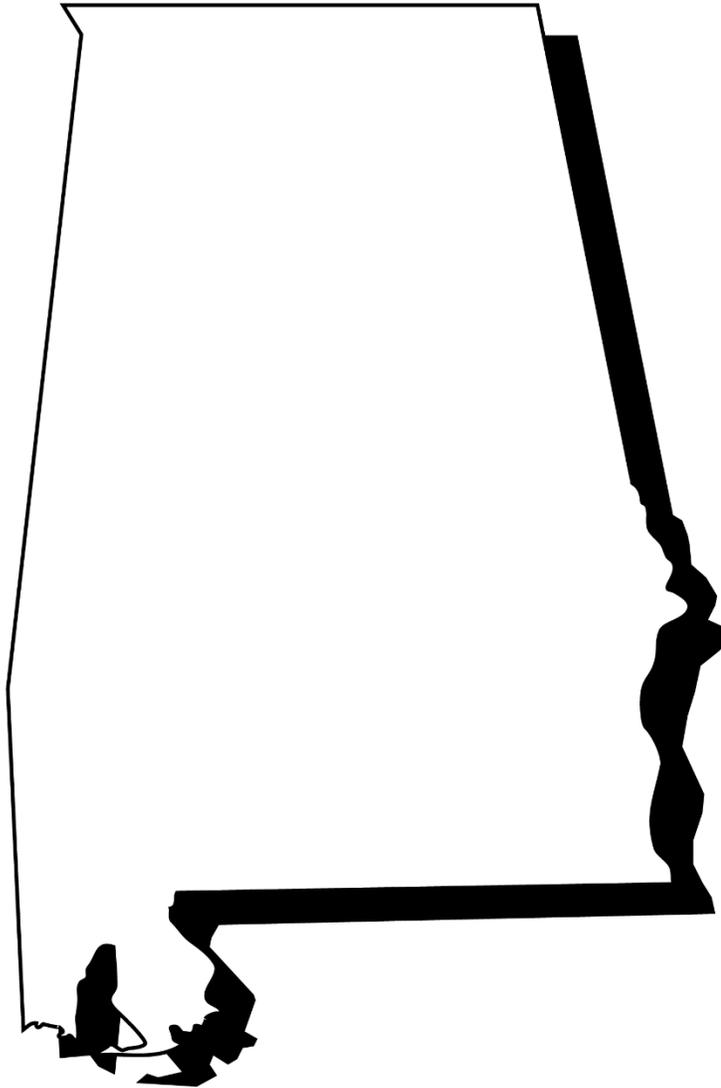


**Comprehensive Counseling
and Guidance State Model
for Alabama Public Schools**



**Ed Richardson
State Superintendent of Education
ALABAMA STATE DEPARTMENT OF EDUCATION
Bulletin 2003, No. 89**



**Message from the
State Superintendent of Education**

The *Comprehensive Counseling and Guidance State Model for Alabama Public Schools* (the State Plan), Bulletin 2003, No. 89, presents a sound basis for the development of an effective counseling and guidance program at the local education agency and at the individual school level. The focus of the counseling and guidance model is to address students' needs in the areas of academic, career, and personal/social development.

Local school systems and local schools should develop and implement counseling and guidance programs in accordance with the Minimum Requirements for School Counseling and Guidance Programs in Alabama set forth in this document. This document provides the foundation upon which students, parents/guardians, educators, and the local community can build partnerships for collaboration in providing productive counseling and guidance programs that prepare all students to function successfully as citizens in the twenty-first century.

I support the 2003 *Comprehensive Counseling and Guidance State Model for Alabama Public Schools* as a model for preparing students for a bright future. If our students are to achieve success as adults, they must not only be prepared through their academic endeavors in our schools, but must also be prepared to achieve success in their career pursuits and personal goals.

Ed Richardson
State Superintendent of Education

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Preface

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

The *Comprehensive Counseling and Guidance State Model for Alabama Public Schools* (the State Plan), Bulletin 2003, No. 89, presents a model that helps prepare students for success in academic, career, and personal/social development. Counseling and guidance is an integral part of each school's total educational program. The counseling and guidance program helps students achieve their full potential through four program delivery components: School Guidance Curriculum, Individual Student Planning, Responsive Services, and System Support. This document and *The ASCA National Model: A Framework for School Counseling Programs* should be used by all Alabama public schools for developing and implementing comprehensive, outcome-based school counseling and guidance programs that meet the needs of all students.



Acknowledgments

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

Counseling and Guidance State Plan Task Force

Didi Barron, Ph.D., Counselor, Stevenson Elementary School, Jackson County Board of Education
Mary Barrows, Counselor, Sanford Avenue Elementary School, Eufaula City Board of Education
Elizabeth Camp, Counselor, Dalraida Elementary School, Montgomery County Board of Education
Karla D. Carmichael, Ph.D., Counselor Educator, The University of Alabama, Tuscaloosa
David E. Carroll, Ph.D., Counselor, Central High School, Tuscaloosa City Board of Education
Nancy Fortner, Guidance Services Coordinator, Huntsville City Board of Education
Gloria M. Harville, Counseling and Guidance Specialist (K-8), Birmingham City Board of Education
Patty Hughston, Counseling and Guidance Supervisor, Mobile County Board of Education
Maxine Johnson, Intervention Supervisor, Baldwin County Board of Education
Joyce Morgan, Counseling and Guidance Coordinator, Auburn City Board of Education
Sheryl Nelson, Counselor, Central High School, Lowndes County Board of Education
Emily Ray, Counselor, Austin High School, Decatur City Board of Education
Glenda Reynolds, Ed.D., Counselor Educator, Auburn University at Montgomery
Gale Satchel, Counselor, Deshler High School, Tuscumbia City Board of Education
Susan Seng, Guidance and Testing Supervisor, Shelby County Board of Education
Gloria F. Smith, Guidance Services and Testing Coordinator, Dallas County Board of Education
Larry Tyson, Ph.D., Counselor Educator, University of Alabama at Birmingham

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State Department of Education personnel who managed the development process were:

Joseph B. Morton, Ph.D., Deputy State Superintendent for Instructional Services;
Eddie R. Johnson, Ph.D., Assistant State Superintendent of Education;
Anita Buckley Commander, Ed.D., Director, Classroom Improvement;
Cynthia C. Brown, Coordinator, Curriculum and Programs, Classroom Improvement;
Julia E. Felder, Counseling and Guidance Specialist, Classroom Improvement;
Dariel F. Oliver, Counseling and Guidance Specialist, Classroom Improvement; and
Margaret L. Smith, Guidance and Technology Specialist, Career/Technical Education.

Leigh Ann Kyser, clerical support staff, Curriculum and Programs, Classroom Improvement, assisted with the preparation of the document.

Mary Nell Shaw, Graphic Arts Specialist, Communication Section, assisted in the development of the graphic designs.

Susan J. Blankenship, (retired) Education Specialist, State Department of Education, edited and proofread the document.

Comprehensive Counseling and Guidance State Model for Alabama Public Schools

Introduction

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

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

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

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

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

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

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



Mission Statement

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

The comprehensive counseling and guidance programs provided by counselors in Alabama public schools are based on the following tenets:

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

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



Program Benefits

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

Benefits for Students

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

Benefits for Parents/Guardians

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

Benefits for Teachers

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

Benefits for Administrators

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

Benefits for Boards of Education

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

Benefits for School Counselors

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

Benefits for Counselor Educators

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

Benefits for Communities

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

Benefits for Postsecondary Education

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

Benefits for Student Services Personnel

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



Program Delivery Components

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

School Guidance Curriculum

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

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

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

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

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

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

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

Individual Student Planning

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

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

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

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

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

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

Responsive Services

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

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

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

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

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

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

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

System Support

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

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

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

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

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

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

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

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

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

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

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

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

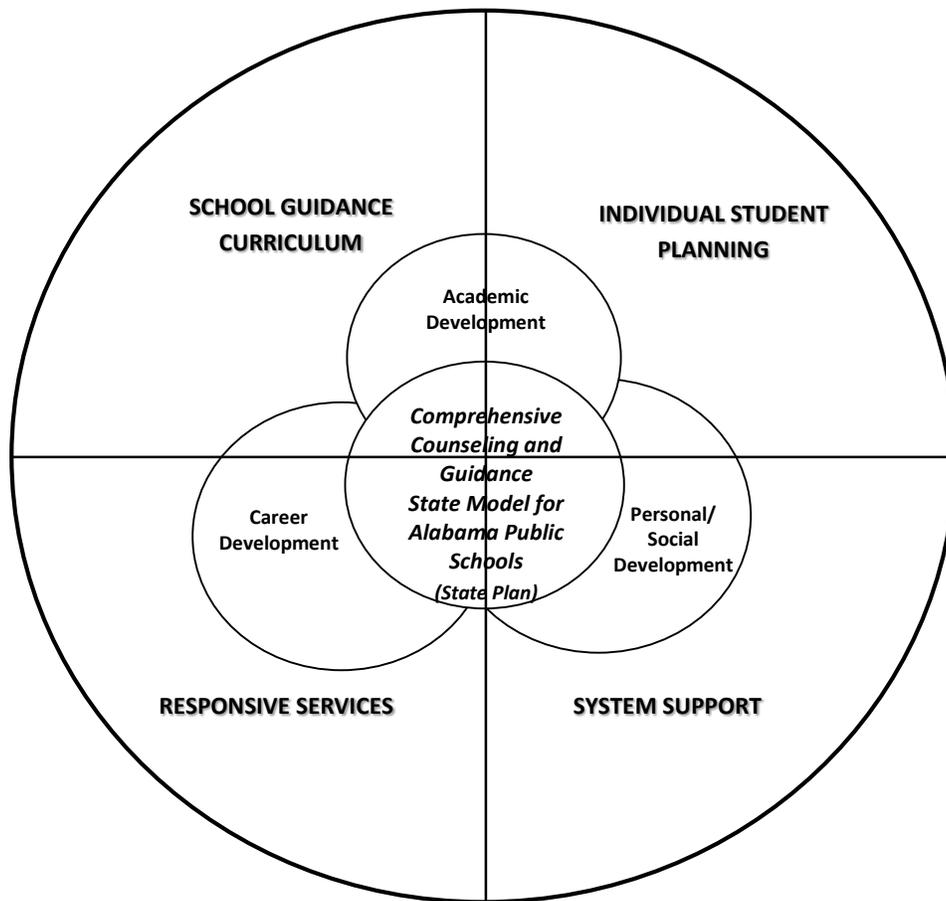


Figure 1

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

Note: These lists represent examples and are not exhaustive.

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



Program Structural Components

Local Education Agency (LEA) Counseling and Guidance Advisory Committee

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

Individual School Counseling and Guidance Advisory Committee

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

Counseling and Guidance Department Organization

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

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

Coordinators' Role

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

Principals' Role

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

Counselors' Role

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

Elementary School Counselors

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

Middle School Counselors

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

High School Counselors

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

Teachers' Role

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

Guidance Resources

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

Use of Time

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

Figure 2

Suggested Distribution of Total Counselor Time*			
	<i>Percentage Rate</i>		
	Elementary School	Middle/Junior High School	High School
School Guidance Curriculum	35—45	25—35	15—25
Individual Student Planning	5—10	15—25	25—35
Responsive Services	30—40	30—40	25—35
System Support	10—15	10—15	15—20
	100	100	100

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



Program Goals for Students

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

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

ASCA National Standards for Students*

Academic Development

- Standard A. Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.
- Standard B. Students will complete school with academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
- Standard C. Students will understand the relationship of academics to the world of work and to life at home and in the community.

Career Development

- Standard A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
- Standard B. Students will employ strategies to achieve future career goals with success and satisfaction.
- Standard C. Students will understand the relationship between personal qualities, education, training and the world of work.

Personal/Social Development

- Standard A. Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.
- Standard B. Students will make decisions, set goals, and take necessary action to achieve goals.
- Standard C. Students will understand safety and survival skills.

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

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

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

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

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

Guidance Curriculum Scope and Sequence Chart*

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

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

Guidance Curriculum Scope and Sequence Chart (Continued)

ACADEMIC DEVELOPMENT DOMAIN		K-2	3-5	6-8	9-12
Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.					
I N D I C A T O R S	Competency A:B1 Improve Learning				
	A:B1.1 demonstrate the motivation to achieve individual potential		●	○	○
	A:B1.2 learn and apply critical-thinking skills		●	○	○
	A:B1.3 apply the study skills necessary for academic success at each level	●	○	○	○
	A:B1.4 seek information and support from faculty, staff, family and peers			●	○
	A:B1.5 organize and apply academic information from a variety of sources			●	○
	A:B1.6 use knowledge of learning styles to positively influence school performance			●	○
	A:B1.7 become a self-directed and independent learner		●	○	○
	Competency A:B2 Plan to Achieve Goals				
	A:B2.1 establish challenging academic goals in elementary, middle/junior high and high school		●	●	●
	A:B2.2 use assessment results in educational planning			●	○
	A:B2.3 develop and implement annual plan of study to maximize academic ability and achievement*			●	●
	A:B2.4 apply knowledge of aptitudes and interests to goal setting			●	○
	A:B2.5 use problem-solving and decision-making skills to assess progress toward educational goals			●	○
A:B2.6 understand the relationship between classroom performance and success in school	●	○	○	○	
A:B2.7 identify postsecondary options consistent with interests, achievement, aptitude and abilities			●	○	
STANDARD C: Students will understand the relationship of academics to the world of work and to life at home and in the community.					
I N D I C A T O R S	Competency A:C1 Relate School to Life Experience				
	A:C1.1 demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life		●	○	○
	A:C1.2 seek cocurricular and community experiences to enhance the school experience			●	○
	A:C1.3 understand the relationship between learning and work	●	○	○	○
	A:C1.4 demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals			●	○
	A:C1.5 understand that school success is the preparation to make the transition from student to community member			●	○
	A:C1.6 understand how school success and academic achievement enhance future career and vocational opportunities		●	○	○

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

Guidance Curriculum Scope and Sequence Chart (Continued)

CAREER DEVELOPMENT DOMAIN		K-2	3-5	6-8	9-12
STANDARD A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.					
I N D I C A T O R S	Competency C:A1 Develop Career Awareness				
	C:A1.1 develop skills to locate, evaluate and interpret career information			●	○
	C:A1.2 learn about the variety of traditional and nontraditional occupations	●	○	○	○
	C:A1.3 develop an awareness of personal abilities, skills, interests and motivations	●	○	○	○
	C:A1.4 learn how to interact and work cooperatively in teams		●	○	○
	C:A1.5 learn to make decisions		●	○	○
	C:A1.6 learn how to set goals		●	○	○
	C:A1.7 understand the importance of planning			●	○
	C:A1.8 pursue and develop competency in areas of interest			●	○
	C:A1.9 develop hobbies and vocational interests	●	○	○	○
	C:A1.10 balance between work and leisure time		●	○	○
	Competency C:A2 Develop Employment Readiness				
	C:A2.1 acquire employability skills such as working on a team and problem-solving and organizational skills			●	○
	C:A2.2 apply job readiness skills to seek employment opportunities				●
	C:A2.3 demonstrate knowledge about the changing workplace				●
	C:A2.4 learn about the rights and responsibilities of employers and employees				●
	C:A2.5 learn to respect individual uniqueness in the workplace				●
	C:A2.6 learn how to write a resume				●
	C:A2.7 develop a positive attitude toward work and learning	●	○	○	○
C:A2.8 understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace			●	○	
C:A2.9 utilize time- and task-management skills	●	○	○	○	

Guidance Curriculum Scope and Sequence Chart (Continued)

CAREER DEVELOPMENT DOMAIN		K-2	3-5	6-8	9-12
STANDARD B: Students will employ strategies to achieve future career goals with success and satisfaction.					
I N D I C A T O R S	Competency C:B1 Acquire Career Information				
	C:B1.1 apply decision-making skills to career planning, course selection and career transition			●	○
	C:B1.2 identify personal skills, interests and abilities and relate them to current career choice	●	○	○	○
	C:B1.3 demonstrate knowledge of the career-planning process			●	○
	C:B1.4 know the various ways in which occupations can be classified		●	○	○
	C:B1.5 use research and information resources to obtain career information			●	○
	C:B1.6 learn to use the Internet to access career-planning information			●	○
	C:B1.7 describe traditional and nontraditional career choices and how they relate to career choice		●	○	○
	C:B1.8 understand how changing economic and societal needs influence employment trends and future training			●	○
	Competency C:B2 Identify Career Goals				
	C:B2.1 demonstrate awareness of the education and training needed to achieve career goals	●	○	○	○
	C:B2.2 assess and modify their educational plan to support career				●
	C:B2.3 use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience			●	○
	C:B2.4 select course work that is related to career interests			●	○
	C:B2.5 maintain a career-planning portfolio			●	○
STANDARD C: Students will understand the relationship between personal qualities, education, training and the world of work.					
I N D I C A T O R S	Competency C:C1 Acquire Knowledge to Achieve Career Goals				
	C:C1.1 understand the relationship between educational achievement and career success	●	○	○	○
	C:C1.2 explain how work can help to achieve personal success and satisfaction		●	○	○
	C:C1.3 identify personal preferences and interests influencing career choice and success			●	○
	C:C1.4 understand that the changing workplace requires lifelong learning and acquiring new skills			●	○
	C:C1.5 describe the effect of work on lifestyle			●	○
	C:C1.6 understand the importance of equity and access in career choice		●	○	○
	C:C1.7 understand that work is an important and satisfying means of personal expression	●	○	○	○

Guidance Curriculum Scope and Sequence Chart (Continued)

CAREER DEVELOPMENT DOMAIN			K-2	3-5	6-8	9-12
I N D I C A T O R S	Competency C:C2 Apply Skills to Achieve Career Goals					
	C:C2.1	demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals		●	○	○
	C:C2.2	learn how to use conflict management skills with peers and adults	●	○	○	○
	C:C2.3	learn to work cooperatively with others as a team member		●	○	○
	C:C2.4	apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences			●	○
PERSONAL/SOCIAL DEVELOPMENT DOMAIN			K-2	3-5	6-8	9-12
STANDARD A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.						
I N D I C A T O R S	Competency PS:A1 Acquire Self-Knowledge					
	PS:A1.1	develop positive attitudes toward self as a unique and worthy person	●	○	○	○
	PS:A1.2	identify values, attitudes and beliefs	●	○	○	○
	PS:A1.3	learn the goal-setting process		●	○	○
	PS:A1.4	understand change is a part of growth	●	○	○	○
	PS:A1.5	identify and express feelings	●	○	○	○
	PS:A1.6	distinguish between appropriate and inappropriate behavior	●	○	○	○
	PS:A1.7	recognize personal boundaries, rights and privacy needs	●	○	○	○
	PS:A1.8	understand the need for self-control and how to practice it	●	○	○	○
	PS:A1.9	demonstrate cooperative behavior in groups		●	○	○
	PS:A1.10	identify personal strengths and assets		●	○	○
	PS:A1.11	identify and discuss changing personal and social roles		●	○	○
	PS:A1.12	identify and recognize changing family roles	●	○	○	○
	Competency PS:A2 Acquire Interpersonal Skills					
	PS:A2.1	recognize that everyone has rights and responsibilities	●	○	○	○
	PS:A2.2	respect alternative points of view		●	○	○
	PS:A2.3	recognize, accept, respect and appreciate individual differences	●	○	○	○
	PS:A2.4	recognize, accept and appreciate ethnic and cultural diversity	●	○	○	○
	PS:A2.5	recognize and respect differences in various family configurations	●	○	○	○
PS:A2.6	use effective communications skills	●	○	○	○	
PS:A2.7	know that communication involves speaking, listening and nonverbal behavior	●	○	○	○	
PS:A2.8	learn how to make and keep friends	●	○	○	○	

Guidance Curriculum Scope and Sequence Chart (Continued)

PERSONAL/SOCIAL DEVELOPMENT DOMAIN		K-2	3-5	6-8	9-12
STANDARD B: Students will make decisions, set goals and take necessary action to achieve goals.					
I N D I C A T O R S	Competency PS:B1 Self-knowledge Application				
	PS:B1.1 use a decision-making and problem-solving model		●	○	○
	PS:B1.2 understand consequences of decisions and choices	●	○	○	○
	PS:B1.3 identify alternative solutions to a problem	●	○	○	○
	PS:B1.4 develop effective coping skills for dealing with problems	●	○	○	○
	PS:B1.5 demonstrate when, where and how to seek help for solving problems and making decisions	●	○	○	○
	PS:B1.6 know how to apply conflict-resolution skills	●	○	○	○
	PS:B1.7 demonstrate a respect and appreciation for individual and cultural differences	●	○	○	○
	PS:B1.8 know when peer pressure is influencing a decision	●	○	○	○
	PS:B1.9 identify long- and short-term goals			●	○
	PS:B1.10 identify alternative ways of achieving goals			●	○
	PS:B1.11 use persistence and perseverance in acquiring knowledge and skills		●	○	○
	PS:B1.12 develop an action plan to set and achieve realistic goals			●	○
STANDARD C: Students will understand safety and survival skills.					
I N D I C A T O R S	Competency PS:C1 Acquire Personal Safety Skills				
	PS:C1.1 demonstrate knowledge of personal information (telephone number, home address, emergency contact)	●	○	○	○
	PS:C1.2 learn about the relationship between rules, laws, safety and the protection of rights of the individual	●	○	○	○
	PS:C1.3 learn about the differences between appropriate and inappropriate physical contact	●	○	○	○
	PS:C1.4 demonstrate the ability to set boundaries, rights and personal privacy		●	○	○
	PS:C1.5 differentiate between situations requiring peer support and situations requiring adult professional help		●	○	○
	PS:C1.6 identify resource people in the school and community, and know how to seek their help	●	○	○	○
	PS:C1.7 apply effective problem-solving and decision-making skills to make safe and healthy choices	●	○	○	○
	PS:C1.8 learn about the emotional and physical dangers of substance use and abuse	●	○	○	○
	PS:C1.9 learn how to cope with peer pressure		●	○	○
	PS:C1.10 learn techniques for managing stress and conflict	●	○	○	○
PS:C1.11 learn coping skills for managing life events			●	○	



Minimum Requirements for School Counseling and Guidance Programs in Alabama

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

Organizational Framework, Activities, and Time

1. Every school system and school must implement a comprehensive counseling and guidance program that:
 - a. Ensures that each counselor develops and follows a planned calendar of activities;
 - b. Ensures that 100 percent of each counselor's time is spent in providing guidance services through the four program delivery components: School Guidance Curriculum, Individual Student Planning, Responsive Services, and System Support; and
 - c. Ensures that each counselor participates annually in a planned professional development program designed to strengthen identified needs of the counseling and guidance program and/or the counselor as well as to foster ethical standards.
2. Every school system and school must provide for performance-based evaluation of counselors. The elements of this evaluation must conform to the duties and responsibilities of the counselor as stated in the *Comprehensive Counseling and Guidance State Model for Alabama Public Schools* (the State Plan), Bulletin 2003, No. 89.
3. Every school system and school should make provisions for new counselors to attend the Alabama Department of Education Counselor Academy as well as encourage experienced counselors to attend this professional development opportunity.
4. Every school system and school must establish a counseling and guidance advisory committee to assist in the development and implementation of the comprehensive counseling and guidance program.

Competencies

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

Structural Components

6. All schools must provide counseling and guidance services performed by certified school counselors for all students in Grades K-12 at a ratio designated by the Southern Association of Colleges and Schools for the type of school.
7. Every school system and school must implement a comprehensive counseling and guidance program and ensure that a person is appointed at the system level to coordinate and monitor the delivery of counseling and guidance services to all students.

School Guidance Curriculum

8. Every school system and school must implement a comprehensive counseling and guidance program that:
 - a. Ensures that each counselor engages in counseling with students in small groups to influence responsible student behavior and enhance student academic achievement; and
 - b. Ensures that each counselor implements a planned sequential program of large-group guidance activities designed to teach students the competencies identified in the three domains of Academic Development, Career Development, and Personal/Social Development in a fashion that enhances the instructional program and focuses on increasing student achievement.

Individual Student Planning

9. Every school system and school must implement a comprehensive counseling and guidance program that:
 - a. Ensures that each counselor engages in counseling with students in individual settings that facilitate responsible student behavior and enhance student academic achievement;
 - b. Ensures that each Grades 8-12 counselor guides students in the development and annual revision of a high school four-year educational plan and requires students to maintain an educational/career planning portfolio of study based on legislative and other graduation requirements. (The selection of the high school four-year educational plan shall be approved in writing by the parents or guardians and become part of the educational/career planning portfolio.);
 - c. Ensures that each counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information; and
 - d. Ensures that each counselor provides equal access and appropriate placement for all students by utilizing test data and other available information that identifies interests, achievement levels, and aptitudes.

Responsive Services

10. Every counselor must assist in the early identification of students at risk of school failure and must facilitate in the delivery of preventive and interventive services.
11. Every counselor must consult with students, parents, teachers, community agencies, and others (nurses, attendance officers, school psychologists, school social workers) regarding strategies to help students achieve personal and academic advancement.

System Support

12. Every school system and school must implement a comprehensive counseling and guidance program that:
 - a. Ensures that each counselor organizes and manages the counseling and guidance program to provide equal access and the most effective delivery of services to students, staff, parents, and the community;
 - b. Conducts systematic evaluations and follow-up studies to determine the need for program revision;
 - c. Promotes awareness of the program components to students, staff, and the community; and
 - d. Ensures that each counselor coordinates guidance services with all aspects of the school program in conjunction with other school staff and community resources.

Resources

13. Every school system and school must provide facilities that are easily accessible and allow for the implementation of a comprehensive counseling and guidance program. Minimum facility requirements for delivery of counseling and guidance services include facilities that:
 - a. Provide private office(s) properly equipped with locked files for counseling records,
 - b. Provide private telephone line(s) for confidential telephone conversations,
 - c. Are adequate in size for conducting small-group counseling and classroom-guidance activities, and
 - d. Ensure adequate space for reception areas and for organizing and displaying guidance materials.
14. Every school system and school must provide resource materials that are relevant to the program, appropriate for the community, and of sufficient quantity to be useful.



Program Accountability Components

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

MONITORING STUDENT PROGRESS

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

Student Data

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

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

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

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

Achievement-related data include:

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

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

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

Disaggregated Data

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

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

Data Over Time

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

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

MONITORING PROGRAM PROGRESS

Program Evaluations

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

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

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

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

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

Student Results Evaluations

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

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

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

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

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

Program Audits

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

PERSONNEL EVALUATIONS

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

The complete list of criteria, including the PEPE Data Sources; Counselor Surveys; and Competencies, Indicators, and Definitions Items for Counselors, is located in Appendix B of this document. The complete manual for the *Alabama PEPE Program for Counselors* can be accessed at www.alsde.edu.



Program Development and Implementation Components

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

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

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

DEVELOPMENT AND IMPLEMENTATION OF THE LEA COMPREHENSIVE COUNSELING AND GUIDANCE PROGRAM

LEA Preparation

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

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

LEA Consultation with Leadership

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

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

LEA Needs Assessment

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

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

LEA Document Development

- Review *The ASCA National Model: A Framework for School Counseling Programs* and the *Comprehensive Counseling and Guidance State Model for Alabama Public Schools*.
- Review other system-level plans based on the ASCA National Model and/or the new State Plan.
- Review and revise the assumptions and statement of philosophy according to the following key elements:
 - Every student
 - Comprehensive in scope
 - Data-driven
 - Integral part of educational program
 - Preventive in design
 - Measurable student outcomes
 - Collaborates with all stakeholders
 - No Child Left Behind (NCLB) Act
 - Closing the achievement gap
 - Outcome-based
- Define the counseling and guidance program's component in terms of the LEA's educational mission.
 - Focuses primarily on students
 - Advocates for equity, access, and success of every student
 - Establishes a structure for innovations
 - Creates one vision
 - Indicates linkages (relationship to state department, professional standards, and LEA)
 - Indicates long-range desired results.
 - Provides an anchor in the face of change
- Analyze major differences (ASCA domains, goals and standards) between 1996 State Plan and the 2003 State Plan. (See Figure 3, page 30.)
 - Domains
 - Educational Goals to Academic Development
 - Career Planning to Career Development
 - Knowledge of Self and Others to Personal/Social Development
 - Goals and Standards
 - 16 goals (1996 State Plan) to 9 standards (2003 State Plan)
- Prioritize competencies for the LEA and add other grade-level competencies, as needed.
 - Combining competencies within a single activity
 - Deciding time allotment and calendar for individual competencies

Figure 3

State Plan (1996) and State Plan (2003) Comparison of ASCA Domains and Goals and Standards*	
Alabama State Plan (1996)	Alabama State Plan (2003)
Educational Goals	Academic Development
Students will: <ul style="list-style-type: none"> • Apply effective study skills. • Gain test-taking skills. 	Student will: <ul style="list-style-type: none"> A. Acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
Set educational goals.	B. Complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.
Learn effectively.	C. Understand the relationship of academics to the world of work and to life at home and in the community.
Career Planning	Career Development
Students will: <ul style="list-style-type: none"> • Analyze skills and interests. • Plan for the future. 	Students will: <ul style="list-style-type: none"> A. Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
• Form a career identity.	B. Employ strategies to achieve future career success and satisfaction.
• Combat career stereotyping.	C. Understand the relationship between personal qualities, education and training and the world of work.
Knowledge of Self and Others	Personal/Social Development
Students will: <ul style="list-style-type: none"> • Develop positive attitudes. • Respect others. • Develop relationship skills. 	Students will: <ul style="list-style-type: none"> A. Acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others
• Gain self-awareness.	B. Make decisions, set goals, and take necessary action to achieve goals.
• Gain responsibilities.	
• Make effective decisions.	
• Learn how to resolve conflicts.	C. Understand safety and survival skills.
• Learn how to make healthy choices.	

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

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

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

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

LEA Adaptation of Program Structural Components

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

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

LEA Program Accountability

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

LEA Program Implementation Process

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

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

Individual School Preparation

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

Individual School Consultation with Leadership

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

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

Individual School Needs Assessment

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

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

Individual School Document Development

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

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

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

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

Individual School Adaptation of Program Structural Components

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

Individual School Program Accountability

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

Individual School Program Implementation Process

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

Model Job Description for Counselors

Counseling Coordinator

Position: Coordinator of Counseling and Guidance Programs

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

Major Job Responsibilities:

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

High School Counselor

Position: High School Counselor

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

Major Job Responsibilities:

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

Illustrative Key Duties:

1. **Implements the high school counseling and guidance program curriculum:** Conducts counseling learning activities in the classroom for each grade level during the year in collaboration with the teaching staff; consults with and is a resource to teachers to facilitate the infusion of counseling content into the regular education curriculum.
2. **Guides and counsels groups and individual students through the development of educational and career plans:** Collaborates with middle school personnel to assist students in making a smooth transition to high school; provides orientation activities for incoming students and their parents; informs students and parents of tests results and their implications for educational and career planning; guides students in updating their high school four-year educational plans; plans and coordinates the registration of students; guides seniors to help them develop and implement appropriate steps regarding their post-high school educational and/or career plans; coordinates career assessments and interprets results to students to assist in their career and educational planning; guides all students to develop educational/career plans through the reaching and/or supervision of career development activities; provides for the systematic and efficient dissemination of current, accurate information needed by students and/or parents as they develop their educational or career plans; provides individual assistance to students regarding personal, social, educational, and career issues and plans.

3. **Consults with small groups and individual students:** Conducts structured, goal-oriented counseling sessions to meet the identified needs of individuals and groups of students.
4. **Consults and collaborates with teachers, staff, and parents in understanding and meeting the needs of students:** Participates in staffing and team meetings; plans and conducts staff development programs and activities; facilitates conferences with teachers and/or parents and/or students; plans and conducts parent education programs; assists families with school-related problems and issues; writes articles for newsletters and other publications.
5. **Refers students with problems and their parents to appropriate specialists, special programs, or outside agencies:** Consults and collaborates with school system specialists such as school psychologists, social workers, and nurses; consults with and refers to community-based resources including psychologists, psychiatrists, physicians, service agencies, and others.
6. **Participates in activities that contribute to the effective operation of the school:** Cooperates and collaborates with other professionals in enhancing the education of students; establishes and maintains effective relationships with instructional departments and administrators; cooperates with other school personnel in placing students with special needs in appropriate programs; interprets group test results to faculty and administration for use in enhancing instruction; communicates with administrators, teachers, staff, students, parents, and the community regarding the counseling and guidance program and its role in the educational program; participates in the implementation of the school system assessment program.
7. **Plans, evaluates, and revises the counseling and guidance program:** Reviews the counseling and guidance program annually with the guidance department staff and guidance program advisory committee; communicates regularly with other counseling staff to establish and maintain a sequential comprehensive counseling and guidance program; identifies student needs periodically and uses the results for program planning; establishes a planning calendar for counseling and guidance program activities; evaluates the counseling and guidance program.
8. **Pursues professional growth:** Attends local, state, and national staff development programs; joins professional counseling and guidance associations; attends local, state, and national workshops and conferences sponsored by professional organizations; reads professional journals; completes postgraduate courses.

Middle/Junior High School Counselor

Position: Middle/Junior High School Counselor

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

Major Job Responsibilities:

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

Illustrative Key Duties:

1. **Implements the middle/junior high school comprehensive counseling and guidance program curriculum:** Conducts guidance learning activities in the classroom in collaboration with the teaching staff; consults with and is a resource to teachers. Takes a leadership role to facilitate the infusion of counseling and guidance content into the regular education curriculum.
2. **Guides and counsels groups and individual students through the development of personal, social, educational, and career plans:** Collaborates with elementary and high school personnel to assist students in making a smooth transition from elementary school to high school; provides orientation activities for incoming students and their parents; guides eighth graders in the development of their high school four-year educational plans; informs students and parents of tests results and their implications for educational and career planning; coordinates career interest assessment and interpretation of results; coordinates registration and enrollment of middle school students; coordinates the implementation of personal, social, educational, and career learning activities; provides individual assistance to students regarding personal, social, educational, and career issues.
3. **Counsels small groups and individual students:** Conducts structured, goal-oriented counseling sessions to meet the identified needs of individuals and groups of students.

4. **Consults and collaborates with teachers, staff, and parents in understanding and meeting the needs of students:** Participates in staff and team meetings; plans and conducts staff development programs and activities; facilitates conferences with teachers and/or parents and/or students; plans and conducts parent education programs; assists families with school-related problems and issues; writes articles for newsletters and other publications.
5. **Refers students with problems and their parents to appropriate specialists, special programs, or outside agencies:** Consults and collaborates with school system specialists such as school psychologists, social workers, and nurses; consults with and refers to community-based resources including psychologists, psychiatrists, physicians, service agencies, and others.
6. **Participates in activities that contribute to the effective operation of the school:** Cooperates and collaborates with other professionals in enhancing the education of students; establishes and maintains effective relationships with grade levels or departments and administrators; cooperates with other school personnel in placing students with special needs in appropriate programs; interprets group test results to faculty and administration for use in enhancing instruction; communicates with administrators, teachers, staff, students, parents, and the community regarding the counseling and guidance program and its role in the educational program; participates in the implementation of the school system assessment program.
7. **Plans, evaluates, and revises the counseling and guidance program:** Reviews the counseling and guidance program annually with the counseling and guidance department staff and counseling and guidance program advisory committee; communicates regularly with other counseling staff to establish and maintain a sequential comprehensive counseling and guidance program; identifies student needs periodically and uses the results for program planning; establishes a planning calendar for counseling and guidance program activities; evaluates the counseling and guidance program.
8. **Pursues professional growth:** Attends local, state, and national staff development programs; joins professional counseling and guidance associations; attends local, state, and national workshops and conferences sponsored by professional organizations; reads professional journals; completes post-graduate courses.

Elementary School Counselor

Position: Elementary School Counselor

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

Major Job Responsibilities:

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

Illustrative Key Duties:

1. **Implements the elementary school counseling and guidance program curriculum:** Conducts counseling and guidance learning activities in each teacher’s classroom and/or systematically conducts counseling and guidance activities for each grade level during the year in collaboration with the teaching staff; consults with and is a resource to teachers. Takes a leadership role in seeing the infusion of counseling and guidance content into the regular education curriculum.
2. **Guides and counsels groups and individual students through the development of personal, social, educational, and career plans:** Collaborates with middle school personnel to assist students in making a smooth transition from elementary school to middle school; provides orientation activities for incoming students and their parents; informs students and parents of tests results and their implications for educational planning; provides resources and coordinates the implementation of personal, social, educational, and career learning activities; provides individual assistance to students regarding personal, social, educational, and career issues.
3. **Counsels small groups and individual students:** Conducts structured, goal-oriented counseling sessions to meet the identified needs of individuals and groups of students.

4. **Consults and collaborates with teachers, staff, and parents in understanding and meeting the needs of students:** Participates in staff and team meetings; plans and conducts staff development programs and activities; facilitates conferences with teachers and/or parents and/or students; plans and conducts parent education programs; assists families with school-related problems and issues; writes articles for newsletters and other publications.
5. **Refers students with problems and their parents to appropriate specialists, special programs, or outside agencies:** Consults and collaborates with in-district specialists such as school psychologists, social workers, and nurses; consults with and refers to community-based resources including psychologists, psychiatrists, physicians, service agencies, and others.
6. **Participates in activities that contribute to the effective operation of the school:** Cooperates and collaborates with other professionals in enhancing the education of students; establishes and maintains effective relationships with grade levels and administrators; cooperates with other school personnel in placing students with special needs in appropriate programs; interprets group test results to faculty and administration for use in enhancing instruction; communicates with administrators, teachers, staff, students, parents, and the community regarding the counseling and guidance program and its role in the educational program; participates in the implementation of the school system assessment program.
7. **Plans, evaluates, and revises the counseling and guidance program:** Reviews the counseling and guidance program annually with the counseling and guidance department staff and counseling and guidance program advisory committee; communicates regularly with other counseling and guidance staff to establish and maintain a sequential comprehensive counseling and guidance program; identifies student needs periodically and uses the results for program planning; establishes a planning calendar for counseling and guidance program activities; evaluates the counseling and guidance program.
8. **Pursues professional growth:** Attends local, state, and national staff development programs; joins professional counseling and guidance associations; attends local, state, and national workshops and conferences sponsored by professional organizations; reads professional journals; completes post-graduate courses.

Alabama Professional Education Personnel Evaluation (PEPE) Program for Counselors

PEPE Data Sources

Self-Assessment

An optional self-assessment form can be used as a personal assessment of the counselor's knowledge and skills.

Prior to the start of the evaluation cycle, the counselor may opt to complete a self-evaluation. The counselor may use information from this process to identify areas for improvement, compare the personal perceptions of performance with the results of an evaluation conducted by a super-ordinate, and assist in developing a professional development plan.

The results from the self-assessment are designed to be used only by the counselor. It is the counselor's option whether to share the results of the self-assessment during the Evaluation Summary Conference.

Structured Interview (SI) (Oral or Written)

The intent of the Structured Interview is to gather assessment information generally not available through other instrument sources. The evaluation may provide illustrative materials to help demonstrate practices and activities.

Observations (OB)

For counselors, two observations are to be conducted where the evaluator observes a group or individual guidance session. A third observation may be conducted if the counselor is experiencing problems. Consultations or other sessions, where confidentiality may be compromised, are not observed.

Portfolio (P)

The counselor is responsible for providing some evidence of their performance in several of the competencies and indicators. The evidence should be "real" artifacts of the ongoing activities of the guidance counselor. The evidence should not focus on what one is going to do, but what one has done. Generally, the evidence will be in one or more of four forms: documents (printed materials), computer disks, videotapes, or audiotapes. The totality of the evidential material submitted by the counselor will constitute his/her evaluation portfolio.

Surveys (SRV)

Counselors will distribute surveys to various respondent groups, collect the responses, analyze the data, and offer reflections on the results as part of their evaluation.

Supervisor's Review Form (SRF)

The Supervisor Review Form is included as part of the performance evaluation system. The SRF is used to provide information about the counselor's performance in areas where a supervisor has objective, experiential information.

The Evaluation Summary Report (ESR)

The Evaluation Summary Report is used to present information from the various instruments in the data collection process, to combine that information into competency scores, and to document the scores. It is the instrument that summarizes performance across all indicators and competency areas of the evaluation system.

The Professional Development Plan (PDP)

The PDP is an outcome of the evaluation process and is completed annually by every counselor.

Alabama Professional Education Personnel Evaluation Program

Competencies, Indicators, and Definitions for Counselors

1.0 PREPARATION FOR DELIVERY OF PROGRAM

The counselor must prepare for implementation of the guidance and counseling program. This preparation should emphasize guidance and counseling as an integral part of the school's total educational program. Preparation includes establishment of appropriate goals and objectives for the guidance and counseling program; selection of guidance and counseling techniques; selection of materials for guidance and counseling activities; preparation of materials, supplies and equipment; development of plans for evaluating students and programs; and establishment of a management plan for implementation of the guidance and counseling program. Preparation also includes planning for the effective use of technology.

1.1 Establishes Appropriate Goals and Objectives for the Guidance and Counseling Program

- determines needs of students, staff, parents and others and uses data in development of goals and objectives
- selects long-range goals and short-term objectives for the guidance curriculum in three domains: knowledge of self and others, career development, and educational development
- selects long-range goals and short-term objectives for the individual planning component of the program
- selects long-range goals and short-term objectives for the responsive services component of the program
- selects long-range goals and short-term objectives for the system support component of the program

1.2 Plans for Delivery of the Guidance and Counseling Program

- plans with school staff programs and activities appropriate to all levels and types of students served by the school
- uses student assessment and appraisal information in planning for delivery of programs, curriculum, individual planning, and responsive services
- selects program content (topics, activities)
- selects organizational framework for delivery of program (philosophy, facilities, curriculum, scope and sequence)
- identifies strategies for delivering guidance and counseling program to students, teachers, and others
- develops a schedule and program management plan for systematic delivery of program content and services (daily logs, monthly and yearly calendars, confidentiality measures, fiscal resources, etc.)

1.3 Selects Resources for Program Implementation

- identifies human resources needed to implement the guidance and counseling program and secures their participation
- selects and obtains equipment and materials (including technology) necessary to program implementation
- identifies guidance and counseling techniques appropriate to the levels, interests, and learning styles of students
- identifies and secures resources needed to accommodate individual differences in students
- identifies materials that are appropriate to the guidance and counseling sessions and the skills to be mastered
- plans for ensuring equitable and effective student access to available technology and other resources

2.0 DELIVERY OF GUIDANCE AND COUNSELING PROGRAM

The counselor must provide both guidance and counseling activities for individuals and groups. These activities are crucial to accomplishing the goals and objectives of various programmatic components including the guidance curriculum, individual planning, responsive services, and system support. These activities include career development and placement assistance of several kinds, personal guidance and counseling, instruction in guidance-related areas, individual advisement and assessment, consultation and referral, and use of student assessment information. The counselor should demonstrate knowledge of guidance and counseling techniques, testing and assessment, and organization of guidance and counseling services. In addition, he/she must be familiar with a range of community and professional services, educational institutions and career opportunities. Further, he/she must be able to draw upon knowledge from several disciplines including psychology, sociology and physiology when assessing student and family needs and making recommendations. The counselor should employ technology in the delivery of the guidance and counseling program and facilitate student use of technology in program activities.

2.1 Provides a Comprehensive Guidance Curriculum

- orients students, parents/guardians, staff, and others to school guidance program and curriculum
- provides large group and small group activities designed to enhance student knowledge of self and others
- provides large group and small group activities designed to enhance student knowledge of career opportunities and student skill in career selection
- provides large group and small group activities designed to enable students to develop an educational plan that will support their career choices
- works with teachers to integrate guidance curriculum and academic curriculum
- provides informational services to students, staff, parents/guardians, and others

2.2 Conducts Individual Planning with Students

- helps students to assess and interpret abilities, interests, skills, and achievements
- provides activities designed to enhance student awareness of educational opportunities
- advises students and parents in self-appraisal, educational and career planning, and acquisition of labor market information
- assists students in making transitions
- assists students with course selections and class placement (secondary and middle, when appropriate)
- helps students find resources and support services needed in new educational, community, and employment settings

2.3 Provides Responsive Services

- orients students, parents, staff, and others to school counseling programs and services
- consults with students, parents, teachers, and other educators to identify strategies to help students
- conducts personal counseling on a small-group or individual basis
- provides crisis counseling and support to students and families facing emergency situations
- assists with school crisis management planning and activities
- serves as a resource to professional staff and parents/guardians in areas of intervention and provision of activities for the development of students
- refers students and families to appropriate community agencies when assistance is needed

2.4 Assists in Student Assessment and Testing, as Needed

- serves as a resource to professional staff, parents, guardians, and others in the areas of assessment and analysis of standardized and other test data
- trains teachers to administer tests and interpret and utilize test data, when appropriate
- assists teachers and administrators in communicating and interpreting assessment and test results to parents and others

3.0 RESEARCH AND EVALUATION

The counselor must evaluate and monitor the guidance and counseling program and its implementation on a continuous basis. The effective counselor uses results of evaluations to determine the achievement of goals and objectives and changes needed for program improvements. He/she must ensure that students have equal access to all program components. The counselor conducts research that is useful to the program and school including needs assessments, follow-up studies, and data analysis.

3.1 Evaluates Guidance and Counseling Program

- conducts regular, systematic evaluations to determine adequacy of curriculum and services and need for revisions
- uses evaluation data to determine achievement of goals and objectives
- uses evaluation data to make program changes

3.2 Monitors Program and Activities

- monitors program to ensure that all students have equal access to program components
- monitors program to ensure integration of various components with all aspects of the ongoing school program
- uses monitoring information to make immediate adjustments to program and services

3.3 Conducts Research Useful to the Guidance and Counseling Program and School

- conducts follow-up studies of students for program and school use
- analyzes student assessment data to identify instructional needs and guidance needs
- conducts assessments of students', staff, and parents' needs
- consults regularly with teachers, administrators, and other staff in order to receive feedback on students and programs
- provides faculty and administrators information regarding conditions and factors that impact teaching and learning

4.0 MANAGEMENT OF THE GUIDANCE AND COUNSELING PROGRAM

The counselor conducts activities that support the total guidance and counseling program. These activities provide support both to the program itself and to the school as a whole. The counselor must be a good manager of the program and its resources. Resources and materials must be up-to-date to be useful. It is essential that a counselor maintains accurate student records and ensures confidentiality of records and conversations when appropriate. The counselor should be cognizant of how technology can play a role in the management of the guidance and counseling program and, when possible, should utilize this tool.

4.1 Develops System Support

- orients staff, students, parents, and community to the guidance and counseling program
- consults regularly with teachers, administrators, and other staff in order to provide information and support
- serves on committees and advisory boards that support other programs in the school and community and gain support for the guidance and counseling program
- visits businesses, industries, and community agencies to become knowledgeable of opportunities and resources available

4.2 Manages Resources Effectively

- provides easy access to materials, programs, and services offered
- manages human resources (staff, volunteers) effectively
- uses time wisely and productively
- uses fiscal resources wisely
- coordinates services with all aspects of the school program(s) and with community agencies

4.3 Provides for Maintenance of Guidance and Counseling Program

- organizes and allocates time for activities
- keeps files of resources and materials up to date
- maintains accurate and current student and program records
- ensures confidentiality, when appropriate

5.0 POSITIVE GUIDANCE AND COUNSELING CLIMATE

A positive climate is essential to successful counseling and guidance. The counselor establishes a positive climate by involving the student(s) in interacting, communicating high expectations, minimizing negative affect, expressing positive affect, and maintaining an appropriate physical environment within the limitations of the facilities provided.

5.1 Involves Students in Interaction

- encourages students to actively participate in guidance and counseling sessions
- asks questions
- accepts and uses student ideas and responses
- encourages students to ask questions

5.2 Communicates High Expectations

- encourages student respect and consideration for others
- holds students accountable for assigned activities and timelines
- indicates confidence that students can and will be successful
- encourages students to deliver quality performance and products

5.3 Expresses Positive Effect/Minimizes Negative Effect

- expresses enthusiasm verbally and nonverbally
- uses positive nonverbal cues
- accepts student responses without ridicule
- avoids use of sarcasm/derogatory statements (verbal and nonverbal)
- avoids personal criticism
- demonstrates respect and consideration for students

5.4 Maintains Physical Environment Conducive to Guidance and Counseling Activities within Limitations of Facilities Provided

- arranges furniture and equipment to facilitate movement and learning
- uses assigned facilities to accommodate different types of activities
- creates an attractive physical environment

6.0 COMMUNICATION

The counselor should be proficient in both the written and oral use of language.

6.1 Speaks Clearly, Correctly and Coherently

- uses standard speech
- pronounces words correctly
- adjusts rate of speaking when needed/requested
- adjusts speaking volume when needed/requested
- organizes presentations
- uses vocabulary and style appropriate to level of audience
- speaks fluently without hesitations

6.2 Writes Clearly, Correctly and Coherently

- spells words correctly
- uses correct grammar and mechanics
- writes legibly
- uses vocabulary and style appropriate to level of audience
- organizes written information

7.0 PROFESSIONAL DEVELOPMENT AND LEADERSHIP

Counselors seek ways to improve their professional skills and knowledge through participation in both required and nonrequired staff development activities, advanced training, and/or participation in learned societies or professional organizations. They exhibit professional leadership through sharing ideas and materials with colleagues, participating in committee activities, and/or conducting professional development activities, and assisting in establishing and achieving school and district goals.

***7.1 Improves Professional Knowledge and Skills**

- takes formal coursework or obtains advanced degree
- participates in required professional growth activities
- participates in nonrequired professional growth activities
- uses ideas from books, professional journals, websites, Internet, dialog with colleagues, and professional organizations to improve services
- tries new methods/approaches and evaluates their success
- participates in learned societies or professional organizations

***7.2 Takes Leadership Role in Improving Education**

- participates in local, state, regional or national committees
- conducts workshops/training sessions
- shares ideas, materials and resources with peers and others
- takes leadership positions in school/school system/professional organizations
- assists in establishing school/district goals and takes an active role in achieving them
- initiates activities and projects in the school/district
- takes an active role in resolving school/district problems

8.0 PERFORMANCE OF PROFESSIONAL RESPONSIBILITIES

The counselor will meet his/her responsibilities to the local school and school district, the state and his/her professional colleagues by completing job requirements in a timely fashion; maintaining satisfactory attendance; adhering to written policies; and maintaining accurate, up-to-date records.

8.1 Completes Job Requirements According to Established Timelines

- completes assigned tasks on schedule
- is punctual for counseling sessions, meetings, conferences and other scheduled activities
- maintains a record of attendance in accordance with local policies
- prepares and manages the guidance/counseling budget

**Counselors are not expected to exhibit all definitional items in the indicator, but should demonstrate a pattern of them.*

8.2 Adheres to Written Local and State Board Policies and Federal Laws/Regulations

- maintains accurate up-to-date clerical, program and fiscal records
- establishes procedures consistent with established policies, laws and regulations
- recommends and makes decisions in accordance with applicable laws, policies and regulations
- supports established laws, policies and procedures when dealing with school personnel, students and parents
- maintains student data for use in follow-up studies and various reports

8.3 Exhibits Professionalism with Peers, Administrators, Parents/Guardians

- demonstrates respect, interest and consideration for those with whom he/she interacts
- adjusts activities and schedules when necessary to accommodate other school-wide programs or activities
- assists in school planning when requested
- holds conferences at times mutually convenient to all participants
- participates in collegial efforts without giving up individual rights to dissent or to work to effect change

8.4 Promotes Cooperation with Parents/Guardians and Between the School and Community

- uses community resources to supplement program
- encourages parents to participate in the school
- attends community functions
- participates in school-related, parent/guardian-directed meetings (PTA, planning meetings, etc.), when appropriate

Alabama Professional Education Personnel Evaluation Program

DATA SOURCES COUNSELOR SYSTEM

**COMPETENCIES
INDICATORS**

1.0 PREPARATION FOR DELIVERY OF PROGRAM

- 1.1 Establishes Appropriate Goals/Objectives for the Guidance and Counseling Program
- 1.2 Plans for Delivery of the Guidance and Counseling Program
- 1.3 Selects Resources for Program Implementation

OB	SI	SRF	P	SRV	PDP
	X				
	X				
X	X				

**COMPETENCIES
INDICATORS**

2.0 DELIVERY OF GUIDANCE AND COUNSELING PROGRAM

- 2.1 Provides a Comprehensive Guidance Curriculum
- 2.2 Conducts Individual Planning with Students
- 2.3 Provides Responsive Services
- 2.4 Assists in Student Assessment and Testing, as Needed

OB	SI	SRF	P	SRV	PDP
X			X	X	
			X	X	
			X	X	
			X	X	

**COMPETENCIES
INDICATORS**

3.0 RESEARCH AND EVALUATION

- 3.1 Evaluates Guidance and Counseling Program
- 3.2 Monitors Program and Activities
- 3.3 Conducts Research Useful to the Guidance and Counseling Program and School

OB	SI	SRF	P	SRV	PDP
	X		X		
	X				
			X	X	

**COMPETENCIES
INDICATORS**

4.0 MANAGEMENT OF THE GUIDANCE AND COUNSELING PROGRAM

- 4.1 Develops System Support
- 4.2 Manages Resources Effectively
- 4.3 Provides for Maintenance of Guidance and Counseling Program

OB	SI	SRF	P	SRV	PDP
		X			
		X			
		X			

**COMPETENCIES
INDICATORS**

5.0 POSITIVE GUIDANCE AND COUNSELING CLIMATE

- 5.1 Involves Students in Interaction
- 5.2 Communicates High Expectations
- 5.3 Expresses Positive Effect/Minimizes Negative Effect
- 5.4 Maintains Physical Environment Conducive to Guidance and Counseling within Limitations of Facilities Provided

OB	SI	SRF	P	SRV	PDP
X					
X					
X					
X					

**COMPETENCIES
INDICATORS**

6.0 COMMUNICATION

- 6.1 Speaks Clearly, Correctly, and Coherently
- 6.2 Writes Clearly, Correctly, and Coherently

OB	SI	SRF	P	SRV	PDP
X					
X		X	X		

**COMPETENCIES
INDICATORS**

7.0 PROFESSIONAL DEVELOPMENT AND LEADERSHIP

- 7.1 Improves Professional Knowledge and Skills
- 7.2 Takes a Leadership Role in Improving Education

OB	SI	SRF	P	SRV	PDP
					X
					X

**COMPETENCIES
INDICATORS**

8.0 PERFORMANCE OF PROFESSIONAL RESPONSIBILITIES

- 8.1 Completes Job Requirements According to Established Timelines
- 8.2 Adheres to Written Local and State Board Policies and Federal Laws/Regulations
- 8.3 Exhibits Professionalism with Peers, Administrators, Parents/Guardians
- 8.4 Promotes Cooperation with Parent/Guardians and Between School and Community

OB	SI	SRF	P	SRV	PDP
		X			
		X	X		
		X	X	X	
		X	X	X	

Counselor Survey for Instructional Staff

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

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

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

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

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

APPENDIX B

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

Counselor Survey for Students: Grades 4-6

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

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

STATEMENT

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

Counselor Survey for Students: Grades 7-12

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

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

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

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

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

Counselor Survey for Parents/Guardians

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

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

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

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

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



**AMERICAN
SCHOOL
COUNSELOR
ASSOCIATION**

**ASCA ETHICAL STANDARDS
FOR SCHOOL COUNSELORS*
Revised June 25, 1998**

Preamble

The American School Counselor Association (ASCA) is a professional organization whose members have a unique and distinctive preparation, grounded in the behavioral sciences, with training in clinical skills adapted to the school setting. The school counselor assists in the growth and development of each individual and uses his or her highly specialized skills to protect the interests of the counselee within the structure of the school system. School counselors subscribe to the following basic tenets of the counseling process from which professional responsibilities are derived:

- Each person has the right to respect and dignity as a human being and to counseling services without prejudice as to person, character, belief or practice regardless of age, color, disability, ethnic group, gender, race, religion, sexual orientation, marital status, or socioeconomic status.
- Each person has the right to self-direction and self-development.
- Each person has the right of choice and the responsibility for goals reached.
- Each person has the right to privacy and thereby the right to expect the counselor-counselee relationship to comply with all laws, policies, and ethical standards pertaining to confidentiality.

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

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

A.1. Responsibilities to Students

The professional school counselor:

- a. Has a primary obligation to the counselee who is to be treated with respect as a unique individual.
- b. Is concerned with the educational, career, emotional, and behavioral needs and encourages the maximum development of each counselee.

- c. Refrains from consciously encouraging the counselee's acceptance of values, lifestyles, plans, decisions, and beliefs that represent the counselor's personal orientation.

- d. Is responsible for keeping informed of laws, regulations, and policies relating to counsees and strives to ensure that the rights of counsees are adequately provided for and protected.

A.2. Confidentiality

The professional school counselor:

- a. Informs the counselee of the purposes, goals, techniques, and rules of procedure under which she/he may receive counseling at or before the time when the counseling relationship is entered. Disclosure notice includes confidentiality issues such as the possible necessity for consulting with other professionals, privileged communication, and legal or authoritative restraints. The meaning and limits of confidentiality are clearly defined to counsees through a written and shared disclosure statement.

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

- c. Discloses information to an identified third party who, by her or his relationship with the counselee, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Prior to disclosure, the counselor will ascertain that the counselee has not already informed the third party about his or her disease and he/she is not intending to inform the third party in the immediate future.

- d. Requests of the court that disclosure not be required when the release of confidential information without a counselee's permission may lead to potential harm to the counselee.

- e. Protects the confidentiality of counselee's records and releases personal data only according to prescribed laws and school policies. Student information maintained in computers is treated with the same care as traditional student records.

- f. Protects the confidentiality of information received in the counseling relationship as specified by federal and state laws, written policies, and applicable ethical standards. Such information is only to be revealed to others with the informed consent of the counselee, consistent with the counselor's ethical obligation. In a group setting, the counselor sets a high norm of confidentiality and stresses its importance, yet clearly states that confidentiality in group counseling cannot be guaranteed.

A.3. Counseling Plans

The professional school counselor:

works jointly with the counselee in developing integrated and effective counseling plans, consistent with both the abilities and circumstances of the counselee and counselor. Such plans will be regularly reviewed to ensure continued viability and effectiveness, respecting the counselee's freedom of choice.

A.4. Dual Relationships

The professional school counselor:

avoids dual relationships that might impair her or his objectivity and increase the risk of harm to the client (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.

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

A.5. Appropriate Referrals

The professional school counselor:

makes referrals when necessary or appropriate to outside resources. Appropriate referral necessitates knowledge of available resources and making proper plans for transitions with minimal interruption of services. Counselees retain the right to discontinue the counseling relationship at any time.

A.6. Group Work

The professional school counselor:

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.

A.7. Danger to Self or Others

The professional school counselor:

informs appropriate authorities when the counselee's condition indicates a clear and imminent danger to the counselee or others. This is to be done after careful deliberation and, where possible, after consultation with other counseling professionals. The counselor informs the counselee of actions to be taken so as to minimize his or her confusion and to clarify counselee and counselor expectations.

A.8. Student Records

The professional school counselor:

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

A.9. Evaluation, Assessment, and Interpretation

The professional school counselor:

a. Adheres to all professional standards regarding selecting, administering, and interpreting assessment measures. The counselor recognizes that computer-based testing programs require specific training in administration, scoring, and interpretation that may differ from that required in more traditional assessments.

b. Provides explanations of the nature, purposes, and results of assessment/evaluation measures in language the counselee(s) can understand.

c. Does not misuse assessment results and interpretations and takes reasonable steps to prevent others from misusing the information.

d. 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.

A.10. Computer Technology

The professional school counselor:

a. Promotes the benefits of appropriate computer applications and clarifies the limitations of computer technology. The counselor ensures that: (1) computer applications are appropriate for the individual needs of the counselee; (2) the counselee understands how to use the application; and (3) follow-up counseling assistance is provided. Members of underrepresented groups are assured equal access to computer technologies and are assured the absence of discriminatory information and values in computer applications.

b. Counselors who communicate with counsees via the Internet should follow the NBCC Standards for Web Counseling.

A.11. Peer Helper Programs

The professional school counselor:

has unique responsibilities when working with peer helper programs. The school counselor is responsible for the welfare of counsees participating in peer programs under her or his direction. School counselors who function in training and supervisory capacities are referred to the preparation and supervision standards of professional counselor associations.

B. Responsibilities to Parents

8.1. Parent Rights and Responsibilities

The professional school counselor:

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

b. Adheres to laws and local guidelines when assisting parents experiencing family difficulties that interfere with the counselee's effectiveness and welfare.

c. Is sensitive to cultural and social diversity among families and recognizes that all parents, 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 and Confidentiality

The professional school counselor:

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

b. Provides parents with accurate, comprehensive, and relevant information in an objective and caring manner, as is appropriate and consistent with ethical responsibilities to the counselee.

c. Makes reasonable efforts to honor the wishes of parents and guardians concerning information that he/she may share regarding the counselee.

C. Responsibilities to Colleagues and Professional Associates

C.1. Professional Relationships

The professional school counselor:

a. Establishes and maintains professional relationships with faculty, staff, and administration to facilitate the provision of optimal counseling services. The relationship is based on the counselor's definition and description of the parameter and levels of his or her professional roles.

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 optimally utilizes related professions and organizations to which the counselee 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 counselee.
- c. If a counselee is receiving services from another counselor or other mental health professional, the counselor, with client consent, will inform the other professional and develop clear agreements to avoid confusion and conflict for the counselee.

D. Responsibilities to the School and Community

D.1. Responsibilities to the School

The professional school counselor:

- a. Supports and protects the educational program against any infringement not in the best interest of counselees.
- b. Informs appropriate officials of conditions that may be potentially disruptive or damaging to the school's mission, personnel, and property while honoring the confidentiality between the counselee and counselor.
- c. Delineates and promotes the counselor's role and function in meeting the needs of those served. The counselor will notify appropriate officials of conditions that may limit or curtail her or his effectiveness in providing programs and services.
- d. 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. Counselors recommend that administrators hire only qualified and competent individuals for professional counseling positions.
- e. Assists in developing: (1) curricular and environmental conditions appropriate for the school and community; (2) educational procedures and programs to meet the counselee's developmental needs; and (3) a systematic evaluation process for comprehensive school counseling programs, services, and personnel. The counselor is guided by the findings of the evaluation data in planning programs and services.

D.2. Responsibility to the Community

The professional school counselor:

collaborates with agencies, organizations, and individuals in the school and community in the best interest of counselees and without regard to personal reward or remuneration.

E. Responsibilities to Self

E.1. Professional Competence

The professional school counselor:

- a. Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his or her actions.
- b. Monitors personal functioning and effectiveness and does not participate in any activity which may lead to inadequate professional services or harm to a client.

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

E.2. Multicultural Skills

The professional school counselor:

understands the diverse cultural backgrounds of the counselees with whom he/she works. This includes, but is not limited to, learning how the school counselor's own cultural/ethnic/racial identity impacts her or his values and beliefs about the counseling process.

F. Responsibilities to the Profession

F.1. Professionalism

The professional school counselor:

- a. Accepts the policies and processes for handling ethical violations as a result of maintaining membership in the American School Counselor Association.
- b. Conducts herself/himself in such a manner as to advance individual ethical practice and the profession.
- c. Conducts appropriate research and reports findings in a manner consistent with acceptable educational and psychological research practices. When using client data for research or for statistical or program planning purposes, the counselor ensures protection of the individual counselee's identity.
- d. Adheres to ethical standards of the profession; other official policy statements pertaining to counseling; and relevant statutes established by federal, state, and local governments.
- 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 or her professional position to recruit or gain clients/consultees for her or his private practice or to seek and receive unjustified personal gains, unfair advantage, sexual favors, or unearned goods or services.

F.2. Contribution to the Profession

The professional school counselor:

- a. Actively participates in local, state, and national associations that foster the development and improvement of school counseling.
- b. Contributes to the development of the profession through sharing skills, ideas, and expertise with colleagues.

G. Maintenance of Standards

Ethical behavior among professional school counselors, Association members and nonmembers, is expected at all times. When there exists serious doubt as to the ethical behavior of colleagues, or if counselors are forced to work in situations or abide by policies which 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 she/he views the situation as an ethical violation.
2. When feasible, the counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek resolution.

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

4. If the matter still remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence:

- state school counselor association
- American School Counselor Association

5. The ASCA Ethics Committee is responsible for educating—and consulting with—the membership regarding ethical standards. The Committee periodically reviews and recommends changes in code. The Committee will also receive and process questions to clarify the application of such standards. Questions must be submitted in writing to the ASCA Ethics Chair. Finally, the Committee will handle complaints of alleged violations of our ethical standards. Therefore, at the national level, complaints should be submitted in writing to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 801 North Fairfax, Suite 310, Alexandria, VA 22314.

H. Resources for Ethical Standards

School counselors are responsible for being aware of, and acting in accord with, standards and positions of the counseling profession as represented in official documents such as those listed below:

American Counseling Association: (1995). *Code of Ethics and Standards of Practice*. Alexandria, VA. (5999 Stevenson Ave., Alexandria, VA 22034) 1-800-347-6647 www.counseling.org.

American School Counselor Association. (1997). *The National Standards for School Counseling Programs*. Alexandria, VA. (801 North Fairfax Street, Suite 310, Alexandria, VA 22314) 1-800-306-4722 www.schoolcounselor.org.

American School Counselor Association. (1998). Position Statements. Alexandria, VA.

American School Counselor Association. (1998). *Professional Liability Insurance Program*. (Brochure). Alexandria, VA.

Arrendondo, Toperek, Brown, Jones, Locke, Sanchez, and Stadler. (1996). Multicultural Counseling Competencies and Standards. *Journal of Multicultural Counseling and Development*. Vol. 24, No. 1. See American Counseling Association.

Arthur, G.L. and Swanson, C.D. (1993). *Confidentiality and Privileged Communication*. (1993). See American Counseling Association.

Association for Specialists in Group Work. (1989). *Ethical Guidelines for Group Counselors*. (1989). Alexandria, VA. See American Counseling Association.

Corey, G., Corey, M.S. and Callanan. (1998). *Issues and Ethics in the Helping Professions*. Pacific Grove, CA: Brooks/Cole. (Brooks/Cole, 511 Forest Lodge Rd., Pacific Grove, CA 93950).

Crawford, R. (1994). *Avoiding Counselor Malpractice*. Alexandria, VA. See American Counseling Association.

Forrester-Miller, H. and Davis, T.E. (1996). *A Practitioner's Guide to Ethical Decision Making*. Alexandria, VA. See American Counseling Association.

Herlihy, B. and Corey, G. (1996). *ACA Ethical Standards Casebook*. Fifth ed. Alexandria, VA. See American Counseling Association.

Herlihy, B. and Corey, G. (1992). *Dual Relationships in Counseling*. Alexandria, VA. See American Counseling Association.

Huey, W.C. and Remley, T.P. (1988). *Ethical and Legal Issues in School Counseling*. Alexandria, VA. See American School Counselor Association.

Joint Committee on Testing Practices. (1988). *Code of Fair Testing Practices in Education*. Washington, DC. American Psychological Association. (1200 17th Street, NW, Washington, DC 20036) 202-336-5500.

Mitchell, R.W. (1991). *Documentation in Counseling Records*. Alexandria, VA. See American Counseling Association.

National Board for Certified Counselors. (1998). *National Board for Certified Counselors: Code of Ethics*. Greensboro, NC. (3 Terrace Way, Suite D, Greensboro, NC 27403-3660) 336-547-0607 www.nbcc.org.

National Board for Certified Counselors. (1997). *Standards for the Ethical Practice of Web Counseling*. Greensboro, NC.

National Peer Helpers Association. (1989). *Code of Ethics for Peer Helping Professionals*. Greenville, NC. PO Box 2684, Greenville, NC 27836. 919-522-3959 nphaorg@aol.com.

Salo, M. and Schurnate, S. (1993). *Counseling Minor Clients*. Alexandria, VA. See American School Counselor Association.

Stevens-Smith, P. and Hughes, M. (1993). *Legal Issues in Marriage and Family Counseling*. Alexandria, VA. See American School Counselor Association.

Wheeler, N. and Bertram, B. (1994). *Legal Aspects of Counseling: Avoiding Lawsuits and Legal Problems*. (Videotape). Alexandria, VA. See American School Counselor Association.

ASCA Ethical Standards for School Counselors were adopted by the ASCA Delegate Assembly, March 19, 1984. The first revision was approved by the ASCA Delegate Assembly, March 27, 1992. The second revision was approved by the ASCA Governing Board on March 30, 1998, and adopted on June 25, 1998.

6/25/98

Comprehensive Counseling and Guidance Program Policy*

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

Program Goals

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

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

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

Program Activities

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

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

*(This sample policy may be used to develop the LEA or individual school comprehensive counseling and guidance program policy.)

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

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

Program Components

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

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

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

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

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

Adopted:

Board of Education

Date

Counselor's Role in Parenting Education

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

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

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

Counselor's Role in Tech/Prep

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

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

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

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

Counselor's Role in Discipline

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

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

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

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

- Individual sessions are scheduled on the basis of a referral or request from parents, teachers, or administrators. Individual counseling emphasizes strengths and positive self-talk for the student experiencing discipline problems. It also teaches problem-solving strategies.
- Group counseling and guidance sessions are held that stress responsible behavior and coping skills. The sessions also promote stress reduction, emphasize social and anger management skills, and teach conflict resolution techniques.
- Consultation is used by the school counselor to create positive change and facilitate the growth and development of the students served. The school counselor assists parents and teachers in choosing behavioral changes strategies. The counselor acts as an arbitrator between teachers and students regarding problem situations and relationships in classrooms.

SAMPLE

EDUCATIONAL/CAREER PLANNING PORTFOLIO

SAMPLE

Name:		Year of Graduation:	
Street:		City, State, Zip:	
Phone:		Parent/Guardian:	
Student ID:		Social Security No.:	

POSTSECONDARY PLANS

	9TH	10TH	11TH	12TH
Career Plan				
*Postsecondary Education Plans				
Possible Postsecondary Institutions				

* 4-yr College / 2-yr College / Apprenticeship / Military / Work

SUPPORTING HIGH SCHOOL PLANS

	9TH	10TH	11TH	12TH
Diploma Option				
Cumulative Credits				
Grade Point Average				
Class Rank				

COLLEGE ADMISSION TEST SCORES

	SCORE/TEST DATE	SCORE/TEST DATE	SCORE/TEST DATE
ACT			
SAT VERBAL			
SAT MATH			

ALABAMA HIGH SCHOOL GRADUATION EXAM RESULTS

MARK "P" WHEN PASSED

READING	LANGUAGE	MATHEMATICS	SCIENCE	SOCIAL STUDIES

GUIDANCE ACTIVITY LOG			
Check each of the activities you have completed.			
ACADEMIC DEVELOPMENT			
Taken the Preliminary Scholastic Aptitude Test (PSAT) or PLAN+ assessment			
Taken the SAT or ACT assessment			
Conducted online postsecondary education search			
Described a four-year college			
Described a two-year college			
Described an apprenticeship program			
Described a career path in the military			
Described on-the-job occupational skill training			
Talked with a representative <small>(include sports, clubs, church activities, community service, work experience, etc.)</small>			
Visited a postsecondary campus			
Updated GRADE LEVEL LEADERSHIP	AWARD		
Developed marking period goals			
Discussed educational plans with parents, teachers, and counselor			
Submitted an application for postsecondary education			
Submitted completed Free Application for Federal Student Aid (FAFSA) and merit-based financial aid forms			
Requested a letter of recommendation from a teacher, coach, employer, etc.			
CAREER DEVELOPMENT			
Taken career interest/aptitude/preference assessments			
Identified career cluster(s) most closely matching my career interests, aptitudes, and preferences			
Learned amount of education/training required for future jobs			
Conducted online career search			
Participated in job shadowing			
Learned and practiced job search skills: application, resume, interview			
PERSONAL/SOCIAL DEVELOPMENT			
Learned and practiced goal-setting skills			
Learned and practiced decision-making skills			
Learned and practiced assertiveness skills			
Learned and practiced conflict management skills			
WORK EXPERIENCE TRAINING			
DATE	LOCATION OF WORK / TRAINING	SUPERVISOR	JOB DESCRIPTION
REFERENCES			
NAME	RELATIONSHIP (Teacher, Coach, etc.)	ADDRESS	PHONE

Program Audit*

The program audit is used to assess the school counseling and guidance program. Audits serve to set the standard for the school counseling and guidance program. Audits are first performed when a school counseling and guidance program is being designed and then yearly to appraise the progress of program development. Using the findings of both program implementation and results, strengths and weaknesses are determined, and goals are created for the following school year.

School _____ Date _____

FOUNDATION

I. BELIEFS AND PHILOSOPHY

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

CRITERIA	None	In Progress	Completed	Imple-mented	N/A
1.1 A statement of philosophy has been written for the school counseling and guidance program.					
1.2 Every student's right to a school counseling and guidance program is addressed.					
1.3 A plan of closing-the-gap activities for underserved student populations is included.					
1.4 Primary prevention, intervention, and student-developmental needs are the focus.					
1.5 Persons to be involved in the delivery of program activities are identified.					
1.6 Ethical guidelines and standards are included.					

II. MISSION OF SCHOOL COUNSELING PROGRAMS

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

CRITERIA	None	In Progress	Completed	Imple-mented	N/A
2.1 A mission statement has been written for the school counseling and guidance program with the student as the primary client.					
2.2 Content or competencies to be learned are indicated.					
2.3 Long-range results desired for all students are indicated.					

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

PROGRAM AUDIT

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.

CRITERIA	None	In Progress	Completed	Implemented	N/A
3.1 Goals have been written for the school counseling and guidance program.					
3.2 Developmental structure for the school counseling and guidance program from K-12 (and beyond) and what will be measured are identified.					

IV. COMPETENCIES

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

DELIVERY SYSTEM

V. GUIDANCE CURRICULUM

The 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 guidance 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.					
5.2 All students receive, in a systemic way, the content to acquire knowledge, attitudes, and skills to enhance their academic, career, and personal/social development.					
5.3 Materials, equipment, and facilities are available to support the program delivery.					
5.4 Effectiveness of curriculum is evaluated annually.					

PROGRAM AUDIT

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	Imple-mented	N/A
6.1 There is a systemic approach for helping students make appropriate education plans.					
6.2 A tool exists at the secondary level to assist students in making appropriate educational plans (four-year plan, portfolio).					
6.3 Individual student planning includes individual appraisal, individual advisement, and appropriate student placement.					

VII. RESPONSIVE SERVICES

Responsive services within the school counseling and guidance program consist of activities to meet the immediate need of students.

CRITERIA	None	In Progress	Completed	Imple-mented	N/A
7.1 Every K-12 student 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 (conflict resolution, peer mediation).					
7.3 There is a systemic and consistent provision for the referral of students who exhibit barriers to learning.					

VIII. SYSTEM SUPPORT

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

CRITERIA	None	In Progress	Completed	Imple-mented	N/A
8.1 Counselors provide professional development to staff regarding the school counseling and guidance program.					
8.2 Counselors participate in professional development activities.					

PROGRAM AUDIT

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 results for which and students for whom 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 Counselors have decided how to distribute caseload and access to students (alpha assignments, domain specialization, grade level, or random).					

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 and guidance program and to make recommendations to the school counseling and guidance department, principal, and/or the superintendent.

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 meets at least twice a year.					

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 school system or specific to school site, grade, class, or individually, depending on site and student need.

CRITERIA	None	In Progress	Completed	Implemented	N/A
11.1 School system and site-specific data on achievement-related data are collected and disaggregated.					
11.2 There is an established means to monitor students' progress in guidance-related competencies, including academic achievement.					

PROGRAM AUDIT

XII. USE OF DATA and CLOSING THE GAP

Analysis of data drives the program. Monitoring of individual progress reveals interventions that may be needed to support each student in achieving academic success through access to rigorous academic programs.

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 identified needs become sources for the determination of closing-the-gap activities.					

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

For every competency taught or result anticipated by counselors, there must be a plan of how the responsible counselor intends to achieve the desired competency or result.

CRITERIA	None	In Progress	Completed	Implemented	N/A
13.1 Action plans are drafted by the counseling team during a planning meeting.					
13.2 Action plans address every aspect of the program and the academic, career, and personal/social domains.					
13.3 Action plans and closing-the-gap plans are completed in the spring for the next year and signed by the counselor and principal.					

XIV. USE OF TIME/CALENDAR

A master calendar of events is developed and published to effectively plan and promote the school counseling and guidance program. To maximize active participation in the program, the calendar provides students, parents, teachers, and administrators with knowledge of appropriate information.

CRITERIA	None	In Progress	Completed	Implemented	N/A
14.1 The master calendar is published and distributed to appropriate persons: students, staff, parents, and community.					
14.2 The counselor's weekly/monthly schedule is posted.					

PROGRAM AUDIT

ACCOUNTABILITY

XV. RESULTS REPORT

For every competency or result assumed by counselors, there must be a plan of how the assigned counselor intends to achieve the desired competency or result.

CRITERIA	None	In Progress	Completed	Implemented	N/A
15.1 A results form for the collection of results data is written and accepted by administration and school counselors.					
15.2 There is a results agreement addressing every aspect of the program and the academic, career, and personal/social domains.					
15.3 Results data are collected and disaggregated measuring behaviors (graduation rates, attendance, behavior, academic achievement, data over time).					

XVI. COUNSELOR PERFORMANCE EVALUATION

The school counselor’s performance standards used for evaluation contain basic standards of practice expected of school counselors implementing a comprehensive school counseling and guidance program.

CRITERIA	None	In Progress	Completed	Implemented	N/A
16.1 The evaluation is written to assess the school counselor’s ability to understand and implement the foundation of the comprehensive school counseling and guidance program.					
16.2 The evaluation assesses the school counselor’s ability to measure the results of the program.					
16.3 The evaluation assesses the counselor’s use of professional communication within the school community.					

XVII. PROGRAM AUDIT

The program audit provides evidence that the school counseling and guidance program has been assessed. 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 audit aligns with and includes all program components.					
17.2 The results of the audit are shared in the spring and drive the program training and behavior for the following year.					

Bibliography

Print materials:

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

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

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

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

Glossary*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

