboration with student assisstance program personnel.

b. Is responsible for the welfare of students participating in peer-to-peer and cross-age programs under his/her direction.

B. Responsibilities to Parents/Guardians

B.1. Parent Rights and Responsibilities

The school counselor:

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

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

e. Respects the confidentiality of parents/guardians.

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

B.2. Parents/Guardians and Confidentiality

The school counselor:

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

b. Recognizes that working with minors in a school setting may require counselors to collaborate with the parents or guardians of students.

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

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

C. Responsibilities to Colleagues and Professional Associates

C.1. Professional Relationships

The school counselor:

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

b. Treats colleagues with professional respect, courtesy and fairness. The qualifications, views and findings of

colleagues are represented to accurately reflect the image of competent professionals.

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

C.2. Sharing Information with Other Professionals

The professional school counselor:

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

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

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

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

D. Responsibilities to the School and Community

D.1. Responsibilities to the School

The school counselor:

a. Supports and protects the educational program against any infringement not in students' best interest.

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

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

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

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

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

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

D.2. Responsibility to the Community

The school counselor:

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

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

E. Responsibilities to Self

E.1. Professional Competence

The school counselor:

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

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

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

E.2. Diversity

The school counselor:

a. Affirms the diversity of students, staff and families.

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

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

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

F. Responsibilities to the Profession

F.1. Professionalism

The school counselor:

a. Accepts the policies and procedures for handling ethical violations as a credentialled professional of the State of Louisiana.

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

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

d. Adheres to ethical standards contained in the LaSCM, ASCA National Model, other official policy statements, and relevant statutes established by federal, state and local governments, and when these are in conflict works responsibly for change.

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

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

F.2. Contribution to the Profession

a. Actively participates in local, state and national associations fostering the development of professionals.

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

c. Provides support and mentoring to novice professionals.

G. Maintenance of Standards

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

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

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

3. If resolution is not forthcoming at the personal level, the counselor shall utilize the channels established within the school and the school district.

APPENDIX D SAMPLE FORMS

The LaSCM School Counseling Performance Evaluation

School Counselor Name: _____ Date: _____

Evaluator Name: _____ Position: _____

1. For each of the performance standards, rate the counselor using the following scale:

0	1	2	3
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**

2. Also, include any relevant comments for each of the thirteen standards and for the school counselor's overall performance.

	Description	Rating
Standard 1: The professional school counselor plans, organizes and delivers the school counseling program.		
1.1	A program is designed to meet the needs of the school.	
1.2	The school counselor demonstrates interpersonal relationships with students.	
1.3	The school counselor demonstrates positive interpersonal relationships with educational staff.	
1.4	The school counselor demonstrates positive interpersonal relationships with parents or guardians.	
Look for: » Management agreement, data-driven comprehensive plan » Observation of interaction with students, parents/guardians, and educational staff **Comments:**		
Standard 2: The professional school counselor implements the school guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions for all students.		
2.1	The school counselor teaches school guidance units effectively.	
2.2	The school counselor develops materials and instructional strategies to meet student needs and school goals.	
2.3	The school counselor encourages staff involvement to ensure the effective implementation of the school guidance curriculum.	
Look for: » Classroom guidance and group lesson plans, documentation of collaboration, individual and/or small group session logs or sign in sheets **Comments:**		

	Description	Rating
Standard 3: The professional school counselor implements the individual planning component by guiding individuals and groups of students and their parents or guardians through the development of educational and career plans.		
3.1	The school counselor, in collaboration with parents or guardians, helps students establish goals and develop and use planning skills.	
3.2	The school counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information.	
Look for: » Individual Graduation Plan (IGP), career activities, availability and delivery of financial aid information » Delivery of assessment interpretation/school education programs **Comments:**		
Standard 4: The professional school counselor provides responsive services through the effective use of individual and small-group counseling, consultation and referral skills.		
4.1	The school counselor counsels individual students and small groups of students with identified needs and concerns.	
4.2	The school counselor consults effectively with parents or guardians, teachers, administrators and other relevant individuals.	
4.3	The school counselor implements an effective referral process with administrators, teachers and other school personnel.	
Look for: » Resource directory, referral procedures, counselor documentation **Comments:**		
Standard 5: The professional school counselor provides system support through effective school counseling program management and support for other educational programs.		
5.1	The school counselor provides a comprehensive and balanced school counseling program in collaboration with school staff.	
5.2	The school counselor provides support for other school programs.	
Look for: » Documentation of serving as student advocate and member of system support teams such as Advisory Council, SBLC, RTI, SIP, IEP, IAP, etc. **Comments:**		

	Description	Rating
Standard 6: The professional school counselor discusses the counseling department management system and the program action plans with the school administrator.		
6.1	The school counselor discusses the qualities of the school counselor management system with the other members of the counseling staff and has agreement.	
6.2	The school counselor discusses the program results anticipated when implementing the action plans for the school year.	
Look for: » Documents participation in faculty and departmental meetings such as sign in sheets, agendas and minutes with attachments » Mission statement, goals and objectives, indirect and direct services, and action plans **Comments:**		
Standard 7: The professional school counselor is responsible for establishing and convening an advisory council for the school counseling program.		
7.1	The school counselor meets with the advisory committee.	
7.2	The school counselor reviews the school counseling program audit with the council.	
7.3	The school counselor records meeting information.	
Look for: » Audit report, meeting agendas (recommended quarterly), sign-in sheets, minutes with attachments **Comments:**		
Standard 8: The professional school counselor collects and analyzes data to guide program direction and emphasis.		
8.1	The school counselor uses school data to make decisions regarding student choice of classes and special programs.	
8.2	The school counselor uses data from the counseling program to make decisions regarding program revisions.	
8.3	The school counselor analyzes data to ensure every student has equity and access to a rigorous academic curriculum.	
8.4	The school counselor understands and uses data to establish goals and activities to close the gap.	
Look for: » Counselor develops and implements a data-driven comprehensive year long plan based on results from needs assessments, surveys, state standardized tests, and/or district reports » Reports on the percentage of time spent implementing all components of the Louisiana School Counseling Model **Comments:**		

	Description	Rating
Standard 9: The professional school counselor monitors the students on a regular basis as they progress in school.		
9.1	The school counselor is accountable for monitoring every student's progress.	
9.2	The school counselor implements monitoring systems appropriate to the individual school.	
9.3	The school counselor develops appropriate interventions for students as needed and monitors their progress.	
Look for: » Utilizes student system data management reports periodically to review student progress » Collaboration with stakeholders » Process to detect early warning signs **Comments:**		
Standard 10: The professional school counselor uses time and calendars to implement an efficient program.		
10.1	The school counselor uses a master calendar to plan activities throughout the year.	
10.2	The school counselor distributes the master calendar to parents or guardians, staff and students.	
10.3	The school counselor posts a weekly or monthly calendar.	
10.4	The school counselor analyzes time spent providing direct service to students.	
10.5	The school counselor completes calendar(s) of activities/events/presentations and makes available for review by administration. **Program time allocation:**	

	Elementary	Middle	High
Guidance Curriculum	35-45%	25-35%	15-25%
Individual Planning	5-10%	5-10%	25-35%
Responsive Services	30-40%	30-40%	25-35%
System Support	10-15%	10-15%	15-20%
	100%	100%	100%

Look for: » Calendars, agendas, action plans, counselor logs, use of time chart, etc. **Comments:**		

APPENDIX D SAMPLE FORMS

	Description	Rating
Standard 11: The professional school counselor develops a results evaluation for the program.		
11.1	The school counselor measures results attained from school guidance curriculum and closing the gap activities.	
11.2	The school counselor works with members of the counseling team and with the principal to clarify how programs are evaluated and how results are shared.	
11.3	The school counselor knows how to collect process, perception and results data.	
Look for: » Results Reports, departmental meeting agenda and minutes with attachments, evidence of process, perception and/or results data **Comments:**		
Standard 12: The professional school counselor conducts a yearly program audit.		
12.1	The school counselor completes a program audit to determine the degrees to which the school counseling program is being implemented.	
12.2	The school counselor shares the results of the program audit with the advisory council.	
12.3	The school counselor uses the yearly audit to make changes in the school counseling program and calendar for the following year.	
Look for: » Annual program audit, agenda and minutes with attachment from Advisory Council meetings » A program comparison **Comments:**		

	Description	Rating
Standard 13: The professional school counselor is a student advocate, leader, collaborator and a systems change agent.		
13.1	The school counselor promotes academic success of every student.	
13.2	The school counselor promotes equity and access for every student.	
13.3	The school counselor takes a leadership role within the counseling department, the school setting and the community.	
13.4	The school counselor understands reform issues and works to close the achievement gap.	
13.5	The school counselor collaborates with teachers, parents and the community to promote academic success of students.	
13.6	The school counselor builds effective teams by encouraging collaboration among all school staff.	
13.7	The school counselor uses data to recommend systemic change in policy and procedures that limit or inhibit academic achievement.	
Look for: » Individual student academic program planning, advocacy, membership in professional organizations » Participates in and presents at professional development, stakeholder meetings/activities, team building activities » Results reports **Comments:**		
	TOTAL SCORE	
	AVERAGE SCORE	

Overall performance comments by Evaluator:

Comments by School Counselor:

Signatures

School Counselor Name: _____ Date: _____

Evaluator Name: _____ Date: _____

APPENDIX E Glossary

Academic achievement: attainment of educational goals, as 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. Responsibility for counselor performance, program implementation and results.

Action plan: how the counselor, or others, intend to achieve the desired result or competency; items in an action plan include: domain, standard and competency, actual activity and curriculum, time of completion of activity, data used, means of evaluation and the expected result for the student(s).

Advisory council: An advisory council is a representation 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.

Advocacy: Actively supporting causes, ideas or policies that promote and assist student academic, career and personal/social needs. One form of advocacy is the process of actively identifying underrepresented students and supporting them in their efforts to perform at their highest level of academic achievement.

Appraisal: evaluation instrument containing competencies, indicators and descriptors.

Articulation: A process for coordinating the linking of two or more educational systems within a community.

Assessment: a tool used to measure the criteria; includes competencies, indicators and descriptors.

Career development: the necessary skills and attitudes for successful transition from school to work or post-secondary training or education.

Certified: school counselors that have a Louisiana State certification.

Closing the Achievement Gap: refers to the difference in achievement levels generally between privileged students and students of color or low socio-economic status

Collaboration: a partnership where two or more individuals or organizations actively work together on a project or problem.

Competencies: define the specific knowledge, attitudes and skills students should obtain.

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

Consultation: a process of sharing information and ideas.

Cooperation: working in conjunction with others in a supportive way.

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

Crosswalk (LaSCM and ASCA National Standards): a matrix used in standards and curriculum alignment. The matrix lists all standards, competencies and indicators; it makes the alignment visible by showing specifically where each competency is taught developmentally by grade or within a guidance lesson.

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

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

Developmental counseling program: school counseling curriculum based on the developmental age of the student and conducted on a regular and planned basis to assist students in achieving specified competencies.

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

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

APPENDIX E

Evaluation: a process used by an individual or group to determine progress or quality; evaluation is a key element in any improvement process.

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

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

Guidance curriculum: the guidance curriculum component consists of structured developmental lessons designed to assist students in achieving the competencies and is presented systematically through classroom and group activities K-12.

Inappropriate school counseling activities: any activity or duty not related to the development, implementation, or evaluation of the counseling program.

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

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

Leadership: capacity or ability to guide others; counselors use their leadership skills in their department and in their advocacy role.

Management agreement: a statement of responsibility negotiated between the principal and counselor that include office organization, how a program is carried out, and accountability criteria and specific results.

Management system: The management system addresses the allocation of resources to best address the goals and needs of the program. Individual staff responsibilities, accountability and the cooperation among resource persons responsible for program results are outlined.

Master calendar: A master calendar of guidance events is maintained by the school counseling staff and is 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: This is a statement which outlines the purpose or vision of the school counseling program. It is the long range desired outcome for students. This statement must be compatible with the stated purpose or mission of the school system within which the program operates.

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

Performance appraisal: assessment of agreed-upon goals, contributions to the school counseling program, and personal and professional characteristics. Specifies contract status recommendations and indicates summative evaluation of school counselor effectiveness.

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

Personal/social development: maximizing each student's individual growth and social maturity in the areas of personal management and social interaction.

Philosophy: A set of principles guiding the development, implementation and evaluation of the program.

Process data: method of evaluation using figures, such as numbers of students served groups and classroom visits, to show the activities, rather than the results from the activities.

School counselor: state-certified school counselor. Most school counselors have a master's degree in school counseling.

Professionalism: counselors adhere to ethical, legal and professional standards developed by state and national school counseling organizations.

Program: A coherent sequence of instruction based upon a validated set of competencies.

Program audit: assessment of the school counseling program on the components of the LaSCM State Model; the 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.

APPENDIX E

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

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 program activities; contains process, perception and outcome data.

Standards: the LaSCM State Model addresses four types of standards. They are content standards, program standards, performance standards and ethical standards. Standards are statements of what should be done in each area.

Student success: a broad term for student achievement.

Systemic change: Change affecting the entire system; transformational; change affecting more than an individual or series of individuals; focus of the change is upon the dynamic of the environment, not the individual.

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

Use of data: the use of data to effect change within the school system is essential to ensure that all students receive the benefits of a school counseling program. School counselors know how to evaluate data from their school site.

APPENDIX F Recognized ASCA Model Program (RAMP)

Drive your school counseling program to the next level. Show your administrators, school board and the community at large that you're committed to delivering a comprehensive, data-driven school counseling program. Apply for the Recognized ASCA Model Program (RAMP) designation from the American School Counselor Association.

Based on the ASCA National Model: A Framework for School Counseling Programs, the RAMP designation:

- Gives you the confidence that your program aligns with a nationally accepted and recognized model
- Helps you evaluate your program and identify areas for improvement
- Increases your skills and knowledge of school counseling
- Enhances your program's efforts toward academic achievement and student success
- Identifies your school as an exemplary educational environment

RAMP applications are reviewed three times a year. Submission deadlines are Jan. 1, March 1 and Oct. 1. For more information about the many benefits of achieving RAMP status and to apply, visit www.schoolcounselor.org and click on "National Model and RAMP."

APPENDIX G **References**

American School Counselor Association. (2003). *The ASCA national model: A framework for school counseling programs*. Alexandria, VA: Author.

American School Counselor Association (2005). *The ASCA national model: A framework for school counseling programs, second edition*. Alexandria, VA: Author.

Arizona Department of Education (2002). *The Arizona comprehensive competency-based guidance program handbook*. Tucson, AZ: Center for Educational Development.

Bowers, J. L. & Colonna, H. A. (2001). *Tucson Unified School District Guidance and Counseling Program Handbook*. Tucson, AZ: Tucson Unified School District.

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

Connecticut School Counselor Association & The Connecticut Association for Counselor Education and Supervision (2000). *Connecticut comprehensive school counseling program*. Connecticut. Author.

Dahir, C. A., Sheldon, C. B. & Valiga, M. J. (1998). *Vision into action: Implementing the national standards for school counseling programs*. Alexandria, VA: American School Counselor Association Press.

Gysbers, N. C., & Henderson, P. (2000). *Developing and managing your school guidance program (3rd ed)*. Alexandria, VA: American Counseling Association.

Hatch, T. & Holland, L. A. (2001). *Moreno valley unified district school counselor academy handbook*. Moreno Valley, CA: Moreno Valley Unified School District.

Henderson, P. & Gysbers, C. N. (1998). *Leading and managing your school guidance staff*. Alexandra, VA: American Counseling Association.

Herr, E. L., & Erford, B. T. (2007). *Historical roots and future issues. In B. T. Erford (Ed.), Transforming the school counseling profession (pp. 74-97)*. Upper Saddle River, NJ: Pearson.

Johnson, C. D. & Johnson, S. K. (2001). *Results-based student support programs: Leadership academy workbook*. San Juan Capistrano, CA: Professional Update.

Louisiana Department of Education. (2010). *Bulletin 746-LA standards for state certification of school personnel*. Retrieved June 17, 2010 from Louisiana Department of Education Website, http://www.doe.state.la.us/lde/bese/1041.html

Martin, P. J. & House, R. M. (2002). *Transforming school counseling in the transforming school counseling initiative*. Washington, DC: The Education Trust.

Moreno Valley Unified School District (2000). *Comprehensive school counseling and guidance program: The implementation year*. Moreno Valley, CA: Author.

Myrick, R. D. (2003). *Developmental guidance and counseling: A practical approach*. (4th ed). Minneapolis, MN: Education Media Corporation.

Sink, C. A., & Stroh, H. R. (2003). Raising achievement test scores of early elementary school students through comprehensive school counseling programs. *Professional School Counseling, 6(5), 350*. Retrieved September 17, 2007, from EBSCOHOST.

APPENDIX G

Stone, C. B., & Dahir, C. A. (2004). School counselor accountability: A MEASURE of student success. *Upper Saddle River, NJ: Pearson Education, Inc*.

The Education Trust (1997). *The national guidance and counseling reform program*. Washington, DC: Author

The Education Trust (2002). *National school counselor initiative: Met Life Foundation*. Washington, DC: Author.

Van Zandt, Z., Burke, K. H., & DeRespino, M. J. (1998). What a school adminis¬trator needs to know about comprehensive school counseling programs. In C. Dykman (Ed.), Maximizing school guidance program effectiveness: A guide for school admin¬istrators & program directors (pp. 1-7). Greensboro, NC: ERIC/CASS.

Louisiana Department of
EDUCATION

Louisiana Department of Education
1201 North Third Street
Baton Rouge, LA 70802-5243
877.453.2721 | www.louisianaschools.net

HIGH VALUE
HIGH SCHOOLS
FOR LOUISIANA