

ILLINOIS
SCHOOL
COUNSELOR
ASSOCIATION

Developmental Counseling Model for Illinois Schools

*Guidelines for Program Development and
Recommended Practices & Procedures for:*

Professional School Counselors

Illinois School Counselor Association
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FOREWORD

A key priority of the Illinois State Board of Education (ISBE) is to ensure that every student will be supported by highly prepared and effective school personnel. School counselors serve a critical role in ensuring student success in meeting standards through the supports that they provide to children in and out of the classroom. School counselors are critical intermediaries for students whether they are choosing college, technical career preparation directly from high school, or further career exploration. Moreover, they must be prepared to address the transition needs for students for whom English is a second language, those with disabilities, those who are gifted and talented, those who are returning to education for completion of a diploma, even as adults, and those from advantaged and disadvantaged socioeconomic backgrounds. Like the jobs of many education professionals, school counselor responsibilities are evolving with public education.

Maintaining high expectations for all students is a component of fairness in education. High expectations, however, may remain elusive realities unless the social and emotional needs of each child are met. To this end, ISBE adopted social and emotional learning standards in 2004 which further communicated the importance of addressing the complex needs of developing human beings as a prerequisite to effective teaching and learning. School counselors are critical to this mission. The social and emotional development of children is so essential to academic success that, in addition to a guidance document produced by ISBE, beginning in 2013, all programs that lead to licensure in Illinois are required to demonstrate how they inform and instruct their candidates on the social and emotional standards (<http://www.isbe.net/licensure/html/higher-education.htm>).

More specifically, the Developmental Counseling Model for Illinois Schools (2014) provides school counselors with practices and procedures that will assist them to better serve all students. The development of this model has occurred because of the collaborative efforts of Illinois Counselor Educators and Supervisors (ICES), the Illinois School Counselor Association (ISCA) and ISBE. This fourth edition of the Illinois Model builds upon the work of previous editions, the work of those on the ISBE Student Services Providers Advisory Board and the national efforts of the American School Counselor Association Model. It is my hope that this document will serve as a valuable resource for educators in Illinois.

Thank you for your work on behalf of Illinois students. Your tireless support of children as they grow and develop their interests and as individuals is deeply appreciated.

Christopher A. Koch, Ed.D.
State Superintendent of Education

PROLOGUE

This manual, The Developmental Counseling Model for Illinois Schools, hereafter referred to as the Illinois Model, is prepared primarily for school counselors, but may also be used by teachers, school administrators or school support personnel (SSP), parents and the business/industry community. This document is also designed to be utilized in conjunction with pre-service training for students preparing to become licensed school counselors in Illinois and those who desire to understand how the developmental model can be used successfully in schools. It is a handbook and guide for defining developmental counseling in Illinois schools.

Updating the Illinois Model is seen as responsive to the changing needs of school counseling in the state of Illinois. Since the 1996 edition was written, the world has gone through many changes which have had a direct impact upon the work of school counselors. School counselors work in three domains: (1) academic, (2) career and (3) social/emotional. State and federal legislation, especially the “No Child Left Behind Act,” has had a great effect upon the academic domain. The technological explosion and globalization of the internet have added new meaning to career and post-high school planning. Perhaps the greatest impact of all has been in the social/emotional domain. Violence in urban settings/tragedies such as Columbine, 9/11, Hurricane Katrina, Virginia Tech, Newtown and Northern Illinois University have touched the lives and hearts of Americans, especially our school children.

The Illinois Model is a tool used in schools to assist counselors in guiding students through a developmental counseling program that is comprehensive, preventive in nature and focused on three domains: academic, career and social/emotional. The revision committee aimed to provide schools counselors in the field and pre-service counselors, with the knowledge and skills that are needed to work from a comprehensive framework, coordinate activities and deliver lesson plans that will help all students to become productive learners, to be competent contributors in their future careers and to develop into people who experience social and emotional well-being.

A BRIEF HISTORY

The planning and implementation of developmental counseling is not entirely new to the work of school counselors. From the outset, school counselors provided individual and group counseling for students along with individual planning for academic and career development. In the 1960's and 1970's, counselors were educated to offer large group guidance activities. In fact, some schools were offering fairly extensive group guidance activities. For example, Niles North High School in Skokie, Illinois offered a comprehensive group guidance program that was highly developmental in scope. Curriculum projects were written in the summers of 1965 and 1966, and counselors delivered the activities in 25-minute homerooms which met every school day. Utilizing this format, counselors could see all students – freshmen, sophomores, juniors and seniors - any day of the week. Programming covered academic, career and social/emotional topics for Grades 9 through 12.

As school counselors advanced to guide more students in areas outside of career, educational organizations also worked to define the role of school counselors. In 1983 the Illinois State Board of Education (ISBE) published Pupil Personnel Services Recommended Practices and Procedures Manual: School Counseling. The goal was to outline the basic role and function of the school counselor. In this publication the role and function of the school counselor was described as the “Constellation of Services” model, and this description was in common use from the 1960's through the early 1980's. Critics of this model pointed out that counselors played an important but ancillary role in the total education of the student. Furthermore, this model was too oriented toward high school counseling and did not speak to how elementary and middle school counselors had to function. Critics began talking of a different form of role and function for the school counselor which is known today as Comprehensive School Counseling and/or Developmental School Counseling.

In 1994, in response to the national movement to create Developmental Counseling programs for schools, Illinois Counselor Educators and Supervisors (ICES) decided to develop a model for Illinois School Counseling programs. In collaboration with the Illinois School Counselor Association (ISCA), the Developmental Counseling Model for Illinois Schools was published in 1996. In 2001, recognizing the changing role and function of the school counselor, the Illinois State Board of Education Student Services Providers Advisory Board was charged to revise the 1983 *Recommended Practices and Procedures* document. Under the direction of Eric Thatcher, then School Counseling Consultant for ISBE, and with the work of ISCA representatives Doug Bush, Cathy Shelton and Dr. Anna Marie Yates, and editorial input from Dr. Toni Tollerud, The School Counseling Best Practices Manual was created. This document reflected the comprehensive and developmental philosophy for school counselors. Also, school counselors and counselor educators became members of the Illinois Children's Mental Health Partnership. This group's work, through legislation, has had a positive impact upon our children and the counseling profession.

The Developmental Counseling Model for Illinois Schools (2010) was meant to provide school counselors with practices and procedures that would assist them to better serve all students. By utilizing the resources from the American School Counselor Association and the Illinois Learning Standards, the 1996 model was intended to be a guide for counselors who are currently practicing in school settings.

This edition (2014) was designed to update the model based on the ASCA National Model 3rd edition (2012) hereafter referred to as ASCA National Model and to be used as a supplement to the National Model. Therefore, an executive summary was added, language was modified to reflect new ASCA terminology and resources were updated and streamlined.



Recognizing the First Illinois Model

When the first team of writers began in 1991, the task force agreed that there was no need to “recreate the wheel” in writing the Illinois Model. The writers concluded that there was an abundance of good information already available to school counselors and that the task should be to combine the best of what was available into the Illinois document. However, as time went on, these writers found that they not only borrowed from many sources, but a number of areas took on uniqueness all their own, making this truly an Illinois Model. The references section reflects the variety of resources that were used. Specific resources have been identified because these were used in significant ways. The Illinois Model draws heavily from the work of Dr. Norman C. Gysbers, University of Missouri-Columbia; his contributions to this model and to developmental school counseling are significant. The first writers were also guided by state programs from Alaska, Connecticut, Indiana, Iowa, New Jersey and Wisconsin.

The 1996 Illinois Model also became a reality because of the work of a number of individuals and groups. The Illinois Counselor Educators and Supervisors, its leadership and members, must be recognized for the promotion of the initial idea to write and financially support the model. The Illinois School Counselor Association must also be recognized for its direction, encouragement and generous financial support. The Illinois Counseling Association needs to be recognized, because in 1993, it adopted this project as its own and provided financial resources to support the effort. During the years of working on the 1996 model, numerous people provided various contributions to the effort at different stages. These individuals are recognized within the Acknowledgements section.

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2012-13 Revision Task Force

In 2012, ASCA released a fourth edition of the ASCA National Model. Therefore, a team of ISCA members set forth to update and streamline the 2010 model. Members of this 2012 revision team are as follows:

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Revision Team 2010

A leadership council with representatives from the Illinois Counseling Association (ICA), Illinois Counselor Educators and Supervisors (ICES) and the Illinois School Counselor Association (ISCA) asked for a revision of the 2009 Illinois Model. The president of each respective association invited readers and writers to join this revision team. The revision team members include the following:

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Illinois Model 2005

In 2005, a committee was formed and work commenced to revise the 1996 Illinois Model. Team members were serving on the leadership councils of the Illinois Counselor Educators and Supervisors (ICES) and the Illinois School Counselor Association (ISCA). The 1996 writers were also invited to participate in the revision process. Many individuals contributed time and expertise to this endeavor. The team members for the Second Edition included the following:

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A SPECIAL MESSAGE TO READERS

The school community is confronted daily with challenges that seriously interfere with the educational process. The challenges in today's society require school counselors to abandon traditional methods and adopt new, proactive approaches. The developmental counseling approach is proactive and encompasses and integrates prevention, remediation and crisis intervention methods to meet the needs of all students.

This developmental counseling model offers a collaborative opportunity for all school staff, parents, guardians, and the community to contribute their own special expertise as it relates to the developmental needs of students. Counselors bear the major responsibility for the organization, coordination and programming of activities. Yet, to effectively achieve the goals of the Illinois Model in its fullest sense, other school support personnel (SPP), teachers, administrators and the community members must play a significant role in its implementation.

The hope is that every Illinois school will employ professional school counselors, who are available to assist all students in successfully navigating their academic experiences, assisting them in making informed decisions concerning their career paths and supporting them as they learn to explore, understand and manage their social/emotional development. Further in the future, school administrators, teachers and parents will understand that school counselors are vital members of the education team and a valuable resource as both a conduit between the school and the community and an important leadership team member within the school.

The authors of this revised model invite you to read this document and discover opportunities to work with school counselors. We encourage you to become professionally involved in this innovative and comprehensive approach to help all students prepare to become the next generation of parents, workers, leaders and citizens. Your support and input are essential. Together we can make a difference.

Executive Summary

“School counselors design and deliver comprehensive school counseling programs that promote student achievement. These programs are comprehensive in scope, preventative in design and developmental in nature. The ASCA National Model: A Framework for School Counseling Programs outlines the components of a comprehensive school counseling program. The ASCA National Model brings school counselors together with one vision and one voice, which creates unity and focus toward improving student achievement” (ASCA National Model p. xii).

“A comprehensive school counseling program is an integral component of the school’s academic mission. Comprehensive school counseling programs, driven by student data and based on standards in academic, career and personal/social development, promote and enhance the learning process for all students. The ASCA National Model:

- ensures equitable access to a rigorous education for all students
- identifies knowledge and skills all students will acquire as a result of the K-12 comprehensive school counseling program
- is delivered to all students in a systemic fashion
- is based on data-driven decision making
- is provided by a state-credentialed school counselor” (ASCA National Model p. xii)

Components of an effective school counseling program are:

- a collaborative effort between school counselor, parents and other educators
- respond to the diversity and individual needs of a community
- allow school counselors to focus their skills, time and energy on direct and indirect services
 - Note: The American School Counselor Association recommends the following for maximum program effectiveness:
 - a school counselor to student ratio of 1:250
 - school counselors to spend 80% or more of their time in direct and indirect services to students
 - include school counselors as part of the educational leadership team
 - consists of four components, described by ASCA (p.xiii-xiv) below:
 - foundation:

“School counselors create comprehensive school counseling programs that focus on student outcomes, teach student competencies and are delivered with identified professional competencies.”
 - management:

“School counselors incorporate organizational assessments and tools that are concrete, clearly delineated and reflective of the school’s needs.”

- delivery:
“School counselors provide services to student parents and the community in direct services: school counseling core curriculum, individual student planning and responsive services as well as indirect student services.”
- accountability:
“To demonstrate the effectiveness of the school counseling program in measurable terms, school counselors analyze school and school counseling program data to determine how students are different as a result of the school counseling program.”

Building on the ASCA National Model, the Illinois Model was revised to help school counselors and administrators utilize the ASCA National Model within Illinois schools. This tool provides information on the ASCA National Model framework as well as content specific to Illinois school counseling, such as:

- The RTI process
- Illinois Social/Emotional Learning Standards
- School Improvement Plans
- School counseling services as required by the Illinois School Code (105 ILCS 5/10-22.24b)
- Illinois Standards for the School Counselor





Illinois Developmental Model

Introduction

Rationale

- ❖ Four Guiding Principles

Philosophy

Assumptions

- ❖ Traditional vs. Transformed School Counseling

Making the Model Work CHECKLIST for Chapter 1

- Share the Illinois Model with others (e.g., colleagues, community members, faculty and school board members). Refer to “A Special Message to Readers.”
- Schedule a meeting with the principal, teachers and/or staff of an elementary, middle or high school; or volunteer to be a speaker at a community group.
- Explain how a developmental program improves academic performance and contributes to students' success. (A summary of research-based data can be found on ASCA's website: <http://www.schoolcounselor.org>).
- Outline how this system becomes a component for change in the school and community (e.g., social/emotional learning, violence prevention, bullying, drug use, career outlook, academic achievement).
- Readily define developmental counseling; be able to tell school and community members about the impact of school counselors. Give examples of ways students are served and how school counselors make a positive difference in students' lives.
- Use the chart on page 17 to explain the differences between a Traditional Approach and a Transformed Approach.
- Review the Assumptions on page 16, and select items to be used as discussion topics at counseling department, school board, parent, faculty, staff or community meetings.

Chapter 1: Introduction

The American School Counselor Association (ASCA) has been a strong advocate for developmental programming in the nation's schools. In 2003, ASCA published the *ASCA National Model: A Framework for School Counseling Programs* (ASCA National Model). The Illinois Model proposes a framework very similar to the ASCA National Model but with specific attention given to issues schools and students encounter, which are unique to Illinois. Additionally, solutions and strategies to address those issues are offered using a developmental approach. Because of this, the Illinois Model serves as an essential supplement to the ASCA National Model for professional school counselors in Illinois. Throughout the Illinois Model, school counselors will identify resources specific to Illinois that can be used in creating the foundation of a school counseling program, delivering and managing the program components and holding stakeholders accountable for program success. The Illinois Model represents the best thinking of practitioners and educators in Illinois who have examined the ASCA National Model and models of other states and have taken into account the needs of the students in Illinois. This newest edition of the Illinois Model is released with the hope that it will be a useful and approachable tool to assist current and aspiring school counselors and education professionals with assessing the degree to which current school counseling programs align with the recommended developmental approach and further assist with the implementation of the ASCA National Model (3rd Ed) statewide.

A developmental counseling approach is designed to permeate all aspects of school counseling programs. Although school counselors currently positively influence students in Kindergarten through 12th grade (K-12), developmental counseling components influence social/emotional concerns throughout childhood development, including pre-kindergarten. A developmental program assumes that as individuals grow, they encounter certain developmental challenges that, if met, allow the students to act in responsible ways. If school counselors offer a developmental and preventive curriculum that employs both individual and group methods, students will be able to learn to communicate effectively; resolve conflicts; engage in effective decision making; act responsibly; and live safe, meaningful and productive lives.

Rationale

The American education system experiences considerable pressure from a complex array of societal influences. Educators are being asked to do more with ever diminishing resources. The educational system is being held responsible for responding to a variety of social problems in addition to teaching those basic educational skills necessary for the students in our public education system to compete effectively in an emerging global economy. Essential in this current charge from both national and state policy makers is the consideration of providing equity and access to all students engaged in our public school systems. Outcomes for all students, and in particular for those students who have been traditionally marginalized, are the following: 1) increased high school graduation rates 2) increased retention of students who matriculate to post-secondary education 3) a recognition of the social/emotional influences which impact and create barriers to students success. School counselors, who strive to be equal partners in the schools, must develop ways to make positive, practical contributions toward helping the educational system, addressing these necessary outcomes and prevent issues that negatively impact the educational system and the students it serves.

School counselors believe that teaching life skills is inherent in the curriculum of counseling and is critically necessary in preparing all students for school and work. It was from this rationale that a comprehensive developmental school counseling program was created.

The four guiding principles of the Illinois developmental school counseling program are as follows:

- Provide clear guidelines for school counseling programs to follow in developing comprehensive developmental/preventive programs for their schools.
- Provide flexibility to allow school counseling programs to develop goals and objectives which reflect the unique needs and characteristics of the student populations being served within their communities.
- Provide a structure for school counselors to use in explaining the purposes of counseling and the functions of counselors to students, parents, teachers, administrators and community members.
- Provide a framework which enables school counseling programs to demonstrate accountability.

Philosophy

A developmental school counseling program is guided by the understanding that collectively students' thoughts and actions change as they reach developmental milestones, and the school counselor's role is to create a school counseling program, along with the help of other key school and community stakeholders, in order to meet the academic, career and social/emotional needs of each unique student as he or she progresses in age and throughout grades K-12.

Assumptions

Listed below are several assumptions of an effective comprehensive developmental school counseling program:

- Is based on goals and student outcomes/competencies;
- Is essential to a student's personal growth and development, and therefore essential to academic success;
- Contains curricular elements which clearly identify the knowledge, attitudes and skills to be acquired;
- Is regularly and systematically evaluated based on its outcomes;
- Is coordinated and implemented by a professionally licensed school counselor.

Comparison of Traditional and Transformed Programs

The chart below identifies the fundamental differences between traditional school counseling programs and ones which are developmental in nature.

Traditional	Transformed
Crisis Counseling	Preventive & Crisis Counseling
Isolated Guidance Lessons	School Counseling Curriculum
Career Information Service	Career Planning & Development
Programming/Scheduling	Program Management
Reactive	Proactive
Clerical/Task Oriented	Goal-Oriented
Unplanned	Planned Daily Activities
Unstructured	Accountable
Ancillary Service	Integral Part of Educational Program
Some Students	All Students

It is essential that school counselors show how their programs affect achievement and success for students. In Chapter 6, various resources are provided so school counselors can develop evaluation components within their developmental programs. Checklists are provided at the beginning of each chapter to help practicing school counselors review their understanding of issues presented within the chapter and take practical steps towards implementing their own developmental school counseling program.



**Illinois Developmental
Model
Structural
Framework**

**Transforming School
Counseling Initiative**

- ❖ Leadership
- ❖ Advocacy
- ❖ Use of Data
- ❖ Collaboration & Teaming
- ❖ Systemic Change

Legislative Implications

- ❖ NCLB
- ❖ SEL
- ❖ IDEA
- ❖ RTI

Transformed Focus

- ❖ Leadership
- ❖ Advocacy
- ❖ Teaming & Collaboration
- ❖ Counseling & Coordination
- ❖ Assessment & Use of Data

**ASCA National Model/IL
Model**

- ❖ Active Description
- ❖ Career
- ❖ Social Emotional

Life Areas & Transitions

**Making the Model Work
CHECKLIST for Chapter 2**

- Using the graphics provided, give a clear and concise explanation of the Illinois Model.
- Provide information and follow-up of RTI practices that are used in the school setting; describe the role of the school counselor in conjunction with RTI. To begin, you might want to examine the following website:
http://www.isbe.state.il.us/pdf/rti_state_plan.pdf
- Assess your own program to identify how Social/Emotional Learning Standards are met at your school (http://www.isbe.state.il.us/ils/social_emotional/standards.htm) and how your school emphasizes Career and Post-Secondary Development and Mental Health Programming.
- Assess your own professional approach to measure your shift from the 3 C's to a broader scope that systematically illustrates their focus on (a) Leadership, (b) Advocacy, (c) Teaming and Collaboration, (d) Counseling and Coordination, and (e) Assessment and Use of Data (see Table on page 20).
- Think about how your program addresses the identified general program goal areas and in which area the most improvement is needed.
- Review Appendix G in preparation for IEP meetings.

Chapter 2: Structural Framework

The introductory chapter has presented a succinct rationale for developmental school counseling. Traditional guidance programs have become outdated and do not address the challenges presented in today's educational landscape or the developmental needs of all students. Much of what developmental models stand for is congruent with the changing premises of educating the "whole child" and with making the educational programs more realistic in the preparation of our future work force. National efforts by The American School Counseling Association (ASCA), The National Center for Transforming School Counseling (NCTSC) and The Center for School Counseling Outcome Research (CSCORE) emphasize the need for school counselors to use data-driven interventions to close gaps of achievement, access and equity.

The Transforming School Counseling Initiative (TSCI), a division of the Education Trust, is the first national agency to address the training and preparation of school counselors. The TSCI Center calls for school counselors to be skilled in the areas of leadership, advocacy, use of data, collaboration and teaming, and systemic change. The evaluation of school counselors and their programs should include measures to assess these skills. Importantly, TSCI helped school counseling graduate programs train school counselors to become advocates and leaders poised to make systemic change in their schools, especially for those who had been historically marginalized.

The "No Child Left Behind" (2001) legislation also introduced educational changes. In 2004, Illinois mandated the implementation of the Social/Emotional Learning Standards (see page 83). The State of Illinois has required school districts to submit a policy to address teaching and assessing social and emotional skills and protocols for responding to children with social/emotional, mental health problems, or a combination of such problems that impact learning ability. The 2004 Reauthorization of Individuals with Disabilities Education Improvement Act (IDEA) also prompted a change in school counseling programs. School counselors are now called upon to assist both general educators and special education teachers in implementing Response to Intervention (RTI) procedures (see http://www.isbe.state.il.us/pdf/rti_state_plan.pdf). The RTI process allows schools to identify at-risk students earlier, provide appropriate instructional interventions for all students and monitor the educational progress of all students.

What does this all mean for Illinois? It means school counselors cannot afford to continue in the methods and approaches that are no longer meeting the needs of those they serve. School counselors must capture a place as leaders and advocates in educational reform and membership on their local school leadership teams. As school counselors connect their work to schools' overall plan for improvement, they serve to demonstrate the interdependent relationship that exists between students' academic, career and social/emotional needs. It is not necessary to create a new position or even a new training program once this shift is made. What is needed is to transform and redefine the role of the school counselor to accurately reflect the preparation programs and the skills for which they are trained. It is time to move school counselors into the total curriculum and integrate what they have to offer into the big picture.

School counselors can address individual student goals and outcomes on a daily basis as well as those of groups of students. The use of a developmental approach accents the preventive piece, capturing the concept that children and adolescents can learn what will enhance their lives, their careers and their abilities to learn in a rapidly changing society. Using the data to assess the impact of comprehensive developmental programs provides evidence of both the positive impact of the school counseling program and the growth of students. Data can be used to assess both specific interventions and whole school programs. In order for school counselors to successfully transition the way they do school counseling to meet the needs of all students, they must broaden their focus from the "Three Cs" - (Counseling, Consultation, and Coordination), to a broader

scope that systemically illustrates their focus on (a) Leadership, (b) Advocacy, (c) Teaming and Collaboration, (d) Counseling and Coordination, and (e) Assessment and Use of Data (see Table Below) (Erford, 2007).

Leadership	Advocacy	Teaming and Collaboration	Counseling and Coordination	Assessment and Use of Data
Promoting, planning, and implementing prevention programs, career and college activities, course selection and placement activities, social/personal management and decision-making activities	Making available and using data to help the whole school look at student outcomes	Participating in or consulting with teams for problem solving; ensuring responsiveness to equity and cultural diversity issues as well as learning styles	Brief counseling of individual students, groups and families	Assessing and interpreting student needs, and recognizing difference in culture, languages, values and backgrounds
Providing data snapshots of student outcomes, showing implications and achievement gaps, and providing leadership for school to view through equity lens	Using data to effect change; calling on resources from school and community	Collaborating with other helping agents (peer helpers, teachers, principal, community agencies, business)	Coordinating resources, human and other, for students, families, and staff to improve student achievement (community, school, home)	Establishing and assessing measurable goals for student outcomes from counseling programs, activities, interventions, and experiences
Arrange one-to-one relationships for students with adults in school setting for additional support and assistance in reaching academic success	Advocating student experiences and exposures that will broaden student' career awareness and knowledge	Collaborating with school and community teams to focus on rewards, incentives and supports for student achievement	Working as key liaison with students and school staff to set high aspirations for all students and develop plans and supports for achieving these aspirations	Assessing building barriers that impede learning, inclusion and/or academic success for students
Playing a leadership role in defining and carrying out the guidance and counseling function	Advocating student placement and school support for rigorous preparation for all students	Collaborating with school staff members in developing staff training on team responses to student' academic, social, emotional and developmental needs	Coordinating staff training initiatives that address student's needs on a school-wide basis	Interpreting student data for use in whole school planning for change

An important part of this revised Illinois Model is to see and understand the conceptualization of a structural framework. Through this structure, school counselors, administrators and others will be able to see how all the parts outlined and highlighted in this guide fit together to address the needs of all students. The major consideration is to address the concerns and needs of all students in Illinois, and to help each to develop meaningful, responsible and productive lives. School counselors must identify as change agents, proactively working to advance the lives of their students. Like students, school counselors have the potential for growth. This straightforward model can empower school counselors to develop that potential.

The ASCA National Model

The figure (see below) used to conceptualize the ASCA National Model can also be used to conceptualize the Illinois Model. Similarities exist in the manner in which both models suggest the program is built on four interwoven elements: (a) Foundation, (b) Management System, (c) Delivery System and (d) Accountability. The manner in which school counselors build a comprehensive program using these four quadrants is detailed in Chapters Three through Six. Notice the Illinois Model has distinct differences from the ASCA National Model with regard to legislation and other issues pertinent to students in Illinois. For example, school counselors in Illinois focus on social/emotional learning outcomes rather than personal/social outcomes, and school counselors in Illinois use Response to Intervention (http://www.isbe.state.il.us/pdf/rti_state_plan.pdf) programs to create team approaches to prevention and intervention in schools. However, as a whole, the ASCA National Model figure is a useful approach to conceptualize the implementation of a developmentally appropriate, comprehensive school counseling program adhering to the Illinois State Standards. As school counselors build comprehensive programs aligned with both the Illinois Model and the ASCA National Model, it is important to emphasize various concerns specific to Illinois, such as:

- Social/Emotional Learning Standards
- Response to Intervention
- Mental Health Programming and
- Career and Post-Secondary Development.



**The ASCA National Model Diagram is a registered trademark of American School Counseling Association (ASCA), and is used here with permission of ASCA.*

Active Description

Illinois developmental school counseling programs should address competencies in three interrelated domains targeting the developmental needs of all students. The three domains are defined as follows:

1. *Academic*: Provides activities and experiences that develop competencies leading to educational success so that each student develops to his/her maximum potential.
2. *Career*: Targets competencies that will assist students in exploring career opportunities, making career decisions, and transitioning to post-secondary training or to the world of work.
3. *Social/Emotional*: Identifies competencies that will assist students in understanding and expressing self, how they relate to others, and how their thinking, feelings, and behaviors shape their personalities. Students need to be assisted in learning how to understand themselves and others, management of their emotions, make appropriate decisions, interact effectively, and assume responsibility as they develop.

Through delivery of services within each domain, the developmental school counseling program is designed to help students acquire knowledge and skills through program goals. The academic domain is addressed by the goal “Learning About Academic Success”; the career domain is addressed by the goal “Learning About Career and Life Planning”; and the social/emotional domain is addressed by the goal “Learning About Self and Others.” These identified general program goal areas become the guidelines through which student competencies can be addressed. This framework ensures that students are acquiring skills and knowledge in each area.



NOTE: The ASCA National Model and the Illinois Model have identified major standards which serve as a framework for counselors to facilitate student outcomes in three domains: academic, career, and social/emotional. Within each standard, specific learning competencies and indicators serve as a basis for program accountability. Another way of conceptualizing the standards might be to consider life situations, life transitions, and life skills appropriate for each student. These three areas interact with the domains in helping to clarify important issues that become identified as student competencies within these models. For examples and more information, please see Appendix G.



Illinois Developmental Model Foundation

Professional Competencies

- ❖ School Counselor Competencies & Standards
- ❖ Legal & Ethical Implications

Students Competencies

- ❖ ASCA
- ❖ Illinois
- ❖ Social/Emotional
- ❖ Life Areas & Transitions
- ❖ School Counseling Services in Illinois

Program Focus

- ❖ Beliefs
- ❖ Vision Statement
- ❖ Mission Statement
- ❖ Needs Assessments
- ❖ Program Goals
- ❖ Strategic Planning

Legislation

- ❖ Local
- ❖ State
- ❖ Federal

“Schools Counselors create comprehensive school counseling programs that focus on student outcomes, teach students competencies and are delivered with identified professional competencies.” (ASCA, 2012)

Making the Model Work CHECKLIST for Chapter 3

- Go to <http://www.SchoolCounselor.org>. Locate and download the School Counselor Competencies (2008), located under the 'School Counselors and Members' page in the 'Careers/Roles' tab. Read about the history, purpose and development of this document. Notice that each of the elements of a developmental counseling program is included. With your colleagues, choose an element to study, discuss and put into action.
- Become familiar with the 23 Illinois Standards for School Counselors.
 - Point out to graduate students that the School Counseling Content Area Test for an Illinois Professional Educator License is based on these 23 standards.
 - Discuss with colleagues the progress that your school is making toward providing these services.
- Go to www.schoolcounselor.org/ethics to review the ASCA Ethical Standards for school counselors.
- Download & review the IL DCFS Manual for Mandated Reporters (specifically review Appendix C), available via: http://www.state.il.us/dcf/docs/CFS_105021_Mandated_Reporter_Manual.pdf
 - Complete the online “Recognized & Reporting Child Abuse: Training for Mandated Reporters” available via: http://www.state.il.us/dcf/library/com_communications_train.shtml
- Identify how school counselors in your school work with teachers to implement the mandated Illinois Social/Emotional Standards.
 - Use the Self-Assessing Social and Emotional Instruction and Competencies: A Tool for Teachers” to assist in the process. (<http://www.gtlcenter.org/products-resources/self-assessing-social-and-emotional-instruction-and-competencies-tool-teachers>)
- Review the following student competencies:
 - ASCA Student Standards located (page 39)
 - Illinois Student Competencies (Appendix E)
 - Illinois Social/Emotional Learning Standards (Appendix F)
 - Life Areas & Transitions (Appendix G)
 - School Counseling Services in Illinois (page 36)
- Make contact with a local school, or your administration, and ask for a copy of their School Improvement Plan. Read the plan and discuss with school counselor colleagues the various ways in which a developmental counseling program could enhance progress of the plan.



Illinois Developmental Model Foundation

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- ❖ Legal & Ethical Implications

Students Competencies

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- ❖ Illinois
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- ❖ Life Areas & Transitions
- ❖ School Counseling Services in Illinois

Program Focus

- ❖ Beliefs
- ❖ Vision Statement
- ❖ Mission Statement
- ❖ Needs Assessments
- ❖ Program Goals
- ❖ Strategic Planning

Legislation

- ❖ Local
- ❖ State
- ❖ Federal

“Schools Counselors create comprehensive school counseling programs that focus on student outcomes, teach students competencies and are delivered with identified professional competencies.” (ASCA, 2012)

- Identify some of the unique needs your students may possess that require certain goals and competencies.
- Print the NOSCA Strategic Planning Tool to use as a guide (http://media.collegeboard.com/digitalServices/pdf/nosca/11b_4393_counseling_page_WEB_111107.pdf?affiliateId=noscahero&bannerId=resources)
- In collaboration with school counselor colleagues, Advisory Council and administration, write the Beliefs, Vision and Mission Statement for a Developmental Counseling Program. Practicing school counselors as well as graduate students might contact a local school that already has a developmental counseling program and identify these statements to use as a model to follow.

Chapter 3: Foundation

This Chapter focuses on building the foundation of a comprehensive school counseling program that:

- aligns with the ASCA National Model, ASCA School Counselor Competencies and Illinois Standards for School Counselors;
- reflects the ASCA Student Standards, Illinois Student Competencies and Illinois Social/Emotional Learning Standards; and
- provides school counseling services as enumerated by the Illinois School Code.

The Foundation of a developmental school counseling program is based on beliefs, a vision, and a mission statement. Developmental school counseling programs are also focused on meeting specific goals related to the academic, career and social/emotional needs of the students they are designed to serve. Furthermore, the Foundation is influenced by local, state and federal legislation.

Professional Competencies

Understanding the ASCA School Counselor Competencies and Illinois Standards for School Counselors is essential when creating a strong foundation for a comprehensive school counseling program.

The ASCA School Counselor Competencies outline the knowledge, abilities, skills and attitudes that ensure school counselors are equipped to meet the rigorous demands of the profession and the needs of all students. These competencies help ensure new and experienced school counselors are equipped to establish, maintain and enhance a comprehensive school counseling program addressing academic achievement, career planning and personal/social development (ASCA, 2012). “The competencies and indicators directly reflect the school counseling program, mission and goals” (ASCA, 2012, pg. 29). The ASCA School Counselor Competencies can be downloaded from

<http://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>

The Illinois Standards for School Counselors outline 23 standards which school counselors must have knowledge and performance capability in order to receive certification (ISBE, 2002). The standards can be downloaded from http://www.isbe.net/profprep/CASCDvr/pdfs/23110_schcounselor.pdf. Standard 11 specifically addresses Program Development and compels school counselors to:

- use available resources in implementing a comprehensive counseling program;
- use data compiled from needs assessment in planning the counseling program;
- use data from multiple sources, including surveys, interviews, focus groups and needs assessments, to enhance students’ outcomes;
- design, implement, monitor, and evaluate a comprehensive developmental school counseling program with an awareness of the various systems affecting students, parents and school faculty and staff;
- implement and evaluate specific strategies designed to meet program goals and objectives for enhancing students’ competencies;
- identify student achievement competencies and implement activities and processes to assist students in achieving these competencies; and
- prepare a counseling calendar reflecting appropriate time commitments and priorities within a comprehensive developmental school counseling program.

Review tool for applying SEL standards across the curriculum at the Center on Great Teachers and Leaders (<http://www.gtlcenter.org>)

Legal & Ethical Implications

School counselors face legal and ethical challenges every day. These challenges range from confidentiality issues, to records maintenance and duty to report suspected neglect and/or child abuse (ASCA, 2012).

“The ASCA Ethical Standards for School Counselors, available at: www.schoolcounselor.org/ethics, specify the principals of ethical behavior necessary to maintain the highest standard of integrity, leadership and professionalism” (ASCA, 2013, pg. 30). Additional resources, like articles written by the chair of ASCA’s Ethics Committee can also be access via the aforementioned web address.

Additional resources to consult and become familiar with regarding legal and ethical implications for Illinois school counselors include:

- IL DCFS Manual for Mandated Reporters
- Federal Education Rights and Privacy Act (FERPA)
- Illinois School Student Records Act
- Erin’s Law (<http://www.erinslawillinois.org>)
- McKinney-Vento Homeless Assistance Act
- Illinois School Bullying Prevention Task Force Resources & Recommendations (<http://www.isbe.state.il.us/SBPTF/default.htm>)
- Facebook for School Counselors Manual (<http://www.ikeepSAFE.org/wp-content/uploads/2012/04/Facebook-For-School-Counselors-Final-Revision1.pdf>)

Student Competencies

Competencies are specific behaviors that students are expected to develop relative to the goals of the counseling program. Identification of specific competencies allows school counselors to dialogue with each other with regard to specific outcomes of the program as well as methods used to produce the outcomes. Competencies are very useful in communicating to others (parents, students, faculty, administration) what the developmental counseling program intends to accomplish. Competency statements also readily lend themselves to assessment allowing for evaluation and accountability of school counseling programs.

The student competencies that shape the foundation and delivery system of a comprehensive school counseling program in the state of Illinois are (1) the ASCA Student Standards (2) the Illinois Student Competencies and (3) the Illinois Social/Emotional Learning Standards. The ASCA Student Standards and Illinois Student Competencies identify goals and competencies for students and the Illinois Social/Emotional Learning Standards (SEL) have been designed to be delivered across the curriculum in all subject areas. While the SEL Standards (Appendix F) may be delivered across the curriculum in all subject areas, the school counselor provides the leadership to establish partnerships with teachers to achieve these standards, which are an important component of the comprehensive school counseling program.

The Illinois Student Competencies (see Appendix E) are arranged in detailed charts that provide suggested student competencies by Domain, Goal, and Grade Level. The goals and competencies on these charts are examples that provide the basis for teaching all students the knowledge and skills that comprise the School

Counseling Curriculum. Counselors may use these guidelines to further implement other goals that may be developed in specific school settings.

Other competencies to consider when designing and implementing a comprehensive school counseling program include, but are not limited to:

- Common Core Standards (http://www.isbe.net/common_core/default.htm)
 - Another resource regarding School Counselors implementing the Common Core Standards can be accessed via: <http://www.achieve.org/publications/implementing-common-core-state-standards-role-school-counselor-action-brief>
- Framework for 21st century learning (<http://www.p21.org>)
- Illinois School Code (Section 10-22.24b School Counseling Services)
- The Model Standards for Academic, Social, Emotional, and Character Development (<http://charactercounts.org/pdf/Model-Standards.pdf>)
- The National Career Development Guidelines (<http://www.ncda.org>)
- The Six Pillars of Character (<http://www.charactercounts.org>)

School Counseling Services in the Illinois School Code

The Illinois School Code (105 ILCS 5/10-22.24a-b) defines school counselors and some school counseling services that may be provided in schools. Once the knowledge, abilities, skills and attitudes necessary to meet the rigorous demands of the profession and the needs of pre-K–12 students are mastered, school counselors can use the 13 services listed in the Code as a guide for building a strong comprehensive school counseling program foundation. See page 36 for a complete list of the School Counseling Services enumerated in the Illinois School Code.

Note: At the time of publication of this edition of the Illinois Model, HB5288, which provides a more comprehensive definition of school counselor roles and school counseling services, had passed the House with a unanimous vote and moved into the Senate. Illinois school counselors should stay abreast of the developments of HB 5288, as well as other laws impacting the school counseling profession.

Beliefs, Vision, Mission Statement

Beliefs

The process of building a strong developmental counseling program begins with brainstorming a set of beliefs. School counselors need to think and genuinely believe students have the capacity to develop certain skills and will be able to demonstrate more positive attitudes as a result of participation in a developmental counseling program. Ideally, these are tied to the goals and beliefs of the school and district.

I-C: Attitudes

School counselors believe:

- I-C-1. Every student can learn, and every student can succeed
- I-C-2. Every student should have access to and opportunity for a high quality education
- I-C-3. Every student should graduate from high school and be prepared for employment or college and other post-secondary education
- I-C-4. Every student should have access to a school counseling program
- I-C-5. Effective school counseling is a collaborative process involving school counselors, students, parents, teachers, administrators, community leaders and other stakeholders
- I-C-6. School counselors can and should be leaders in the school district
- I-C-7. The effectiveness of school counseling programs should be measureable using process, perception and outcome data

(ASCA School Counselor Competencies, 2008)

Identify the beliefs of all stakeholders who are a part of the school counseling program. The beliefs of all school faculty and staff are integral to the consistent implementation of an effective school counseling program. It is not enough for only counselors and teachers to believe that “every student can succeed.” Each school professional with which students interact, such as deans, coaches, office and lunchroom staff, must also believe all students can learn, even those students who pose the most challenges. Stakeholders’ beliefs help influence their actions and support the school counseling program instead of divert from it.

Consider the following stakeholders as being instrumental to the seamless implementation of a school counseling program:

- Teachers
- Administrators
- Parents/guardians
- Community members
- Students
- Local business owners
- Representatives from community-based agencies
- Volunteer staff
- Office and lunchroom personnel
- Police officers

Gather input from all counseling department members and work to achieve consensus. Capitalizing upon the variety of experiences will strengthen the program’s foundation and broaden the focus of a vision for the future success of all students.

Sample Beliefs Statement

(Courtesy of Evanston Township High School, Evanston, IL)

The professional school counselors at Evanston Township High School believe that a school counseling program reaches every student in an equitable manner and is an integral part of the total educational program to promote achievement for all students. The program is comprehensive in scope, proactive in design and developmental in nature.

The following principles are the foundation for the school counseling program:

- Measurable student competencies are developed based on demonstrated need in the areas of academic, college/career and personal/social domains.
- The delivery system includes a school counseling curriculum, individual planning, responsive services and system support.
- The program uses tools to monitor student progress.
- All aspects are implemented by a credentialed school counselor.
- There is on-going collaboration between school counselors and the school community.
- Data drives program decisions.
- Counselors analyze both process and outcome data and seek improvement based on this data.

- The process and outcome data collected from students and parents is carefully analyzed by the counselors at the end of each school year as one means of program evaluation.
- All ETHS counselors work together to plan and implement the counseling program.
- The ETHS counseling program will be overseen and evaluated by the Associate Principal of Student Services and the Lead Counselor.
- The counseling program and its materials will be managed by all fifteen counselors collaboratively and through dialogue with the AP of Student Services and Lead Counselor.
- Counselors actively continue to examine and eliminate beliefs, policies and practices in the school counseling program that perpetuate racial disparities in achievement.
- Counselors actively share successes with the school community.

Additional resources to help define beliefs can be found on pages 22-23 of the ASCA National Model 3rd Ed.

Vision

Based on previously stated beliefs, a vision statement should include desired outcomes for the current counseling plan and “blueprints” for improved services in the future. A vision statement also may align with the growing needs of the district, city, state, nation and world.

The following are characteristics of a vision statement:

- Describes a future world where the school counseling goals and strategies are being successfully achieved.
- Outlines a rich and textual picture of what success looks like and feels like
- Is bold and inspiring
- States the best possible student outcomes that are five to 15 years away
- Is believable and achievable
(ASCA, 2012)

Examples of possible resources to help shape a vision statement can be found below:

- The Glossary of Education Reform (<http://edglossary.org/mission-and-vision>)
- Center for School Change (<http://www.Centerforschoolchange.org>) Search “Vision Statement”

Sample Vision Statement

(Courtesy of Chester High School, Chester, IL)

The Vision of the Chester High School Student Services department is:

All students prepared to experience college and career success and committed to lifelong learning in a changing society.

Mission Statement

The mission statement should be a concise and specific statement which outlines the vision and describes the purpose of the program. It should be aligned with the overall state, district and building level mission statements and written so that all students are the primary focus. The mission statement should be results-based, address current educational reforms and created through a collaborative approach.

The following are characteristics of a mission statement:

1. Aligns with the school's mission statement and may show linkages to district and state department of education mission statements
2. Is written with students as the primary focus
3. Advocates for equity, access and success of every student
4. Indicates the long-range results desired for all students

Sample Mission Statement

(Courtesy of John Hersey High School, Arlington Heights, IL)

The primary mission of John Hersey High School Counseling Program is to help each and every student reach their full potential as citizens capable of meeting the challenges of a changing society. The School Counseling Staff will strive to meet the academic, personal/social, and career needs of our students by working collaboratively with faculty, staff, parents and community members. The counselors will create a school climate and counseling program that serves all students. The program will model and encourage the positive behaviors, skills and knowledge needed for students to become independent lifelong learners.

Needs Assessments

If school counseling programs are moving from traditional programs to developmental programs, then the following three areas must receive careful attention:

1. Evaluating what is already being done
2. Assessing the needs of the students
3. Incorporating those needs into the counseling program goals

A needs assessment should include a systematic investigation to determine whether existing programs are meeting the unique needs of students. Some of these needs may be expressed clearly by school district policy and state and federal legislation, while others remain more subtle or covert. Results of the needs assessment should lead the school counselors and administrators to make more informed choices and, therefore, more effective decisions regarding program objectives and strategies.

Each developmental level has clearly identified competencies, which are needs and tasks that must be addressed and accomplished. Students may have differing needs based upon their communities, cultural influences, economic resources, familial patterns and available resources. A carefully planned needs assessment helps the counseling program to articulate direction and set priorities. Needs assessments are also valuable in justifying new programs, changes and improvements that strengthen the counseling program.

(See Appendix C, pg. 70 for Needs Assessment Resources)

Guidelines for Needs Assessments

A variety of commercially produced needs assessments are available and can be modified to fit each school system. A survey can be developed for the entire population of the school or for a random sample of the population. The following list of guidelines for needs assessment work may be helpful:

1. Preparing for the needs assessment
 - Utilize an advisory committee to develop the tool.
 - Include input from students (at all grade levels), parents, teachers and other staff.
 - Use newsletters and memos to inform (templates available in document and publisher software).
 - Become familiar with procedures and current technology to report data results.
 - Expect enthusiasm and resistance.
2. Assessing the current counseling program
 - Gather both quantitative and qualitative data on the status of the current program.
 - Identify things already being done to meet student needs.
 - Develop the needs assessment around the program mission statement, philosophy, goals and competencies.
 - Change current goals and competencies addressed based upon the results of the needs assessment.
 - Identify expectations of community leaders and business leaders to assist in the assessment.
 - Utilize all resources available in achieving a thorough assessment.
 - Include the school counseling services enumerated in the Illinois school code, e.g. crisis intervention, anti-violence education, career development, educational planning (p. 36); also incorporate the Social/Emotional Standards (Appendix F).
3. Creating needs assessment surveys based on the developmental levels of the students
 - Use similar wording if assessing the same need from different populations (such as teachers, Students, and parents).
 - Be brief and concise.
 - Help those responding to the needs assessment to be aware of how the data will be used.
 - Use technology, like Google Forms, to make data collection and reporting more efficient.
 - Reference “Making Data Work,” full citation located in Appendix D.
4. Administering and analyzing the results
 - Select the best procedure to get the results desired (i.e., a random sampling versus surveying everyone in the school).
 - Acquire data from a variety of people: students, teachers, parents, etc.
 - Tally results using percentages and report by the differentiated groups.
 - Include highest needs and also those needs that are already being met.
 - Set priorities based upon the results.
 - Reference “Making Data Work” Section 3.
5. Developing student goals, competencies and counseling strategies to address identified needs
 - Develop age appropriate goals that are specific and time-limited
 - Develop a reporting procedure to share results and how the results will be used.
 - Select innovative and effective counseling strategies:
 - Classroom units and groups

- Small groups or individual counseling
- Workshops, presentations or faculty development
- Consultation
- Collaboration with staff or community resources

6. Reviewing the needs of students and evaluating the effectiveness of programs annually

Program Goals

Program goals are the building blocks of a school counseling program. Each goal adds to the structure of the foundation by specifically defining student outcomes for the three domains specific to Illinois school counseling programs: academic, career and social/emotional. Program goals should be specific, measurable, achievable, results-oriented and time-bound (SMART).

Developmental Goals

Goals generally are seen as broad statements of intent. Goals can therefore be similar for various developmental levels. A comprehensive, developmental counseling program is designed to help students acquire knowledge, skills, and attitudes in three domains; academic, career and personal, social/emotional. Within each domain, several goals are suggested for school counseling programs in Illinois.

Domain A: Academic Goals

As a result of participation in the school counseling program, students will acquire the knowledge, skills, and attitudes to:

1. Develop positive attitudes toward school and focus on lifelong learning; develop effective study skills (applying effective study skills)
2. Make decisions about educational opportunities and understand the relationship between learning and work (setting goals)
3. Understand the school environment and develop an awareness of learning style (learning effectively)
4. Acquire strategies for demonstrating success in knowledge and skills (gaining test-taking skills)

Domain B: Career Goals

Many schools offer programs such as career day or job shadow opportunities to help expose students to different career options. The Explore and Plan assessments have also been funded by the State for the past couple of years; both include an interest inventory based on Holland's Code and if utilized from grade 8 through ACT (and even Compass) can provide students with sound longitudinal data regarding their career development process and academic aptitude. Additionally, counselors may facilitate sessions to guide students through various computerized personal, interest and skills inventories.

As a result of participation in the school counseling program, students will acquire the knowledge, skills, and attitudes to:

1. Make appropriate career decisions (planning a career identity)
2. Establish goals, plan, and prepare for the future (planning for the future)

3. Understand the continuing changes of male/female roles and the interrelationship of life roles (combating career stereotyping)
4. Participate in school-to-work transitions (analyzing skills and interests)

College and Post-Secondary Planning

College planning and career counseling warrant great attention, as counselors work to meet the ever-changing postsecondary needs of students. College admissions have become extremely competitive and complex, requiring counselors to acquire knowledge and skills in college counseling and postsecondary planning. While many graduate counseling programs teach college counseling, it may not be a course in and of its own. Therefore, counselors are highly encouraged to seek professional development opportunities with appropriate organizations. Organizations such as the Illinois Association of College Admissions Counseling (IACAC: <http://www.iacac.org>) and the Illinois Student Assistance Commission (ISAC: <http://www.collegezone.com>) can be helpful resources and partners for planning career and college activities, including the implementation of What's Next IL (<http://www.whatsnextillinois.org>).

Domain C: Social/Emotional Goals

As a result of participation in the school counseling program, the student will acquire the knowledge, skills, and attitudes to:

1. Understand, accept and respect self (gain self-awareness)
2. Identify, prioritize, and evaluate values (developing positive attitudes)
3. Understand and make appropriate decisions regarding drug/alcohol, tobacco, and other substance uses (making healthy choices)
4. Understand and get along with others, respect cultural diversity, and other differences (respecting others)
5. Behave responsibly in the family, school, and the community (gaining responsibility)
6. Communicate effectively in groups (developing relationship skills)
7. Resolve conflicts in safe and responsible manner (resolving conflicts)
8. Develop effective ways to cope with violence in order to ensure one's personal safety (making effective decision).

According to the ASCA National Model, effective program goals do the following (Criteria from page 25 of ASCA National Model):

1. Promote achievement, attendance, behavior, and/or school safety
2. Are based on school data
3. Address school-wide data policies and practices or address closing-the-gap issues
4. Address academic, career, and/or personal/social development

A SMART goals worksheet can be found on page 28 of the ASCA National Model.

Sample Goals Statement

Sixty percent of the senior class will file the FAFSA by March 1.

Strategic Planning

According to the National Office of School Counselor Advocacy (NOSCA), “strategic planning helps school counselors use data to set clear goals and develop strategies with measurable outcomes for student achievement and success.”

NOSCA’s Strategic Planning Process:

STEP 1: Collect, analyze and interpret data to identify gaps in student outcomes.

STEP 2: Develop and prioritize measurable, data-driven goals aligned with school, district, state and national goals.

STEP 3: Develop strategies and interventions to meet goals.

STEP 4: Develop and implement the plans for each goal, including benchmarks to monitor progress.

STEP 5: Collect and report outcome data to all stakeholder, and adjust strategies and interventions as needed based on results.

STEP 6: Institutionalize policies, practices and procedures to sustain gains in equity.

NOSCA’s six step strategic planning process generally focuses on aligning college and career counseling with school improvement plans, but the systematic approach can be applied to the developmental school counseling goal setting process to ensure goals are data driven and address equity gaps.

Local, State, and Federal Legislation

Local, State and Federal Legislation impacts educational programs and influences the goals and mission of schools. With these changes, the developmental school counseling program can become an integral part of the school system.

For example, school counselors utilizing a developmental counseling program can have a significant impact on accomplishing the goals of the School Improvement Plan (referred to as SIP). Many SIP programs are based on the No Child Left Behind Act (NCLB) of 2001. On January 8, 2002, NCLB was signed into law. The purpose of NCLB was to ensure that all students in U.S. Public Schools meet the state’s academic achievement standards through specific goals and guidelines (see <http://www.isbe.net/nclb/default.htm>).

Another example would be the adoption of the Illinois Social/Emotional Learning Standards. In 2004, the Illinois Board of Education mandated Social/Emotional Learning (SEL) standards. SEL standards have been designed to be delivered across the curriculum in all subject areas. However, it is the school counselor who provides the leadership to establish partnerships with teachers to develop and deliver these standards (see page 19). A resource created to help teachers understand how to improve their application of the SEL standards across the curriculum was created by the Center on Great Teachers and Leaders, the reference is included in the Checklist for Chapter 3.

Finally, the Illinois School Code (105 ILCS 5/School Code) highlights services of developmental counseling programs. The description of services does not specifically identify goals, but does outline and describe the role that the school counselor plays in fulfilling the mission of the school (see page 36). Readers should note, at the time of publication of this edition of the Illinois Model, HB5288, which provides a more comprehensive definition of the possible responsibilities of a school counselor and school counseling services, had passed the House with a unanimous vote and moved into the Senate. Illinois school counselors should stay abreast of the developments of HB 528, as well as other laws impacting the school counseling professions.

**School Counseling Services in the Illinois School Code (www.isbe.net)
(105 ILCS 5/School Code)
Section 10-22.24b School Counseling Services**

1. Educational planning (4-6 year Individual Career Plan for each student)
2. Career development and counseling
3. College counseling
4. Developing and facilitating anti-violence education programs or conflict resolution programs, or both
5. Providing crisis intervention programs within the school setting
6. Making appropriate referrals to outside agencies
7. Interpreting achievement, career, and vocational test information
8. Developing individual career plans for all students
9. Providing individual and small group counseling
10. Addressing the developmental needs of students by designing curricula for classroom counseling and guidance
11. Consulting and counseling with parents for the academic, career, and personal success of their children
12. Facilitating school to work transition programs
13. Supervising school counseling interns enrolled in school counseling programs that meet the standards of the State Board of Education

Readers should note, at the time of publication of this edition of the Illinois Model, HB5288, which provides a more comprehensive definition of school counselor roles and school counseling services, had passed the House with a unanimous vote and moved into the Senate. Illinois school counselors should stay abreast of the developments of HB 5288, as well as other laws impacting the school counseling profession.

Illinois Standards for School Counselors

(http://www.isbe.net/profprep/CASCDvr/pdfs/23110_schcounselor.pdf)

In Illinois, Standards for School Counselors have also been adopted. There are 23 standards in which school counselors must have knowledge and performance capability in order to receive certification. These standards are as follows:

STANDARD 1 - Academic Development Domain

The competent school counselor understands the learning process and the academic environment and develops programs and interventions that promote achievement of all students.

STANDARD 2 - Career Development Domain

The competent school counselor is knowledgeable about the world of work, career theories, and related life processes and develops programs and interventions to promote the career development of all students.

STANDARD 3 - Personal/Social Development Domain

The competent school counselor understands the developmental needs of the school-aged population and develops programs and interventions that promote optimum personal and social development.

STANDARD 4 - Classroom Instruction and School Counseling Curriculum

The competent school counselor understands instructional planning and designs a developmental School Counseling curriculum based upon knowledge of the student, the community and the overall educational program.

STANDARD 5 - Responsive Service: Crisis Intervention

The competent school counselor understands and implements appropriate responses to crises and utilizes a variety of intervention strategies for students, families, and communities facing emergency situations.

STANDARD 6 - Responsive Service: Individual Counseling

The competent school counselor understands and utilizes a variety of individual counseling strategies and provides appropriate referral services.

STANDARD 7 - Responsive Service: Group Counseling

The competent school counselor understands and implements principles of group work in the school setting.

STANDARD 8 - Individual Student Planning

The competent school counselor understands and uses a variety of strategies to encourage students' development of academic, personal/social, and career competencies.

STANDARD 9 - Consultation

The competent school counselor understands various consultation models and maintains collaborative relationships within and outside the school community.

STANDARD 10 - Systems Support

The competent school counselor understands the overall educational system, acts as a facilitator of change, and engages in planning and management tasks needed to support the comprehensive developmental school counseling program.

STANDARD 11 - Program Development

The competent school counselor understands and utilizes organizational and management tools needed to implement an effective developmental program.

STANDARD 12 - Prevention Education and Training

The competent school counselor is aware of and implements prevention education programs.

STANDARD 13 - Assessment

The competent school counselor understands basic concepts of, technology for, and implications of various assessment and evaluative instruments.

STANDARD 14 - Research and Program Evaluation

The competent school counselor understands the importance of, and engages in research and program evaluation.

STANDARD 15 - Professional Orientation and Identity

The competent school counselor understands and actively participates within the profession.

STANDARD 16 - History of School Counseling and Current Trends

The competent school counselor understands the history and current trends and issues of the profession and includes this knowledge when establishing comprehensive developmental counseling programs.

STANDARD 17 - Human Growth and Development

The competent school counselor understands the individual diversity of human growth, development, and learning and provides experiences that promote the physical, intellectual, social, and emotional development of the student.

STANDARD 18 - Standards and Best Practices in School Counseling

The competent school counselor knows and applies the standards referred to in subsection (a) (1) (A) of this Section in developing his or her role and function in establishing school counseling programs.

STANDARD 19 - The Helping Relationship

The competent school counselor possesses knowledge and skills necessary to establish helping relationships appropriate to the school setting.

STANDARD 20 - Social and Cultural Diversity

The competent school counselor possesses the knowledge and skills to appropriately address issues of diversity, cultural difference, and change.

STANDARD 21 - Ethical Concerns and Legal Matters

The competent school counselor is aware of current legal issues and ethical guidelines of the profession and acts accordingly.

STANDARD 22 - Practicum

The competent school counselor develops basic counseling skills, under qualified supervision, with a school-based population.

STANDARD 23 - Internship

The competent school counselor completes an internship that provides the opportunity to perform, with a

school-based population, under qualified supervision, a variety of counseling activities that a professional school counselor is expected to perform.

ASCA Student Standards

The American School Counselor Association (ASCA) has introduced The National Standards for School Counseling Programs. These standards help school counselors, school and district administrators, faculty and staff, parents, counselor educators, state associations, businesses, communities, and policy makers to provide effective school counseling programs for all students. These standards are listed below.

Academic Development

The academic standards serve as a guide for the school counseling program to implement strategies and activities that support and maximize student learning.

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 the 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 in the community.

Career Development

Program standards for career development serve as a guide for the school counseling program to provide the foundation for acquiring the skills, attitudes, and knowledge that enable students to make a successful transition from school to the world of work.

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

Program standards for personal/social development serve as a guide for the school counseling program to provide the foundation for personal and social growth, which contributes to academic and career success.

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.



Illinois

Developmental Model Management

Assessments & Tools

- ❖ School Data Profile
- ❖ Action Plans & Lesson Plans
- ❖ Sequential Schedule/Calendar
- ❖ Use of Time
- ❖ Use of Time Assessment
- ❖ Annual Agreement
- ❖ Advisory Council
- ❖ Steering Committee
- ❖ Tasks for the Steering Committee
- ❖ Getting School Counselors Started

Agent of Change

- ❖ Administrative Support
- ❖ Annual Agreement
- ❖ Advisory Council
- ❖ Steering Committee

“To effectively deliver the school counseling curriculum and address the developmental needs of every student, the school counseling program must be effectively and efficiently managed.”
(ASCA, 2012).

Making the Model Work CHECKLIST for Chapter 4

- Discuss with your colleagues the changes that need to be made.
 - Does your counseling department have an Annual Agreement?
 - Does your counseling department have an Advisory Council?
 - What steps need to be taken to establish these two things?
- How are all four program components being addressed by the counselors in your school? What component(s) need attention? Create your own school’s time distribution chart.
- Which non-counseling activities are still present in your program?
- Does your school counseling program have a calendar or sequential schedule? If not, construct such a document (elementary school, middle school or high school). If your department does have such a schedule, when was it distributed? How is it used? How could the calendar be improved?
- Are you mindful of time distribution for counseling activities, tasks and roles based on the level with which you work (elementary, middle or high school)?
- Download and review the Principal-Counselor Relationship toolkit from:
<http://www.schoolcounselor.org/asca/media/asca/home/Toolkit.pdf>
- Complete the School Counselor Competencies Assessment and School Counseling Program Assessment
- Complete the Use of Time Assessment
- Complete the Student Data Profile with assistance of administration
- Set goals to create:
 - i. Annual Agreement
 - ii. Action Plans
 - iii. Calendars (share with all stakeholders)

Chapter 4: Management

Organizational Assessments and Tools for a Comprehensive Developmental School Counseling Program

A comprehensive program must include tools that a counselor and other stakeholders can utilize to effectively develop, implement and evaluate the program. The management section of the model provides these tools and sets up the organization of a comprehensive program that addresses the needs of students. It is of the utmost importance that the comprehensive program is driven by national trends and school specific data and evaluated on an annual basis.

By utilizing the tools and assessments provided, a school counselor should be able to more effectively and efficiently manage the school year leaving adequate time for direct and indirect services. Each year a school counselor will define priorities and through the use of these tools and administers a comprehensive program specifically designed to accomplish the goals of the department and meet the identified student needs.

Agent of Change and Developing a Supportive Framework

In setting the stage for change, and developing a supportive framework within a comprehensive management system, it is essential to:

- (a) obtain administrative support for program change
- (b) develop an annual agreement
- (c) establish an Advisory Council. Additionally, some schools may also find it necessary to:
- (d) establish a Steering Committee.

Obtaining Administrative Support for Program Change

When school administrators understand what a comprehensive counseling program encompasses, they tend to be enthusiastic and supportive of developing programs. Keep administrators informed about workshops, programs and developments; this allows administrators to stay abreast regarding new program initiatives and services being provided to students. A cooperative and supportive relationship needs to develop between school counselors and school administrators. Without this support, establishing a developmental program will be very difficult. The National Office of School Counselor Advocacy provides researched based best practices for developing the Principal-Counselor relationship. This framework can be implemented and used “to create a true partnership and support a school vision to prepare students for successful futures, including college success.” (NOSCA, 2013)

Use of Data

A comprehensive school counseling program, provides equitable services to all students based on data. Data informs yearly program goals and is used to develop each tool discussed in this section. Once the foundation, Annual Agreement and Calendar are established, the school counselor is prepared to devise their action plans. Data is produced and the accountability component of the ASCA National Model can be utilized to help with the data analysis and program results. It is vital for school counselors to become familiar with data collection and disaggregation.

The use of data helps counselors to:

- Monitor student progress
- Identify students who are having difficulties or behavior problems
- Identify barriers to learning
- Understand factors affecting student behavior
- Identify access and equity issues
- Close achievement, opportunity and attainment gaps
- Assess and evaluate the effectiveness of activities within the school counseling program
- Improve, modify or change services provided to students
- Educate stakeholders about the power of comprehensive school counseling program
- Advocate for additional resources to increase program effectiveness

Categories for disaggregated data include:

- Gender
- Race/ethnicity
- Socio-economic status (free or reduced lunch)
- Course enrollment
- Language spoken at home
- Special Education
- Grade Level
- Teacher assignment

(ASCA, 2012)

School Data Profile

Some school districts have a student management or data collection system that collects and has the capability to disaggregate data for the school counseling program such as athletic eligibility, attendance reports, grade reports, transcripts and school wide suspension data. ISAC offers schools an opportunity to participate in a FAFSA Completion Initiative to help track and increase FAFSA completions and there are many post-graduation tracking program options. It is important to know how to access pertinent data within your school. If data is not being collected, collaborate with administration to ensure that it can be. ASCA provides a template for the School Data Profile to organize all pieces of data and helps the counselor desegregate the data if it is not done for them.

The ASCA National Model suggests “types of data that can help counselors better understand the needs of all students” (ASCA, 2012).

Achievement Data that measures academic progress:

- Promotion and retention rates
- Graduation rates
- Drop-out rates
- Standardized test data (state tests, Explore, Plan, Aspire, SAT, ACT)
- Grade-point averages
- At or above grade/achievement level in the core academic areas
- Passing all classes
- Completion of specific academic progress (honors, college prep, tech prep etc.)

Behavioral Data:

- Discipline referrals
- Suspension rates
- Alcohol, tobacco, and other drug violations
- Attendance rates
- Course enrollment patterns
- Post-secondary education attendance rates
- Parent or guardian involvement
- Participation in extracurricular activities
- Homework completion rates
- FAFSA Completion rates

A school counselor can rely on the data to develop program goals and project how students will be different as a result of the comprehensive school counseling program.

Action Plans and Lesson Plans

Each action plan outlines how the school counselor intends to achieve a program goal. The small group and closing the gap action plans outline how the school counselor will be addressing a specific issue or closing a school wide gap that is present in the data collected. Action plans outline how a school counselor intends to address needs and formulated their desired outcome. Along with action plans, lesson plans are developed using the ASCA student standards and the Illinois student Competencies; including the academic, career, and social/emotional domains. When drafting lesson plans the school counselor should keep in mind how much time is needed to deliver the lesson, to whom it will be delivered, and what will be delivered. Plans should incorporate learning objectives, materials, procedure, and the plan for evaluation (ASCA, 2012).

Sequential Schedule/Calendar

The most useful tool for school counselors is an academic calendar of school counseling curriculum and all the activities that comprise the delivery system. This calendar must be developed in collaboration with administration and faculty. Often the task of completing the first steps of program management needs to be done simultaneously with the publication of a delivery calendar. The school community, as well as parents and students, need a specific time and place that is scheduled at the beginning of the school year for each counseling program component or activity. A sample of a high school calendar is found on the next page. Here is a point to ponder: If, at the beginning of the school year, your department has not begun a developmental counseling program, it would be prudent to forego the completion of the Foundation and distribute a calendar to faculty, parents, and staff.

Action plans outline the implementation of each component of a developmental school counseling program. A sequential calendar/schedule with target dates to accomplish specific tasks within each component is a valuable tool to help with organization and planning. Ideally, counselors would begin with the Foundation (Chapter 3); they might find it necessary to administer a Needs Assessment Survey and study School Improvement Plans. Updates on current legislation and access to information about standards and competencies are also needed. Furthermore, a review of program components and time distribution of counseling activities contributes to the progress of moving the program forward.

SAMPLE HIGH SCHOOL CALENDAR

(Courtesy of Evanston Township High School Student Services Department)

AUGUST

Freshman Orientation counselor sessions (in which academic support services are identified/explained)

*Academic Goal

Transfer Student Orientation (in which academic support services are identified/explained) *Academic Goal

Scheduling New Students

Schedule Changes as needed

Review Summer School grades

Review Senior transcripts/complete graduation credit checks

Meet with students (and families) to refer students for ISCR (In-School Credit Recovery) and Ombudsman (off-site credit recovery) – *Personal/Social Goal

Responsive Services (Individual Counseling, Crisis Counseling/Response)

Opening of the Year Department Meeting

School-wide professional development (Staff Institute Days)

SEPTEMBER

Scheduling New Students

Schedule Changes as needed

Review Senior transcripts/complete graduation credit checks

Freshman Guidance Curriculum: Introduction to High School (Emphasis on “Places to Go” for academic support) *Academic Goal

Freshman Individual Conferences (Creating a Four-Year Plan & Registering for Naviance) *Career Goal

Sophomore Guidance Curriculum: Introducing the PLAN Test

Junior Guidance Curriculum: Introducing the ACT & PSAT

College Planning Night: Navigating Junior Year (Juniors & Parents/Guardians)

Senior Guidance Curriculum: College Application Process

College Application Process Evening Workshop for Parents/Guardians of Seniors [English & Spanish sessions]

Senior Individual Conferences (Recommendation Interviews)

College Representative Visits begin at ETHS

College/Scholarship Recommendations

Process college and scholarship applications

Naviance Registration in the computer center (drop-in) *Career Goal

Batch & individual e-mails through Naviance regarding college & career planning *Career Goal

Illinois State University Articulation Conference

Review weekly attendance reports

Responsive Services (Individual Counseling, Small-Group Counseling, Crisis Counseling/Response)

Begin Student Support Team Meetings (SSTMs)

PPS & IEP Meetings

Weekly Counselor Meetings

Monthly SSD PD Learning Strand: Best Practices through the Lens of Race & Equity

Professional Learning Community (PLC) meeting (Working toward RAMP status)

NACAC National Conference

OCTOBER

Freshman Individual Conferences (Creating a Four-Year Plan & Registering for Naviance) *Career Goal

Senior Individual Conferences (Recommendation Interviews)

Assessment Day: Proctoring PLAN & Practice ACT and Informational Sessions for Seniors

Career Connections Day

Job Shadow Program (ongoing)
Bilingual Program College Workshop
Loyola University Chicago field trip: careers in communications highlighted
Share with faculty “Tips on writing teacher recommendations for your students”
College/Scholarship Recommendations
Process college and scholarship applications
Process National Merit/Achievement scholarship applications
Batch & individual e-mails through Naviance regarding college & career planning *Career Goal
College Representative Visits at ETHS (ongoing)
Review Interim Progress Report (IPR) grades
Review weekly attendance reports
Responsive Services (Individual Counseling, Small-Group Counseling, Crisis Counseling/Response, Academic Intervention Team Referrals) *Academic Goal
Student Support Team Meetings (SSTMs)
PPS & IEP Meetings
Weekly Counselor Meetings
Monthly SSD PD Learning Strand: Best Practices through the Lens of Race & Equity
PLC meeting x 2(Working toward RAMP status)
Advisory Council Meeting
Publish School Counseling Newsletter [English & Spanish]

NOVEMBER

Freshman Individual Conferences (Creating a Four-Year Plan & Registering for Naviance) *Career Goal
Senior Individual Conferences (Recommendation Interviews)
Northern Illinois University field trip: careers in engineering highlighted
Job Shadow Program (ongoing)
College/Scholarship Recommendations
Process college and scholarship applications
Batch & individual e-mails through Naviance regarding college & career planning *Career Goal
College Representative Visits at ETHS (ongoing)
Review 1st Quarter Grades
Review weekly attendance reports
Responsive Services (Individual Counseling, Small-Group Counseling, Crisis Counseling/Response, Academic Intervention Team Referrals) *Academic Goal
Student Support Team Meetings (SSTMs)
PPS & IEP Meetings
Weekly Counselor Meetings
Monthly SSD PD Learning Strand: Best Practices through the Lens of Race & Equity
PLC meeting x 2(Working toward RAMP status)

DECEMBER

Senior Individual Conferences (Recommendation Interviews)
Annual Articulation with Department Chairs & Summer School Director
Send letter to parents/guardians regarding Educational Planning for 2012-2013
Set up upcoming Individual Course Selection Conferences
Meet with Juniors placed in 2nd semester Test Prep who have a schedule conflict
Job Shadow Program (ongoing)
Financial Aid Night for Senior & Parents/Guardians [English & Spanish]
College/Scholarship Recommendations

Process college and scholarship applications
Batch & individual e-mails through Naviance regarding college & career planning *Career Goal
Review Interim Progress Report (IPR) grades
Review weekly attendance reports
Responsive Services (Individual Counseling, Small-Group Counseling, Crisis Counseling/Response, Academic Intervention Team Referrals) *Academic Goal
Student Support Team Meetings (SSTMs)
PPS & IEP Meetings
Weekly Counselor Meetings
PLC meeting x 2(Working toward RAMP status)

JANUARY

Freshman Guidance Curriculum: Educational Planning for 2012-2013
Sophomore Guidance Curriculum: Educational Planning for 2012-2013
Junior Guidance Curriculum: Educational Planning for 2012-2013
Junior Individual Course Selection Conferences begin
Pathways to AP Forum (evening)
Course Selection for Incoming Freshmen (evening programs)
Set up Junior Post-Secondary Planning Conferences
Introduction to Financial Aid Evening Workshop, all grade levels [English & Spanish sessions]
Job Shadow Program (ongoing)
College/Scholarship Recommendations
Process college and scholarship applications
Batch & individual e-mails through Naviance regarding college & career planning *Career Goal
Review 1st Semester Grades (includes 2nd Quarter & Final Exam Grades)
Identify students for ISCR (In-School Credit Recovery) & Ombudsman (off-site credit recovery)
*Personal/Social Goal
Review 1st semester Senior Failures; modify students' Graduation Plans as necessary *Academic Goal
Review weekly attendance reports & NC report (No Credit due to lack of attendance)
Act as student advocate at NC Appeals (when necessary)
Consultation with Academic Intervention Team *Academic Goal
Scheduling New Students
Schedule Changes as needed
Responsive Services (Individual Counseling, Small-Group Counseling, Crisis Counseling/Response, Academic Intervention Team Referrals) *Academic Goal
Student Support Team Meetings (SSTMs)
PPS & IEP Meetings
Weekly Counselor Meetings

FEBRUARY

Schedule Changes as needed
Freshmen Course Request Forms Collection/Review (small groups)
Sophomore Individual Course Selection Conferences
Junior Individual Course Selection Conferences
Junior Post-Secondary Planning Conferences begin
College Planning Night: The College Search (Juniors & Parents/Guardians)
[English & Spanish sessions]
Black Teen Summit field trip, Oakton Community College
FAFSA "Get your Bling On" campaign

FAFSA Completion Assistance Day
Unity Scholarship Fair
Military Visit Week
Job Shadow Program (ongoing)
Process college and scholarship applications
Batch & individual e-mails through Naviance regarding college & career planning *Career Goal
Review weekly attendance reports
Responsive Services (Individual Counseling, Small-Group Counseling, Crisis Counseling/Response, Academic Intervention Team Referrals) *Academic Goal
Student Support Team Meetings (SSTMs)
PPS & IEP Meetings
Weekly Counselor Meetings
Monthly SSD PD Learning Strand: Best Practices through the Lens of Race & Equity
PLC meeting (Working toward RAMP status)
Publish School Counseling Newsletter [English & Spanish]
National School Counseling Week (Share tips & counseling information via am announcements)

MARCH

Junior Post-Secondary Planning Conferences (ongoing)
Senior Guidance Curriculum: Countdown to Graduation
Understanding Your Financial Aid Award Letter Assistance Day
ASVAB Test
La Via field trip (for Latino students), Oakton Community College
Lewis University field trip: careers in aviation highlighted
Job Shadow Program (ongoing)
Process college and scholarship applications
Batch & individual e-mails through Naviance regarding college & career planning *Career Goal
Review Interim Progress Report (IPR) grades
Review weekly attendance reports
Responsive Services (Individual Counseling, Small-Group Counseling, Crisis Counseling/Response)
Student Support Team Meetings (SSTMs)
PPS & IEP Meetings
Weekly Counselor Meetings
Monthly SSD PD Learning Strand: Best Practices through the Lens of Race & Equity
PLC meeting (Working toward RAMP status)

APRIL

Junior Post-Secondary Planning Conferences (ongoing)
Junior Guidance Curriculum: PSAE (Prairie State Achievement Exam) Seminar in collaboration with PE Department
C-Day: PSAE Prep – Facilitate completion of ACT demographic information & interest inventory
Proctor PSAE for Juniors (state-mandated exam)
Senior Assembly
Review 3rd quarter Senior Failures; identify students for At-Risk Senior Conferences
At-Risk Senior Conferences with student & parent(s)/guardian(s), in which additional academic supports are identified to increase student success *Academic Goal
Counselors read and score ETHS Scholarships applications & forward candidates to Scholarship Selection Committee (comprised of outside judges)
Understanding Your Financial Aid Award Letter Assistance Day
Oakton Community College English Placement Exam at ETHS

Oakton Community College Registration & Math Placement Exam (field trip)
 DePaul University field trip: careers in theatre highlighted
 Preparing for Access and Student Success (P.A.S.S.) college and career all-day Saturday workshop
 Job Shadow Program (ongoing)
 Process college and scholarship applications
 Batch & individual e-mails through Naviance regarding college & career planning *Career Goal
 Review 3rd Quarter Grades
 Review weekly attendance reports
 Responsive Services (Individual Counseling, Small-Group Counseling, Crisis Counseling/Response)
 Student Support Team Meetings (SSTMs)
 PPS & IEP Meetings
 Weekly Counselor Meetings
 Monthly SSD PD Learning Strand: Best Practices through the Lens of Race & Equity
 PLC meeting x 2(Working toward RAMP status)
 Advisory Council Meeting



MAY
 Senior Survey opens in Naviance
 Senior Awards Night (Senior counselors attend/write bios for scholarship recipients)
 Sophomore Honor Society Induction (Counselors present certificates)
 Freshman Honor Society Induction (Counselors present certificates)
 ASVAB Test Interpretation Sessions
 Job Shadow Program (ongoing)
 Batch & individual e-mails through Naviance regarding college & career planning *Career Goal
 Review Interim Progress Report (IPR) grades
 Review weekly attendance reports & NC reports (No Credit due to lack of attendance)
 Review 2nd semester Senior Failures; modify students' Graduation Plans as necessary
 Act as student advocate at Senior NC Appeals (when necessary)
 Consultation with Academic Intervention Team
 Summer School ISCR (In-School Credit Recovery) Referrals and Meetings with families and students
 *Personal/Social Goal
 Review Summer School schedules
 Responsive Services (Individual Counseling, Small-Group Counseling, Crisis Counseling/Response, Academic Intervention Team Referrals) *Academic Goal
 Student Support Team Meetings (SSTMs)

PPS & IEP Meetings
Weekly Counselor Meetings
Monthly SSD PD Learning Strand: Best Practices through the Lens of Race & Equity
PLC meeting (Working toward RAMP status)
College Counseling Seminar (in-house professional development)

JUNE

504 Annual Reviews
Review 2nd Semester Grades (includes 4th Quarter & Final Exam Grades)
Act as student advocate at NC Appeals (when necessary)
Summer School Counselor Approved Only Registration
Identify students for ISCR (In-School Credit Recovery) & Ombudsman (off-site credit recovery)
for the fall *Personal/Social Goal
Batch & individual e-mails through Naviance regarding college & career planning *Career Goal
PPS & IEP Meetings
Responsive Services (Individual Counseling, Crisis Counseling/Response, Academic Intervention Team
Referrals) *Academic Goal
Graduation Rehearsal
Graduation

Use of Time

In the past and even currently, school counselors have been assigned duties that are not within the scope of a developmental counselor's role and function; these duties need to be reassigned. The following are examples of appropriate and inappropriate activities for the transformed school counselor:

<p style="text-align: center;">APPROPRIATE ACTIVITIES FOR SCHOOL COUNSELORS</p>	<p style="text-align: center;">INNAPPROPRIATE ACTIVITIES FOR SCHOOL COUNSELORS</p>
<ul style="list-style-type: none"> ▪ individual student academic program planning ▪ interpreting cognitive, aptitude and achievement tests ▪ providing counseling to students who are tardy or absent ▪ providing counseling to students who have disciplinary problems ▪ providing counseling to students as to appropriate school dress ▪ collaborating with teachers to present school counseling core curriculum lessons ▪ analyzing grade-point averages in relationship to achievement ▪ interpreting student records ▪ providing teachers with suggestions for effective classroom management ▪ ensuring student records are maintained as per state and federal regulations ▪ helping the school principal identify and resolve student issues, needs and problems ▪ providing individual and small-group counseling services to students ▪ advocating for students at individual education plan meetings, student study teams and school attendance review boards ▪ analyzing disaggregated data ▪ serving as a member on an IEP team ▪ assisting in transition planning and goal writing for students with special needs 	<ul style="list-style-type: none"> ▪ coordinating paperwork and data entry to all new students ▪ coordinating cognitive, aptitude and achievement testing programs ▪ signing excuses for students who are tardy or absent ▪ performing disciplinary actions or assigning discipline consequences ▪ sending students home who are not appropriately dressed ▪ teaching classes when teachers are absent ▪ computing grade-point averages ▪ maintaining student records ▪ supervising classrooms or common areas ▪ keeping clerical records ▪ assisting with duties in the Principal's office ▪ providing therapy or long-term counseling in schools to address psychological disorders ▪ coordinating school wide individual education plans, student study teams and school attendance review boards ▪ serving as a data entry clerk ▪ being the case manager for special education ▪ serving as the 504 coordinator ▪ author of IEP's <p style="text-align: right;">(ASCA, 2012)</p>

Use of Time Assessments

Too often counselors find themselves with job descriptions that did not match their educational and experiential qualifications. These non-counseling activities performed by the counselor often come at the expense of providing services to students. Within the framework of a comprehensive school counseling program, each component is clearly identified and recommended time allocations are provided for each component. Certainly each school may need to modify the recommended time distributions to fit its own population and system.

By conducting a use-of-time assessment at least twice a year a school counselor is able to monitor how time is being allocated throughout the days and weeks. ASCA recommends that a school counselor spends 80% of their time providing a combination of direct and indirect services.

- **Direct Student Services** are in-person interactions between school counselors and students. Through the direct services components of school counseling core curriculum, individual student planning and responsive services, school counselors help students develop the knowledge, attitudes and skills identified from the school counseling core curriculum. Direct services include large group, classroom instruction, small group and individual counseling.
- **Indirect Student Services** are services provided on behalf of students as a result of the school counselor's interactions with others. Through indirect services, school counselors provide leadership, advocacy and collaboration, which enhance student achievement and promote systemic change related to equity and access. (American School Counselor Association, 2012) Indirect services include referrals to outside community agencies, consultation with parents, teachers and administration and collaboration with staff, parents, administrators and community organizations to support student achievement and well-being. See Chapter 5 for further explanation of direct and indirect services.

The remaining 20% of a school counselor's time should be spent ensuring that the foundation, management and accountability sections of the comprehensive program are in order and helping with fair share duties within the school.



Annual Agreement

One of the best ways to ensure effective implementation of a developmental program and garner administrative support is through the use of an annual agreement. The premise of this agreement is that school counseling staff and appropriate administrators identify needs based on data and then make collaborative, informed decisions. These decisions may include the following:

- assignment of counselor responsibilities
- counseling curriculum and services to be delivered
- amount of time devoted to delivery of specific lessons
- professional development needs
- role of support staff in managing the school counseling program

The goals and mission of the department should be reviewed within the document and the roles and planned duties should relate to both. Each counselor should have an annual agreement that outlines specific duties and caseloads, although some sections may be the same for all counselors within the program.

It is best to present the annual agreement to the supervising administrator within the first month of school, after being reviewed by the counseling department as a whole. After meeting with the administrator and any amendments have been made all parties should sign the agreement within the first two months of the school year.

Advisory Council

One of the most vital first steps in implementing a developmental counseling program is to establish an Advisory Council. The Advisory Council is a group of advocates who will make recommendations for program design. Their activities may include:

- Educating others in the school system and community about developmental counseling programs;
Identifying local resources;
- Articulating perceived needs;
- Brainstorming ideas with the counseling staff on program development;
- Providing support to the development of the program;
- Advocating for developmental time, materials and resources.

Members who are included in an Advisory Council should be a blend of school and community leaders. These leaders are expected to help provide partnerships with other organizations and resources in the community to define the developmental program and assist in its success. It is suggested that 8-20 people serve on this committee, depending upon the size of the school and the community it serves. If the school represents more than one community, care must be taken to give fair and appropriate representation to all constituents. Further, these members should have an expertise and/or play a leadership role in the community in the areas of education, business, community resources, volunteerism or family life. It is wise to also select members who will represent gender, ethnic and other diversity differences in the community. Student involvement on the Advisory Council is also highly recommended.

Appropriate Candidates:

- school counselors
- school faculty and administration
- students
- special service professionals
- a representative of the student government
- business leaders
- mental health professionals in the community
- local government officials
- law enforcement agents
- School Board members
- parents from PTA/PTO groups, and
- religious and spiritual leaders

The successful transition to a developmental program takes at least three to five years. Careful planning and attention to detail are valuable in the successful implementation of such change. Do not underestimate these important factors.

During the process of implementing an Advisory Council, school counselors should consider the following:

- Keep the superintendent and/or principal informed of all intentions (perhaps including these people on this council as ex-officio);
- Comply with all regulations and procedures in your district when developing such a committee;
- Set a limit to the terms you will ask each member to serve;
- Invite potential members by phone and follow up with an official letter;
- Develop some general information that you can send to potential members to assist them in making the decision to join. This will not only include information on developmental counseling, but also on the purpose of the committee, meeting times, place, and dates, length of term and other vital information;
- Develop a strategy of how you will keep members of your Advisory Council updated on what you are doing. One of their most critical roles will be to look at evaluative data which reflect the success and outcomes of the program.

Steering Committee

Depending on the needs of the school counseling program a counselor may also find it helpful to establish a Steering Committee in addition to the Advisory Council. While the Advisory Council advises and assists in providing resource information, community connections, positive support and publicity for the developmental counseling program, there must be another committee established that will be responsible for the "nuts and bolts" of designing and implementing the program.

Appropriate Members:

- counselors;
- other student services staff;
- students;
- teachers;
- administrators; and
- those willing to commit to the program development

If the district has more than one school, it is good to have a representative from each school serve on this committee. The representative would be responsible for coordinating his/her school's efforts into the program of the entire district, thereby ensuring a continuity of school counseling services from kindergarten through high school.

It may also be advantageous if the Steering Committee were chaired by an administrator who is responsible for the counseling program. Having a person with such authority in charge can assist with getting administrative support for new ideas and possible changes. It also can serve as a motivator for those who may be more resistant to the new ideas.

Such a collaborative committee configuration recognizes and values the focused expertise and vast experience of both district and community members working as an interactive team to enhance student performance. This is very important if the developmental curriculum is to have a sequential nature to it.

This committee will report to the chief administrator and to the Advisory Council. The Steering Committee's tasks include: the development of a mission statement, goals and competencies, curriculum development, needs assessment, and school improvement plans. With the support of the Advisory Council, this committee will need to meet often in the beginning and develop a time line for the school district as to how the design and implementation of the developmental program will occur.

Tasks for the Steering Committee

The Steering Committee will need to address several important program elements in laying the groundwork of the design. Each of these is discussed briefly below:

1. Budget

An adequate budget is necessary to guarantee a successful design, implementation and evaluation of the program components. Monies should come from the district, but grant funding can also be used as a source of income. Items needing consideration are:

Program materials, equipment and supplies.

Staff development funds for in-service, conferences and professional workshops.

Increased professional staff in order to have a manageable student to counselor ratio so the program can run effectively. The American School Counseling Association suggests a 1 to 250 counselor to student ratio (ASCA, 2012).

Support staff who can take over clerical and non-counseling tasks.

2. Facilities

A developmental program may require additional space that has not been utilized by the counselors before. In making available quality materials for students, teachers and parents, long-range planning may include the creation of a counseling center for career, educational and social/emotional materials. Developmental programs in some school districts may include outreach community-based programs where the counseling center may interface with people and programming in the community. Additionally, classroom space and a change in the time schedule may be critical to the developmental school counseling curriculum.

3. Materials

In order to develop a quality curriculum, the school counselors will need to identify written material, audio-visual aids and other materials. Many states have already developed excellent curriculum guides.

Professional publications on a variety of topics are also available commercially. Additional materials may include updating computer systems to be more efficient and technologically competitive. Of course, all materials will need to be regularly updated to meet the ever-changing nature of academia and the work place. Keep in mind that curriculum needs to be evidence-based.

4. Staff Support

One of the most apparent changes within the developmental program is the need for support staff to take on the non-counseling activities so that the school counselors have the time to effectively address student needs in each of the four program components. The school counselors, as part of their design and plan, must reorganize and shift roles and responsibilities in such a way that maximizes their training and expertise.

Getting School Counselors Started

While the responsibility for school counseling programs rests with the local school district, it is the responsibility of school counselors to take a strong leadership role in continuing to develop a program that is connected with the school improvement plan.

Counselors face a distinct challenge in the transition from a traditional program to a developmental program. The challenge is to continue the operation of existing programs while taking the time to design and initiate new concepts and activities that are recommended in this model.

As the process of meeting the standards for a comprehensive developmental counseling program evolves, keep the following points in mind:

1. Understand the student support system (e.g., parents, teachers, administrators) in which the counseling program exists.
2. Change takes time. Change is more difficult for some than others, and we need to respect the reasons for the difficulty involved in change. Change is often built by taking small, incremental steps.
3. Accept the movement toward an evidence-based and data-driven developmental counseling program as a challenge for realizing the optimal potential in a quality program. Assessment, both quantitative and qualitative, is essential.

Always keep in mind, “the most dangerous phrase in the language is *we’ve always done it this way*” (Rear Admiral Grace Hopper).



**Illinois Developmental
Model
Delivery**

Direct Student Services

- ❖ School Counseling Core Curriculum
- ❖ Individual Student Planning
- ❖ Responsive Services

Indirect Student Services

- ❖ Referrals
- ❖ Consultation
- ❖ Collaboration

Writing Lesson Plans

- ❖ Lesson Plan Template

“It is recommended that 80 percent or more of the school counselor’s time be spent in direct and indirect student services.”

(ASCA, 2012)

**Making the Model Work
CHECKLIST for Chapter 5**

- Implement a School Counseling Core Curriculum Lesson for each ASCA domain (academic, social/emotional, career).
- Implement individual planning activities: Use data to facilitate or create short and long-term goals for students focused on the academic, career and social/emotional domains.
- Review Responsive Services within your building. Ensure a crisis intervention plan is in place and well publicized.
 - Download and review the CPS Crisis Management Manual from: https://www.chooseyourfuture.org/system/files/crisis_final_manual_update.pdf?download=1
 - Download and review the Suicide Prevention Resource Center’s “After a Suicide” Toolkit from: <http://www.sprc.org/sites/sprc.org/files/library/AfteraSuicideToolkitforSchools.pdf>
 - Review the U.S. Department of Education’s webpage of crisis planning and download the available tools: <http://www2.ed.gov/admins/lead/safety/crisisplanning.html>
- Create a referral list of local businesses, mental/physical health organizations, religious and spirituals institutions, after-school agencies and legislative offices.
- Identify the organizations and committees in the school and community where school counselors can take a leadership role in building partnerships to enhance student academic achievement.
- Brainstorm activities for parent/guardian involvement in all three ASCA domains and make these programs reflective of needs and demographics of the school and community.
- Identify ways to collaborate with school staff, administrators, parents/guardians and community members for the benefit of all students.

Chapter 5: Delivery

Direct Student Services

“Direct student services are in-person interactions between school counselors and students. Through the direct services components of school counseling core curriculum, individual student planning and responsive services, school counselors help students develop the knowledge, attitudes and skills identified from the school counseling core curriculum” (ASCA National Model p.83). Direct student services are delivered through three elements: school counseling core curriculum, individual student planning and responsive services (Gysber & Henderson, 2012). Below you will find an explanation of each component and element followed by a table with examples of these in the school setting.

School Counseling Core Curriculum

The School Counseling Core Curriculum is based on the premise that all students will benefit from a systematic program that addresses their developmental needs and fosters life skills which will help them to cope with life situations and successfully meet life transitions. The School Counseling Core Curriculum objectives are formulated into student competencies focused on three domains: Academic, Career and Social/Emotional Growth.

The School Counseling Curriculum, like any curriculum, must be comprehensive and sequential K-12. Lesson plans based on student competencies must be designed for each grade level and be aligned with the appropriate developmental needs of students. The curriculum needs to undergo continual revision to improve and remain current. And finally, the curriculum must be accountable; it must be evaluated to ensure that student competencies are met. In order to serve all students and to maximize the distribution of the counseling curriculum, school counselors are encouraged to engage in or coordinate classroom and large group sessions whenever possible.

The school counseling core curriculum is delivered through strategies such as:

- **Instruction:** School counselors can provide instruction individually or collaborate on a lesson with a teacher and/or other school personnel. Instruction can occur in a variety of settings such as a classroom, a counselor's office, a college and career resource center or other school facilities.
- **Group Activities:** School counselors can develop and plan group activities to deliver core curriculum such as college fairs, job-shadow days, team-building workshops, etc.



Individual Student Planning

“Individual student planning consists of ongoing systemic activities designed to help students establish personal goals and develop future plans, such as individual learning plans and graduation plans” (ASCA National Model p.85). Like the school counseling core curriculum, specific instruction is targeted in the three following content areas; academic achievement, career development and social/emotional growth. Individual student planning is implemented through strategies such as:

- **Appraisal:** School counselors work with students to interpret test information such as the ACT, EPAS system, Prairie State Exam, ISAT, SRI or other test data to help students develop immediate and long-term goals.
- **Advisement:** School counselors use academic, career and social/emotional data to help students set goals, make decisions for future plans such as their 4-6 year Individual Career Plan and/or to develop their list of colleges they will apply to.

Responsive Services

“Responsive services consist of activities designed to meet students' immediate needs and concerns” (ASCA National Model p.86). These services are responsive in nature and therefore help students to address specific concerns. Examples of responsive services are:

- **Counseling:** “School counselors provide individual or small group counseling to help students overcome issues impeding achievement or success” (ASCA National Model p.86).
- **Crisis Response:** School counselors and other Related Services Professionals should have and/or develop a “Crisis Response Plan” that is readily available for them to use in the case of a crisis. This plan should include a flowchart of who to contact in crisis, what protocols should be followed as well as any documents that need to be completed such as DCFS paperwork, Health and Safety evaluation tools, etc. School counselors should deliver training to other faculty on how to respond appropriately in crisis situations. It is vital that school counselors adhere to the American School Counselors Association Ethical Standards for School Counselors, school and district policies, as well as pertinent state laws regarding confidential information.

Examples of Direct Student Services Lessons/Activities by Domain

Direct Student Services Elements & Strategies	Academic Domain	Career Development Domain	Social/Emotional Growth Domain
School Counseling Core Curriculum Instructions	How to become a Master Student; lessons consisting of note-taking skills, time management, self-regulations, etc.	Resume Writing Workshop	Conflict Resolution Skills
School Counseling Core Curriculum Group Activities	Elective Fair – In collaboration with the counseling department, academic departments participating in a fair to explain specifics on course offerings within their department	Job Shadow Day – Students to tour local business to explore careers College & Career Day- 9 th /10 th graders take Explore/Plan, meanwhile upperclassmen attend a keynote speaker on-site to learn about planning for life after high school, then attend breakout sessions regarding FAFSA, College admissions, getting a job, etc. and visit with college & career representatives	Anti-bullying school assembly
Individual Student Planning Appraisal	School counselors help students to select courses for their 4 year plan based on graduation requirements, their post-secondary plans and career interests	School counselors can help students to identify careers to explore based on academic data and career data such as the ACT and World of Work results	School counselors recommend extracurricular activities such as clubs, sports and/or fine arts based on students interests
Individual Student Planning Advisement	School counselor can interpret academic data to help students identify appropriate course levels to take classes during registration	School counselors recommend career-related elective courses to students based on a career profiler/assessment	School counselors recommend interventions such as tutoring, supported study halls, etc. based on student's academic performance data
Responsive Services Counseling	Individual or group lesson led by school counselor on executive functioning or study skills	Working with at-risk populations regarding post-secondary options	Individual or group counseling that is short-term and solution focused addressing issues such as grief/loss, divorce, teen issues, etc.
Responsive Services Crisis Response	N/A	N/A	Follow steps outlined in Crisis Response Plan

Indirect Services:

Indirect Services consist of services rendered on behalf of students through working with others. School counselors recognize the importance of working with parents, teachers, administrators, school staff and community members. These efforts are typically evidenced through strategies comprised of: 1) referrals; 2) consultation; 3) collaborative practices including teaming and partnering, serving on school/district/state and national committees, and parent workshops. A description of each of these strategies is discussed below:

- **Referrals:** Often a student's needs merit additional assistance outside of the school setting and/or the work of a school counselor can be augmented by the assistance of others. Therefore, school counselors collaborate with the community to build learning communities by utilizing the resources in their schools and communities that can serve as referral sources. As such, school counselors should analyze the community surrounding their school. Referral sources could come from any of the following categories:
 - Business and Industry
 - Physical Health
 - Community based mental health agencies
 - Legislative Offices
 - After-school/Educational services
 - Religious/Spiritual Institutions

When considering referrals, school counselors should be cognizant of the following: 1) access to public transportation; 2) sliding fee scales; 3) bilingual services and 4) length of wait lists for services, 5) follows school protocol and 6) cultural sensitivity of the agency.

- **Consultation:** Consultation is a process whereby the first party (consultant) assists a second party (consultee) in finding a solution to a problem that concerns the third party (client). School counselors may serve as consultants to others (e.g. parents, teachers, administrators, community members) or they may need to consult other parties to augment their knowledge or skills. When serving as a consultant, it is important that school counselors recognize the strength of those with whom they are consulting and be motivated to encourage the types of systemic changes that may be needed to promote academic achievement. Myrick's (1997) Systematic Consultation Model recommends the following steps:

- Identify the issue
- Clarify the problem
- Identify the goal
- Observe the behaviors
- Develop a plan
- Initiate the plan
- Follow-up

- **Collaboration:** Collaboration is one of the four themes depicted around the frame of the ASCA National Model. It is given such prominence because effective school counselors must proactively engage with stakeholders both inside and outside of the school in order to successfully meet the needs of all students. The ASCA National Model (2012) recognizes three types of collaborative strategies used by school counselors in order to promote the academic success of all students:

- **Teaming and Partnering:** School counselors often team and partner with entities within and outside of the school to achieve a certain goal. For example, school counselors may form partnerships with local businesses to create internship opportunities for their students (ASCA career domain). They may team with the school social worker to co-facilitate a small group for pregnant or parenting teens (ASCA social/emotional domain). Or they could co-create a peer tutoring program with the department chairs in order to assist students struggling with their academic performance (ASCA academic domain).

- **School/District/State/National Committee:** School counselors can collaborate, advocate and lead by participating in the school-wide committees such as the School Improvement Planning Committee, the Student Intervention Committee, or the Curriculum Committee. They may also serve on district-wide committees to advocate for the academic, social/emotional and career/college needs of students. School counselors should be vigilant about leveraging their skills by serving on committees that promote their school counseling programs. Proactive school counselors stay current and advocate for the profession by becoming involved in state and national organizations and serving on sub committees pertinent to the role of the school counselor and the advancement of students' academic, social/emotional and career/college achievement.

- **Parent/Guardian Workshops:** School counselors recognize the family system (however that is defined by the student) plays a significant role in life of students. Therefore, they make concerted efforts to share information and resources with parents/guardian in all three ASCA domains. For example, school counselors may sponsor an anti-bullying workshop for parents (social/emotional), a FAFSA completion workshop (career/college) for families, and a homework help parent/guardian workshop (academic). Savvy school counselors understand that parents/guardians are partners in a child's education and therefore must be invited to be present in their lives and welcomed in their schools.

Writing Lesson Plans

Lesson plans should be developed for the time frame that is conducive for the particular unit. If it is a 30-minute period opposite the lunch hour or if it is a 55-minute period in a teacher's classroom, then a lesson plan needs to be constructed to fit the appropriate time frame. Most important is the collaboration of the counselor with the classroom teacher in planning the counseling core curriculum activity. The kinds of topics should include the services provided by school counselors that are listed in the Illinois School Code (page 36 of this document). There are a number of activity resources that are available for counselors' use in preparing lesson plans. See the appendix for links to Lesson Plan resources. On the next page is the ASCA National Model template for creating lesson plans.



Lesson Plan Template

School Counselor: _____

Activity:

Grade(s):

ASCA Student Standards (Domain/Standards/Competencies):

Learning Objective(s):

- 1.
- 2.
- 3.

Materials:

Procedure:

Plan for Evaluation: How will each of the following be collected?

Process Data:

Perception Data:

Outcome Data:

Follow Up:



Illinois Developmental Model

Accountability

Accountability Process

- ❖ Data Analysis
- ❖ Program Results
- ❖ Evaluation & Improvement

Types of Evaluations

- ❖ Needs Assessments
- ❖ Testing Data
- ❖ Outcome Research
- ❖ Evaluations
- ❖ SMART Goals

Types of Data

- ❖ Process
- ❖ Perception
- ❖ Outcome

Benefits of the Accountability Process

- ❖ Identify Program Strengths & Weaknesses
- ❖ Identify Student Growth
- ❖ Student Data for Stakeholders

“The purpose of this component is to analyze the data that have been collected and make program decisions based on the analysis”

(ASCA, 2012)

Making the Model Work CHECKLIST for Chapter 6

- The first step in accountability addresses an understanding of the mission statement. Check to see if the counseling program’s mission statement is in line with the school’s mission statement and improvement plan.
- Create a means for communicating about the counseling program with various clientele and constituencies.
- Use one of the critical data elements (e.g., student grades, suspension rates or attendance rates), and show the effect of particular counseling program interventions.
- Identify a problem area in your school that needs to be addressed. Find the identifiable variables such as grades, ethnicity and course-taking patterns that are associated with the situation. Describe a counseling activity that will address the issue.
- Conduct an internet search for school counselor performance rating scales. Ask your counselors to use these scales to see if expectations are being met.

Chapter 6: Accountability

“The purpose of this component is to analyze the data that have been collected and make program decisions based on the analysis”
(ASCA, 2012, pg. 99).

The Accountability Process

Throughout this process, it is recommended that the following be addressed:

- Data Analysis
- Program Results
- Evaluation & Improvement

The ASCA National Model provides detailed charts and specific guidelines to assist with this component, Illinois counselors are strongly encouraged to reference those tools and resources. The charts in the ASCA National Model guide counselors to collect and use data which link counseling services to student academic success.

Accountability is a critical part of a developmental counseling program. “To achieve the best results for students, school counselors regularly evaluate their program to determine its effectiveness” (ASCA, 2012, pg. 99).

Accountability involves examining the school counselor's competency, the variety of services provided by school counselors and the evaluation of the program as a whole; and answers the question, "How are students different as a result of the school counseling program?"

Often accountability is thought of as evaluation that is done after a project is completed. However, effective evaluation is a continuous, ongoing process.

Accountability requires:

1. data to assess the effectiveness of counseling interventions,
2. identifies areas for improvement, and
3. communicates strengths and weaknesses of the program to others, including all stakeholders

Types of Evaluations

- Needs Assessments
- Testing Data (*Eg.* ACT Early Intervention Rosters)
- Outcome Research (what has worked in the past)
- Formative Evaluation (occurs during the process of the implementation and allows for modification for improvement if necessary)
- Implementation Evaluation (consistency and quality of the delivery of the program component or intervention)
- Outcome Evaluation (the impact of the intervention)

See: Dimmitt, C (2009). *Why Evaluation Matters: Determining Effective School Counseling Practices. Professional School Counseling*, 12, 395-399.

Types of Data

School counselors working within a comprehensive school counseling program have the opportunity to collect three types of data: process, perception and outcome. While all three types of data are important to consider, outcome data can provide evidence of the direct result of a school counseling intervention, in that it most effectively addresses the question, "How are students different as a result of the school counseling program?"

- Process: The number of participants involved, students impacted etc.
- Perception: What do participants think, know, believe or can do
- Outcome: (what stakeholders really want to know) Shows the impact of the intervention; achievement, attendance, behavior, etc.

Noteworthy Resources

- The ASCA National Model, Third Edition (2012) by ASCA
- Making Data Work, Second Edition (2008) by ASCA
- Evidence-Based School Counseling: Making a Difference with Data Driven Practices (2007) by Dimmitt, Carey & Hatch
- Professional School Counseling Journal, Volume 12, August 2009 by ASCA
- Evidence-Based School Counseling Conference (Erlanger, KY)
- Center for School Counseling Outcome Research & Evaluation
- The Use of Data in School Counseling: Hatching Results for Students, Programs, and the Profession: Hatching Results (2013) by Hatch
- NOSCA's "Become a Data Expert: Using Strategic Planning for Accountability" presentation by Vivian V. Lee, Ed. D.

(<http://media.collegeboard.com/digitalServices/public/Strategic-Planning-The-School-Counselors-Tool-for-Accountability.pdf>)

Complete references are available in The Appendix

Benefits of the Accountability Process

Assuming that the assessments/evaluations used throughout the process have been both summative and formative, a number of specific benefits can be identified.

1. Counselors will have specific data to use to identify program areas of strength and of weakness. This information can be used to alter goals and competencies of the program as well as methods of delivery.
2. Data obtained can be used to show students how they have progressed and how they have grown and developed through the program. Data can also be used to identify areas still needing improvement.

3. Information gained through assessment should be shared with all stakeholders, including students, parents and teachers. A better understanding of students will be the end result.
4. Information needs to be shared with those involved in policy making and policy management. Administrators will not only learn about the program and its effectiveness but will be in a better position to make decisions about the program with this data. Accountability serves a useful purpose for both counselors and administrators.

Results of assessments/evaluations need to be shared with community agencies and others that have either a financial investment in the program or other involvement.

Conclusion

Accountability is a significant piece of the Developmental Counseling Program. It should not be viewed as something done at the end of the program but rather as part of the "cycle" of a Developmental Counseling Program. The data obtained through the assessment process provides the information, the needs and the goals, for revising lessons and future programs.

By strengthening the accountability process, school counselors will improve their performance as individuals, the performance of their counseling programs and the performance of schools overall. School counselors must embrace accountability in order to demonstrate their value and secure their positions in today's data-driven schools. By effectively utilizing data and assessments, school counselors become essential in the quest to constantly remove barriers to students' success and ultimately improve student achievement.

Appendices

These appendices are active hyperlinks to resources and documentation related to the content areas listed in the table of contents. Many of these resources are also embedded as active links within the text of the model.

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Appendix A

Role Statements, Job Descriptions and Professional Standards

State of Illinois Licensing Information

<http://www.isbe.net/licensure/>

Role of the Professional School Counselor

ASCA Position Statement on the Role of the Professional School Counselor

<http://www.schoolcounselor.org/school-counselors-members/about-asca-%281%29/position-statements>

Job Descriptions and Professional Standards

Job Description: North Carolina State Board of Education 2006

<http://www.dpi.state.nc.us/docs/work4ncschools/employment/jobdescrip/counselorjob.pdf>

ASCA School Counselor Competencies

<http://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>

Illinois State Board of Education Standards for the School Counselor

http://www.isbe.net/profprep/CASCDvr/pdfs/23110_schcounselor.pdf

State School Counselor Evaluations and Job Descriptions (Member access only)

<http://www.schoolcounselor.org/school-counselors-members/careers-roles/state-certification-requirements>

ASCA Resource Center (Member access only)

<http://www.schoolcounselor.org/>

Appendix B

Resources for School Counseling Program Foundation

Philosophy, Mission and Beliefs Statements

The Center for Excellence in School Counseling and Leadership (CESCaL)

<http://www.cescal.org/index.cfm>

ASCA National Model Philosophy, Mission and Belief Statement Samples

<http://www.cescal.org/resourceFinder.cfm?secondaryCategoryKey=6>

Diversity Statements and Tools

ASCA Position Statement on The Professional School Counselor and Cultural Diversity

<http://asca2.timberlakepublishing.com//files/CulturalDiversity.pdf>

Gay, Lesbian, Bisexual and Transgendered Students

<http://www.glsen.org/cgi-bin/iowa/all/home/index.html>

ASCA Resource Center (Member access only)

<http://www.schoolcounselor.org/login.aspx?ReturnUrl=%2fschool-counselors-members%2fasca-resource-center>



Appendix C

Resources for School Counseling Program Delivery

School Counseling Program Standards for Students

Illinois Social/Emotional Standards

http://www.isbe.state.il.us/ils/social_emotional/standards.htm

Needs Assessments

The Center for Excellence in School Counseling and Leadership (CESCaL)

<http://www.cescal.org/index.cfm>

<http://www.umass.edu/schoolcounseling/>

Collaborative for Academic, Social, and Emotional Learning (Social/Emotional Assessments)

<http://www.casel.org/>

Chicago Public Schools Toolkit

<http://www.cps.edu/ServiceLearning/Pages/ToolKit.aspx>

Online Needs Assessments: The Career and Post-secondary Encouragement Network

<http://www.capenetwork.org/docs.htm>

Youth Risk Behavior Survey

<http://www.cdc.gov/HealthyYouth/yrbs/index.htm>

Create your own online Needs Assessment

<http://www.surveymonkey.com>

<http://www.qualtrics.com/>

Google Forms

Program Design

<http://www.schoolcounselor.com/>

<http://www.schoolcounselor.com/macomb/all-sites.asp>

Response to Intervention

<http://www.rti4success.org/>

http://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_Intervention.pdf

<http://www.interventioncentral.org/>

http://flpbs.fmhi.usf.edu/pdfs/Response%20to%20Intervention%20for%20Behavior%20a%20Technical%20Assistance_UPDATED_010509.pdf

The Network for Dissemination of Curriculum Infusion (NDCI)

<http://www.neiu.edu/~k12pac/ndci/>

Games and icebreakers

<http://www.wilderdom.com/games/>

<http://crupressgreen.com/small-group-icebreakers/>

<http://www.elementaryschoolcounseling.org/marissas-blog.html>

http://www.lehigh.edu/~insi/leadership/Teambuilders_and_Activities.pdf

Career Development and College Planning

What's Next Illinois – Online State Planning Tool
<https://secure.whatsnextillinois.org/Default.aspx>

My Big Future-College Board
<https://bigfuture.collegeboard.org/>

Illinois Career Development Competencies
http://isbe.net/career/pdf/career_competencies.pdf

ISBE's Career and Technical Education Page
<http://www.isbe.net/career/default.htm>

Bridges (membership access only)
<https://access.bridges.com/auth/login.do;jsessionid=E87A885B956A669CF35B020BD6242FD5?targetUri=%2Fportal%2FlandingPage.do>

Choose Your Future
<https://www.chooseyourfuture.org/support-staff/asca-national-model>

College and Career Planning Resource Portal
<http://www.khake.com/page51.html>

Career Portfolio Templates
http://www.ccd.me.edu/careerprep/career_portfolio.pdf

<http://eahec.ecu.edu/telehealth/AHECCareer.PDF>

ASCA Ethical Standards for School Counselors
<http://www.schoolcounselor.org/asca/media/asca/home/EthicalStandards2010.pdf>



SMART Goals Worksheet

Sample School Counseling Program

Goals and competencies should be identified and written in a manner that can be measured (SMART goals). There are several resources available to help school counselors assess, gather & analyze program data.

Specific Issue What is the specific issue based on our school's data?	
Measureable How will we measure the effectiveness of our intervention?	
Attainable What outcome would stretch us but is still attainable?	
Results-Oriented Is the goal reported in results-oriented data (process, perception and outcome)?	
Time Bound When will our goal be accomplished?	

School: _____ **Year:** _____

School Counselor(s): _____

Based on the information above, write a single goal statement sentence:

Example: By the end of the year, the number of discipline referrals will decrease by 20 percent.

(Reference: ASCA National Model, 2012 p. 28)

Appendix D Resources for School Counseling Program Accountability and Management

School Counseling Program Evaluation and Accountability Tools

NOSCA Principal and Counselor support and evaluation tool kit

<http://nosca.collegeboard.org/research-policies/principal-counselor-toolkit>

ASCA Program Audit and Results Reports

http://www.lehman.cuny.edu/deanedu/share/pdf/SSE_Program_Audit.pdf

ASCA School Counselor Competencies

<http://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>

The Center for Excellence in School Counseling and Leadership (CESCaL)

<http://www.cescal.org/index.cfm>

School Counselor Accountability: M.E.A.S.U.R.E. by Carolyn Stone and Carol Dahir

<http://www.prenhall.com/stone/resources.html>

Assessing program goals and interventions

Making DATA Work by Carol Ph.D., Kaffenberg and Anita Ph.D., Young, available for purchase

Create your own online Needs Assessment

<http://www.surveymonkey.com>

<http://www.qualtrics.com/>

[GoogleForms](#)

Time and Task Analysis

Using Microsoft Outlook and Excel to Conduct Time and Task Analysis Presentation

Source: Russell Sabella, PhD, Florida Gulf Coast University

<http://www.scribd.com/doc/7617718/Using-Microsoft-Outlook-and-Excel-to-Conduct-Time-and-Task-Analys>

Hallways Software

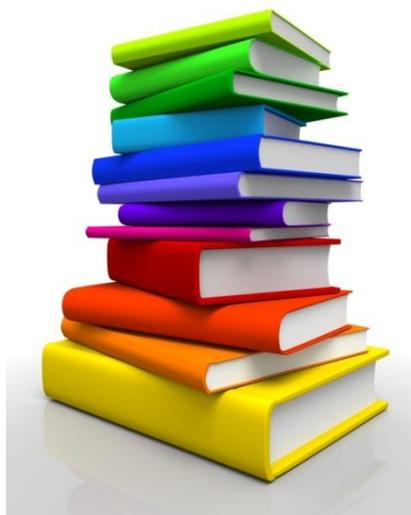
<http://www.ihatepaperwork.com/hallways/index.htm>

Appendix E

Illinois Student Competencies

ACADEMIC STUDENT COMPETENCIES

<u>Goals</u>	<u>Kindergarten</u>	<u>Grade One</u>	<u>Grade Two</u>	<u>Grade Three</u>
	<u>STUDENTS</u> <u>WILL:</u>			
Applying Effective Study Skills	Describe the tools they need to do their work at school	Describe how they plan to do a school assignment	Recognize some benefits of learning	Realize that effective note-taking can help them learn more
Setting goals	Describe why school is important	Describe what they would like to become	Describe a goal	Describe the difference between a short- and long-term goal
Learning Effectively	Describe how they learn something	Describe their favorite subjects	Describe types of situations that make learning difficult for them	Describe types of situations that make learning easy
Gaining Test-Taking Skills	Describe how they try to remember important information	Describe what a test is	Describe some purpose for taking tests	Explain how practicing memory skills can help them remember facts for a test



ACADEMIC STUDENT COMPETENCIES

<u>Goals</u>	<u>Grade Four</u>	<u>Grade Five</u>	<u>Grade Six</u>	<u>Grade Seven</u>
	<u>STUDENTS WILL:</u>			
Applying Effective Study Skills	Describe why listening is important	Recognize the importance of completing assignments	Learn how to assert themselves by asking questions	Develop a plan for monitoring study time
Setting Goals	Learn to set short-term educational goals	Value learning both in and out of school	Evaluate how parent' goals influence them	Describe what motivates them to perform well
Learning Effectively	Recognize that people learn in different ways	Recognize differences in the way they learn for different subjects, settings and objectives	Describe how to design study areas at home	Describe ways in which others learn
Gaining Test-Taking Skills	Describe things they can learn about themselves from taking a test	Describe how they prepare for tests	Review memory skills to improve their recall of information	Describe ways to study for different types of tests



ACADEMIC STUDENT COMPETENCIES

<u>Goals</u>	<u>Grade Eight</u> STUDENTS WILL:	<u>Grade Nine</u>	<u>Grade Ten</u>	<u>Grade Eleven</u>	<u>Grade Twelve</u>
Applying Effective Study Skills	Evaluate the importance of maintaining a balance between study time and extra-curricular activities	Evaluate their study habits and plan for changes if needed	Evaluate how effective study skills can contribute to effective work habits in the future	Review relationships between time spent on studying and student success	Recognize that learning is a lifetime process
Setting Goals	Develop a tentative four-year educational plan for high school (to be reviewed each year)	Identify and utilize community resources that enable them to reach educational goals	Analyze forces working against their goals	Collect post-secondary educational information	Evaluate their future educational goals
Learning Effectively	Identify learning styles used both in and out of the school environment	Learn strategies for coping with learning style inadequacies	Recognize how time and circumstances can cause educational goals to change	Contact post-secondary institutions for visits	Plan for the transformation into post-secondary education and training
Gaining Test-Taking Skills	Develop skills needed to predict test questions	Analyze test results and plan for improvement	Evaluate reasons why they may not do well on tests	Prepare for national college entrance exams	Evaluate the discrepancies between goals and test performance

CAREER STUDENT COMPETENCIES

<u>Goals</u>	<u>Kindergarten</u>	<u>Grade One</u>	<u>Grade Two</u>	<u>Grade Three</u>
	<u>STUDENTS</u> <u>WILL:</u>			
Planning a Career Identity	Identify workers in various settings	Recognize how peers differ from themselves	Distinguish which work activities in their school environment are done by specific people	Recognize why people choose certain work activities and that choices may change
Planning for the Future	Describe what they think is important	Describe how they have changed since last year	Recognize what they would like to accomplish when they are three years older	Define what “future” means
Combating Career Stereotypes	Describe work of family members	Describe why work is important	Define “work” and recognize that adults work	Recognize that people have many life roles and have them describe their life roles
Analyzing Skills and Interests	Describe what they like to do	Identify skills they have	Recognize activities that interest them and those that do not	Realize that people are influenced by interests and abilities



CAREER STUDENT COMPETENCIES

<u>Goals</u>	<u>Grade Four</u>	<u>Grade Five</u>	<u>Grade Six</u>	<u>Grade Seven</u>
	<u>STUDENTS</u> <u>WILL:</u>			
Planning a Career Identity	Discuss the changing of nature of work for woman and men	Define lifestyle and discuss what influences it	Predict how stereotypes might affect their career identities	Explain how needs can be met in work and in leisure time
Planning for the Future	Imagine what their lives might be like in the future	Imagine what they would like to be doing in fifteen years	Predict what jobs will be available in twenty years	Predict the ways in which some present careers may be difference in the future
Combating Career Stereotyping	Define the meaning of “stereotypes” and indicate how stereotypes affect them	Describe stereotypes that are associated with certain jobs	Discuss how their parents’ work influences their lives at home	Describe occupations that are stereotyped and analyze how these stereotypes are reinforced
Analyzing Skills and Interests	Recognize different methods of evaluating “progress”	Describe the meaning of “value” and how values influence goals	Analyze the relationship between interests and abilities	Analyze various methods of monitoring their progress towards a goal



CAREER STUDENT COMPETENCIES

<u>Goals</u>	<u>Grade Eight</u> <u>STUDENTS</u> <u>WILL:</u>	<u>Grade Nine</u>	<u>Grade Ten</u>	<u>Grade Eleven</u>	<u>Grade</u> <u>Twelve</u>
Planning a Career Identity	Analyze how stereotypes are affecting their career identities	Describe how values and needs influence career choice	Review their educational plan and set educational goals based on self-assessment and career exploration	Evaluate the importance of setting realistic career goals and striving towards them	Review their career goals
Planning for the Future	Predict what they need to know to find a satisfying career in the future	Analyze how choices they are making now affect their lives in the future	Evaluate the needs for flexibility in their roles and in their choices	Acquire skills for bringing about positive change	Analyze the relationship between work and family roles
Combating Career Stereotyping	Evaluate the ways in which certain groups (men, woman, minorities) are stereotyped in the workplace	Describe their skills, abilities and interests	Assess their ability to achieve past goals and integrate this knowledge into future planning	Evaluate the importance of having laws to protect workers from discrimination	Conduct an assessment of their current skills, abilities and career prospects
Analyzing Skills and Interests	Describe their present skills and predict their future skills	Describe their skills, abilities and interests	Assess their ability to achieve past goals and integrate this knowledge into future planning	Evaluate the importance of having laws to protect workers from discrimination	Conduct an assessment of their current skills, abilities and career prospects

SOCIAL/EMOTIONAL STUDENT COMPETENCIES

<u>Goals</u>	<u>Kindergarten</u>	<u>Grade One</u>	<u>Grade Two</u>	<u>Grade Three</u>
	<u>STUDENTS</u> <u>WILL:</u>			
Gaining Self-Awareness	Describe their own appearances and recognize their bodies are special	Recognize special personal traits	Recognize and describe happy and sad feelings	Describe themselves accurately to someone who does not know them
Developing Positive Attitudes	Describe people they enjoy	Describe what attitude means	Describe what they think is positive about themselves	Discuss two skills they have
Making Healthy Choices	Describe ways they take care of themselves	Describe how exercise and nutrition affect their mental health	Describe how they care for their physical health	Describe how they relax when feeling stressed
Respecting Others	Describe ways people care differently	Recognize special or unusual characteristics about others	Recognize commonalities and uniqueness in themselves and others	Describe what they like about other people
Gaining Responsibility	Describe things they can do without help	Describe what responsibilities they have at home	Recognize their abilities to perform specific tasks	Describe the responsibilities of adults they know
Developing Relationship Skills	Describe their play relationships	Describe what cooperation is	Describe the process of making and keeping a friend	Recognize how their actions affect others
Resolving Conflicts	Recognizing that they listen to and speak with a variety of people	Describe feelings they have in various situations	Describe why listening is important	Recognize different ways that they talk with friends and acquaintances
Making Effective Decisions	Describe choices they make at school	Describe decisions they make by themselves	Recognize why some choices are made for them	Recognize that decisions have consequences

SOCIAL/EMOTIONAL STUDENT COMPETENCIES

<u>Goals</u>	<u>Grade Four</u>	<u>Grade Five</u>	<u>Grade Six</u>	<u>Grade Seven</u>
	<u>STUDENTS</u> <u>WILL:</u>			
Gaining Self-Awareness	Analyze how characteristics and traits develop	Specify personal characteristics they value	Analyze how abilities change and how they can be expanded	Compare their characteristics & abilities with those of others, and identify their strengths
Developing Positive Attitudes	Recognize that they are important to themselves and others	Define “values” and describe their own	Analyze how their attitudes influence what they do	Discuss ways to organize their time and personal resources
Making Healthy Choices	Describe ways their bodies are special	Determine situations that produce unhappy, angry, or anxious feelings & describe how they deal with these feelings	Understand what “stress” means and describe methods for handling stress	Distinguish between substances helpful and harmful to physical health
Respecting Others	Describe and appreciate differences in others in terms of interests, aptitudes, abilities, and achievements	Specify personal characteristics they value in others	Recognize differences in others and evaluate their own effect on others	Compare their personalities with others and identify their unique traits
Gaining Responsibility	Describe their responsibilities as students	Describe ways to express feelings in a socially acceptable manner	Describe how their responsibilities have changed since childhood	Discuss the responsibilities of students in the school environment
Developing Relationship Skills	Evaluate how what they say affects others’ actions and how what others say affects their actions	Recognize cultural differences and describe ways to accept these differences	Apply problem solving skills to conflict situations	Analyze the pressure they feel from peers
Resolving Conflicts	Describe methods that lead to effective cooperation with children and adults	Describe one conflict resolution skill	Use appropriate nonverbal communication	Evaluate how listening and talking accurately helps to solve problems
Making Effective Decisions	Describe why they might want to change a decision and recognize when it is or is not possible to change	Apply a decision-making process	Recognize how school decisions influence them	Provide examples of how past decisions have affected present actions

SOCIAL/EMOTIONAL STUDENT COMPETENCIES

<u>Goals</u>	<u>Grade Eight</u>	<u>Grade Nine</u>	<u>Grade Ten</u>	<u>Grade Eleven</u>	<u>Grade Twelve</u>
	<u>STUDENTS</u> <u>WILL:</u>				
Gaining Self-Awareness	Discuss what self-concept is	Value their unique characteristics and abilities	Analyze how they can control and direct their feelings	Specify characteristics and abilities they appreciate most in themselves and others	Appreciate their uniqueness
Developing Positive Attitudes	Predict their feelings in a variety of settings	Describe and prioritize their values	Describe decisions they have made that were based on attitudes and values	Generate ways to develop more positive attitudes	Evaluate how their attitudes and values affect their lives
Making Healthy Choices	Practice dealing with pressure to use drugs or alcohol	Demonstrate assertive skills useful in pressure situations	Identify resources that will assist them with personal concerns related to sexuality	Continually evaluate their leisure time activities have in their physical and mental health	Analyze the personal skills that have contributed to satisfactory physical and mental health
Respecting Others	Describe positive qualities of people that are culturally different from themselves	Value positive qualities of people that are culturally different	Describe how prejudices are formed and examine their consequences	Describe strategies for overcoming biases and prejudices towards others	Demonstrate appreciation and respect for cultural differences
Gaining Responsibility	Evaluate how responsibility helps them manage their lives	Analyze when they take responsibility for themselves and when they do not	Show how they manage their time effectively	Assess how avoiding responsibility hinders their ability to manage their environment effectively	Assess how taking responsibility enhances their lives
Developing Relationship Skills	Analyze how conflict resolution skills improve relationships with others	Identify their own biases and stereotypes that interfere with establishing effective relationships	Describe situations at school/home where their behaviors affect others' behaviors towards them	Assess their current social and family relationships and evaluate their effectiveness	Understand the value of maintaining effective relationships throughout life
Resolving Conflicts	Describe conflict resolution skills	Analyze how conflict resolution skills contribute toward work within a group	Identify situations in which they need to control their anger	Value the application of problem solving methods in conflict situations	Evaluate their current communication and conflict resolution skills and plan how to improve them

Appendix F

Illinois Social/Emotional Learning Standards (http://www.isbe.net/ils/social_emotional/standards.htm)

In 2004, The Illinois Board of Education mandated Social/Emotional Learning (SEL) standards. SEL standards have been designed to be delivered across the curriculum in all subject areas. However, it is the school counselor who can provide the leadership to establish partnerships with teachers to achieve these standards. These standards are listed below:

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

Standard A: Identify and manage one's emotions and behaviors.

Standard B: Recognize personal qualities and external supports.

Standard C: Demonstrate skills related to achieving personal and academic goals.

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Standard A: Recognize the feelings and perspectives of others.

Standard B: Recognize individual and group similarities and differences.

Standard C: Use communication and social skills to interact effectively with others.

Standard D: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Standard A: Consider ethical, safety, and societal factors in making decisions.

Standard B: Apply decision-making skills to deal responsibly with daily academic and social situations.

Standard C: Contribute to the well-being of one's school and community.

Appendix G: Life Areas and Transitions

Life Areas

The ASCA National Model and the Illinois Model have identified major standards which serve as a framework for counselors to facilitate student outcomes in three domains: academic, career, and social/emotional. Within each standard, specific learning competencies and indicators serve as a basis for program accountability. Another way of conceptualizing the standards might be to consider life situations, life transitions, and life skills appropriate for each student. These three areas interact with the domains in helping to clarify important issues that become identified as student competencies within these models. We believe this information is helpful for the creation of IEP goals.

Life Situations: These are major recurring situations and issues involving friendship, love, personal safety, personal responsibilities and stress that occur throughout the lifespan. Developmentally appropriate programs can equip students with the skills needed to respond to and deal with life situations. Although life situations occur repeatedly, developmentally appropriate programs contained adjusted interventions befitting the age, developmental readiness, and ability of students within the school. As students grow and mature, their abilities to handle or cope with these situations changes and developmentally appropriate programs meet students at their developmental level and support their continued growth and ability to deal effectively with life situations.

Life Transitions: These are best described as passages or changes that usually result in a person adapting and restructuring current behaviors and realities. Life transitions are specific points in a person's life at which significant changes occur. Some of these are common to most people, such as starting school, obtaining a driver's license, or moving. Other transitions occur at varying times, such as a first job, first love, death of someone significant, illness, or divorce. Integrating life transitions in the curriculum is critical so students can begin to prepare for anxious times and crises by identifying life skills that may help them cope effectively when, and if, the situation occurs.

Life Skills: These are learned behaviors that students implement to perform the essential tasks required by normal developmental growth throughout the lifespan. Life skills continually evolve and are obtained from interactions with family, peers, teachers, and other role models. However, not all students develop healthy life skills; such as the ability to communicate accurately or to ask questions to clarify a point. Communication and clarification skills are key components for learning how to get along with peers, for succeeding in the classroom, and for making decisions related to post-secondary plans. School counselors can teach and enhance these skills through the counseling curriculum as well as individual and group sessions with students. Other life skills may include listening, self-acceptance, problem-solving, goal setting, and coping.

All three of these areas interact with each other. For example, in teaching a unit about the impact of stress during a job interview, school counselors might explain that sometimes unpleasant circumstances result in an upset stomach or other physical manifestations. When students can discuss how they feel about unpleasant situations and the effects of these situations, school counselors can teach students how to develop coping skills.

Topics in Life Areas

Academic

Life Situations

Motivations
Learning Styles
Learning Deficiencies
Discipline vs. Procrastination
Critical Thinking
Lifelong Learning

Life Transitions

Preschool to Elementary
Elementary to Middle School
Middle School to High School
High School to College
School to Work

Life Skills

Study Skills
Time Management
Speech and Test
Anxiety Reduction
Analysis and Synthesis

Career

Life Situations

Career Exploration
Use of Leisure Time
Attitude toward Work
Dual-Career Couples

Life Transitions

Career Fantasy to Career Exploration
Exploration to Tentative Career Choice
Career Decisions

Life Skills

Planning
Goal-Setting
Career Decision-Making
Employment-Seeking
Skills

Social/Emotional

Life Situations

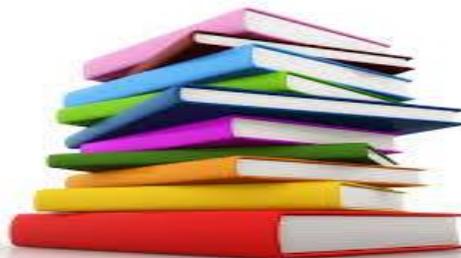
Self-Concept
Development
Friendship and Love
Change
Conflicts
Stress
Values
Personal Safety
Responsibility
Grief and Loss

Life Transitions

Family Changes (new
siblings, death, divorce)
New School Orientation
Significant Life Events
(puberty, driver's license,
first job)
Loss of Friends and Coping Skills
Loved Ones Behavior Management

Life Skills

Self-Awareness
Self-Acceptance
Listening Skills
Communication Skills
Values Clarification
Problem-Solving
Relationship Skills



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