

The School District of Palm Beach County

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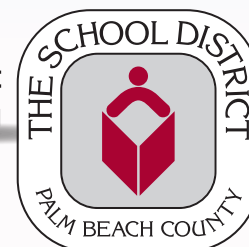
PROMOTION

EARNING

GRADUATION

STUDENT DEVELOPMENT PLAN

School Counseling and Graduation Support
in the Division of Teaching and Learning



THE SCHOOL DISTRICT OF PALM BEACH COUNTY

DIVISION OF TEACHING AND LEARNING

STUDENT DEVELOPMENT PLAN

Comprehensive School Counseling Program

MISSION STATEMENTS

The School District of Palm Beach County is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

It is the mission of School District of Palm Beach County school counselors to foster academic achievement, college and career readiness, and social/emotional development for all students through direct counseling services and collaboration with teachers, administrators, parents, and community.

Student Development Plan Comprehensive School Counseling Program

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School District of Palm Beach County
“21ST Century School Counseling “

School Counseling and Graduation Support Leadership Advisory Council

School Counseling and Graduation Support

The Leadership Advisory Council is a working committee that has assumed the challenging task to support the School Counseling and Graduation Support Team program goals and to provide informed input for the revision of this Student Development Plan.

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Introduction

The School Counseling and Graduation Support Team

The School Counseling and Graduation Support Team (SCGS) believes that all students, K-12, will achieve academic, career, and social/emotional success as the result of a district wide integration of comprehensive school counseling programs. The SCGS Team supports school counseling programs through the development, implementation, and evaluation of comprehensive school counseling programs.

Student Development Plan

The Student Development Plan (SDP), mandated by Florida Statute 1006.025 and adopted by the School Board of Palm Beach County, is a comprehensive, developmental program designed to serve all K-12 students and prepare them for academic, social/emotional, and college-career success. It is based on national standards adopted by the American School Counselor Association, the Florida Department of Education's School Counseling and Guidance Framework, and research-based strategies.

The student mindsets and behavior standards identified in the SDP guide school counselors as they support students. These mindset and behavior standards inform the development of high quality programs centered on three domains: academic, career, and social/emotional development. The three interrelated components of the SDP, all focused on student outcomes; include systems for delivery, management, and accountability. Infused throughout the program are the anticipated qualities of leadership, advocacy, collaboration, and agent for systemic change as evidenced by school counselors, teachers, administrators, and community, and educational partners. Originally developed in 2005, the SDP has undergone several revisions. Beginning in the 2013-2014 school year, the district SCGS Team along with school based counselors and community partners began a comprehensive review of the SDP, taking into account the Florida School Counseling Framework, The ASCA National Model 3RD Edition, current research on successful students, academic, social/emotional, career development, and school counseling best practices. The "21ST Century" Student Development Plan will help define and align the role of school counselors with the American School Counselor Association's Mindset and Behavior Standards for Student Success; Florida Department of Education's School Counseling and Guidance Framework; the Vision, Mission and Core Beliefs of the School District of Palm Beach County; and the District Strategic Plan.

Program Services

Elementary, middle, and high school counselors deliver programs that promote student achievement, social/emotional development, and college-career readiness. One of the most important roles of the school counselor is to help students develop essential mindsets and behavior standards; including learning skills, social skills, self-management skills, and college-career readiness skills. School counselors focus their unique knowledge and skills on providing direct and indirect services to students, parents, school staff, and community. They provide school counseling core curriculum, individual student planning, individual

counseling, small group counseling, crisis response, teacher consultation, parent conferences, and collaborate with other educators, community members, and stakeholders.

Vision, Mission and Goals

School District of Palm Beach County	School Counseling																				
<p><u>Vision</u> The School District of Palm Beach County envisions a dynamic collaborative multicultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.</p>	<p><u>Vision</u> All students will achieve academic, social/emotional, and college and career success as the result of a district wide integration of comprehensive school counseling programs.</p>																				
<p><u>Mission</u> The School District of Palm Beach County is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.</p>	<p><u>Mission</u> It is the mission of School District of Palm Beach County school counselors to foster academic achievement, college and career readiness, and social/emotional development for all students through direct counseling services and collaboration with teachers, administrators, parents, and community.</p>																				
<p><u>Guiding Principles</u></p> <table border="0"> <tr> <td>Community</td> <td>Knowledge</td> </tr> <tr> <td>Cultural Sensitivity</td> <td>Parity</td> </tr> <tr> <td>Diversity</td> <td>Professional</td> </tr> <tr> <td>Equity</td> <td>Development</td> </tr> <tr> <td>Ethics</td> <td>Professionalism</td> </tr> <tr> <td>Excellence</td> <td>Respect</td> </tr> <tr> <td>Family</td> <td>Skill Building</td> </tr> <tr> <td>Honesty</td> <td>Social and Emotional</td> </tr> <tr> <td>Inclusion</td> <td>Development</td> </tr> <tr> <td></td> <td>Trustworthiness</td> </tr> </table>	Community	Knowledge	Cultural Sensitivity	Parity	Diversity	Professional	Equity	Development	Ethics	Professionalism	Excellence	Respect	Family	Skill Building	Honesty	Social and Emotional	Inclusion	Development		Trustworthiness	<p><u>ASCA National Model Themes</u></p> <ul style="list-style-type: none"> • Leadership • Advocacy • Collaboration • Systemic Change
Community	Knowledge																				
Cultural Sensitivity	Parity																				
Diversity	Professional																				
Equity	Development																				
Ethics	Professionalism																				
Excellence	Respect																				
Family	Skill Building																				
Honesty	Social and Emotional																				
Inclusion	Development																				
	Trustworthiness																				
<p>Goal 1 - Student First Philosophy</p> <ul style="list-style-type: none"> • Implement research-based fully enriched instructional models that enable students to develop the critical thinking and analytical skills necessary to succeed academically. • Support each student, not as a collective unit, but with individualized educational plans. • Provide meaningful follow-up, monitoring, and mentorships that provide support necessary to succeed. • Develop age-appropriate life skills training programs for students and families that cultivate soft skills including self-determination and self-advocacy. 	<p>Goal 1 – Student First Philosophy</p> <ul style="list-style-type: none"> • Equip students with the living skills, learning skills, and social skills necessary for academic achievement. • Understand and develop the “whole student” by engaging the academic, social/emotional, and career domains. • Provide a differentiated delivery system that is designed to meet the needs of all students through core programs while being responsive to those students who need additional counseling supports. • Assist students to be successful through counseling and advising sessions. 																				

School District of Palm Beach County	School Counseling
<ul style="list-style-type: none"> • Develop age-appropriate life skills training programs for students and families that cultivate soft skills including self-determination and self-advocacy. • Seek equitable outcomes for all student groups that help each student achieve the greatest success possible. • Continue and strengthen Choice Programs, career academies, and other career/technical curricula that meet the needs of our students while supporting the economic development goals of the community. • Implement methods to identify learning styles and match them with appropriate teaching methods and measurable performance goals. 	<ul style="list-style-type: none"> • Use student and school data to advocate for equitable outcomes for all students. • Believe in a comprehensive-developmental approach that supports all children.
<p>Goal 2 – Family Matters</p> <ul style="list-style-type: none"> • Create policies and programs that proactively engage all parents, caregivers, and families as the primary partners in the education of students. • Implement new policies, procedures, and processes to make schools more family friendly so that the school encourages parent/caregiver participation by providing: an inviting campus, a welcoming atmosphere and mutually beneficial opportunities to interact with teachers and administrators. • Train principals and teachers how to maximize interactive opportunities with families/caregivers via face-to face meetings as well as communication through technology. • Engage partners to empower families/caregivers. • Create, recruit, and implement on campus volunteer opportunities in all aspects of school life for families caregivers and community partners. • Examine opportunities to improve adult literacy skills, and career/technical training offered to families/caregivers. • Encourage parental accountability for school readiness with support mechanisms that bolster families/caregivers. 	<p>Goal 2 – Family Matters</p> <ul style="list-style-type: none"> • Empower all parents to engage as partners. • Develop parent education and involvement programs based on school needs. • Create a family friendly environment that encourages opportunities for interaction. • Help parents and families play a role in the academic, social/emotional, and career success. • Consult with parents and stakeholders to understand student test and school data. • Conduct parent conferences in support of student academic achievement and progression. • Work with parents and families through academic, college-career advising. • Foster respect for diverse cultures and family systems.

<p>Goal 3 – Qualified and Highly Effective Workforce</p> <ul style="list-style-type: none"> • Cultivate a fluid leadership development succession planning program that keeps good teachers teaching, strengthens classroom management efforts, and produces highly-effective academic leaders, assistant principals, principals, and administrators. • Conduct a resource allocation study evaluating socio-economic factors in the School District to identify shortfalls and inconsistencies between schools within the District, and reassign resources, including the workforce, to address equity in a Student-First Philosophy. • Enact a professional development program that is coupled with a system that ensures adequate pay for a well-trained workforce. • Ensure that professional development supports and strengthens choice programs, career academies, and other career/technical curricula to meet the needs of our students while supporting the economic development goals of the community. • Provide intrinsic incentives to encourage the reassignment of the best teachers—as measured by student performance and acceleration data—to underperforming classes, schools, and student populations as demonstrated by need. 	<p>Goal 3 – Qualified and Highly Effective Workforce</p> <ul style="list-style-type: none"> • Create comprehensive school counseling programs that focus on student outcomes and teach student competencies. • Advocate for equitable access and outcomes for all students. • Participate in professional development activities that are based on national models and evidence-based practice. • Utilize resources and tools found in the Student Development Plan and learned through professional development activities to address equity issues and advocate for students. • Certified school counselors are uniquely qualified and specially trained in the suite of metacognitive learning skills that contribute to college-career readiness and social and academic success.
<p>Goal 4 – Efficiency and Accountability</p> <ul style="list-style-type: none"> • Streamline and reduce the levels of bureaucracy. • Redistribute savings and maximize limited financial resources to be applied to a Student-First Philosophy. • Conduct a functional audit of the District to enable the implementation of the Student-First Philosophy and Family Matters initiatives. Assess each department and its purpose, expenses, and how it serves and meets student needs. • Strengthen the balance between academic achievement and a robust student services program that will support the social, emotional, and career/technical/ vocational needs of 	<p>Goal 4 – Efficiency and Accountability</p> <ul style="list-style-type: none"> • Conduct annual needs assessments with students, parents, and faculty to identify the needs of the student population. • Design and implement school counseling programs that are in alignment with School Improvement Plan goals. • Design and implement school counseling programs that are available to all students. • Use core school counseling curricula that supports student social/emotional learning, academic achievement, and college-career readiness. • Design and implement responsive and targeted services for students in need of small group counseling, individual advisement or brief individual counseling.

<p>students through guidance programs following the National School Counseling Model.</p> <ul style="list-style-type: none"> • Develop and report on efforts to provide students and teachers with up-to-date technology and wireless connectivity at each school campus to ensure the ability to perform and compete successfully in the global knowledge economy. • Enhance the learning environment of each campus to ensure top-notch facilities that are safe and encourage increased learning opportunities which will lead to achievement. • Seek parity in funding and resources among schools throughout the District with a focus on strengthening schools. • Develop a School Facilities Improvement Plan that will outline campus improvements, renovations, upgrades, and more. • Create a transparent, online reporting tool that tracks district-wide and school expenditures and performances measures. 	<ul style="list-style-type: none"> • Create a foundation for comprehensive school counseling programs that focus on student outcomes. • Use program assessment tools to actively manage the school counseling program. • Demonstrate the effectiveness of the school counseling program in measurable terms.
<p>GOAL 5 - Community Engagement</p> <ul style="list-style-type: none"> • Develop a robust Community Engagement and Empowerment effort that provides meaningful opportunities for volunteers from stakeholder groups—including business, civic, and social organizations—to support the Student-First Philosophy and Family Matters efforts. • Create a multi-year, multi-faceted campaign to engage partners in creating a world class education system - demonstrate the return-on-investment economically and socially to partner organizations. • Regularly acknowledge and reward the participation of volunteers and partner organizations. • Ensure that there are role models and mentors who represent the diverse student body and relate to the students and families with whom they are working. • Ensure that principals, administrators, and teachers have professional support from the community to assist with professional 	<p>GOAL 5 - Community Engagement</p> <ul style="list-style-type: none"> • Partner with local businesses and community agencies to support students and their families. • Develop relationships with approved community agencies to provide on campus student counseling and mentoring. • Support the implementation of structured college-career readiness programs for all students. • Establish a school counseling advisory council to review and provide advisement in implementing the school counseling program.

<p>development, management skills, and the Student-First Philosophy.</p> <ul style="list-style-type: none"> • Continually reach out to community organizations—social, civic, business, faith-based, and others—to inform and recruit assistance for students and school personnel. • Explore ways to develop mutually beneficial opportunities that support community efforts such as the 6 Pillars of Florida’s Future Economy from the Economic Council of Palm Beach County. • Create and maintain an advisory council to provide advice and counsel in support of choice programs, career academies, and other career/technical curricula that meet the needs of our students while supporting the economic development goals of the community. 	
<p>GOAL 6 - Communications Campaign</p> <ul style="list-style-type: none"> • Commence with a communications strategy that targets students and families, the district workforce, external stakeholder groups, and the public. • Outline the efforts underway to create a Student-First Philosophy and Family Matters initiative and the resources available to students and families. • Highlight the best managerial practices implemented and reward staff in order to help build morale and demonstrate a commitment to the new initiatives. • Illustrate the successes of the District as well as recognize the performance gap and unmet needs within the District. • Promote a message of success and continued efforts to achieve the District’s mission to attain its vision. • Ensure that the campaign includes efforts for principals, teachers, administrators, and others to become regularly engaged in social, civic, business, and faith-based organizations. 	<p>GOAL 6 - Communications Campaign</p> <ul style="list-style-type: none"> • Report on school counseling program results at least once a year. • Share school counseling program results with stakeholders (faculty, parents, and students). • Utilize school data to advocate for at-risk populations. • Use newsletters, websites, and other tools to create a pattern of family engagement.

Student Develop Plan School Counseling Framework

The Student Development Plan is a standards based comprehensive school counseling program. The student standards identify and prioritize the specific academic, social/emotional and college-career knowledge, skills, and behaviors students will be able to demonstrate as the result of participating in the school counseling program. The American School Counselor Association (ASCA) has identified national standards that provide a road map for student success. These standards reflect the priorities of the District and are flexible to meet the needs of school improvement teams, school data profiles, and students. Based on identified need, school counselors utilize a data-based decision making process (see Appendix) to define program goals, develop corresponding systematic interventions, and evaluate the effectiveness of the classroom or counseling activity. Direct services are provided directly to students and may include: school counseling core curriculum, individual student planning, and responsive services through individual, group, or crisis counseling. Indirect school counseling services are provided on behalf of students and may include: consultation with teachers or parents, collaboration with community organizations, and referrals for additional services.

The structure of a comprehensive school counseling program is based upon four components:

- I. Foundation – Comprehensive school counseling programs have a focus, develop student competencies, and are delivered by certified school counselors demonstrating professional knowledge, skills, and attitudes.
- II. Management – Comprehensive school counseling programs incorporate a structured and well thought out process for closing equity gaps and addressing school needs through the use of data, calendars, action plans, and outcome assessments.
- III. Delivery – Comprehensive school counseling programs plan for the delivery of services and supports (core, supplemental, intensive) directly to students as well as to parents, teachers, and other educators in support of students.
- IV. Accountability – Comprehensive school counseling programs use process, perception, and outcome data to demonstrate how students improve academic performance, social/emotional skills, and/or college-career readiness as a result of the school counseling services and supports, and to measure program effectiveness.

Within this comprehensive model, school counselors in Palm Beach County embrace the four guiding principles of leadership, advocacy, collaboration, and systemic change. School counselors are:

- educational leaders that support academic achievement, social/emotional learning, and college-career readiness.
- advocates for all students, families, and community partnerships.

- committed to collaborating with key stakeholders, both inside the school and in the community.
- uniquely positioned to serve as change agents to identify student equity gaps and remove systemic barriers to maximum student achievement.

I. School Counseling Program Foundation

Comprehensive school counseling programs are based on a foundation that includes the identification of a program focus, student competencies, and professional competencies.

Program Focus¹

The school counseling program focus is made up of four elements: beliefs, vision, mission, and goals. Key questions are:

- Beliefs: Beliefs drive the school counselor’s behavior in developing the school counseling program.
 - ✓ What do you believe about the ability of all students to achieve?
 - ✓ How do you meet the developmental needs of all students?
 - ✓ What is the school counselor’s role in advocating for all students?
 - ✓ How will data inform your decisions?
- Vision: Vision statements look toward the future and align with school and District priorities.
 - ✓ Does the statement describe a future school where goals and strategies are achieved?
 - ✓ Is the statement a “call to action”?
 - ✓ Is the statement clearly defined?
 - ✓ Is the statement believable and attainable?
- Mission: The mission is a clear and concise statement about the program and its role in the school. The mission statement must align with the district and school goals, and specify the focus to achieve the vision.
 - ✓ Does your mission statement tell your stakeholders what you are doing, who will receive the benefit from the services, and when you are doing it?

¹ American School Counselor Association (2012). *The ASCA National Model: A Framework for School Counseling Programs* (3RD ed.). Alexandria, VA: Author.

- ✓ Does it describe the end result for students?
- ✓ Is it aligned with your school's mission statement?
- Goals: Program goals define how the vision and mission will be achieved, by providing the direction needed.
 - ✓ Are your goal statements based on school data?
 - ✓ Did you follow the SMART goal process (Specific, Measurable, Attainable, Results-oriented, Time-bound)?
 - ✓ Do the goals address academic, career, and social/emotional development?

Research Based Mindsets & Behaviors²

The American School Counselor Association (ASCA) has released the *ASCA Mindsets and Behaviors for Student Success: K-12 College- and Career Readiness Standards for Every Student*. The standards describe the knowledge, skills, and attitudes that students need in order to achieve academic success, social/emotional development, and college-career readiness. The mindsets and behaviors were developed based on a comprehensive review of the research and recognize that student success is determined by a complex equation that takes into consideration noncognitive factors, mindsets, and content knowledge. The standards are organized into three domains, two categories of standards, and grade level competencies.

Domains

The ASCA Mindsets and Behaviors are organized across three broad categories, which promote student learning skills, college-career readiness, and social/emotional development.

- Academic Development – School counseling program strategies, activities, and standards that maximize a student's ability to learn.
- Career Development – School counseling program strategies, activities, and standards that help students (1) understand the connection between school and the world of work and (2) plan for and make a successful transition from school to postsecondary education, and/or the world of work and from job to job across the life span.
- Social/Emotional Development - School counseling program strategies, activities, and standards that help students manage emotions and learn and apply interpersonal skills.

² American School Counselor Association (2014). *Mindsets and Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student*. Alexandria, VA: Author.

Student Standards

The following ASCA National Standards for Students represent expectations for students as a result of participation in the school counseling program and are organized into two categories.

- Mindset Standards describe the attitudes and beliefs that students have about themselves in relation to their education.
- Behavior Standards describe the learning strategies, self-management skills, and social skills that are associated with being a successful student.

ASCA's Mindset and Behavior Standards are delivered in alignment with the Florida Standards. Dependent upon school counseling program content and implementation, student standards for Mathematics (MAFS), Language Arts (LAFS), Science, Social Studies, Health, Career and Adult Education, and/or other standards can be connected as appropriate.

The complete ASCA Mindsets and Behaviors for Student Success can be found in the Appendix and at <http://schoolcounselor.org/school-counselors-members/about-asca/mindsets-behaviors>.

Grade Level Competencies (Recommended Targets)

Grade level competencies describe the specific, measurable expectations that students achieve as they work towards identified standards. Grade level competencies are responsive to individual school needs; however recommended behavior targets exist at particular levels K-12 and can be met through school counseling core curriculum, student assemblies, small group counseling, targeted group lessons, individual counseling/advisement, and/or parent workshops.

A review of school counseling best practice, survey of practicing school counselors, and focus group review led to a listing of Recommended Student Behavior Standards by Level. The standards listed represent the minimum recommendation and school counselors address additional learning strategies, self-management skills, and social skills to meet the needs of their student population.

Recommended Student Behavior Standards by Level

Elementary
<i>Learning Strategies</i>
LS1 - Demonstrate critical-thinking skills to make informed decisions
LS3 - Use time-management, organizational, and study skills
LS4 - Apply self-motivation and self-direction to learning
<i>Self-Management Skills</i>
SM2 - Demonstrate self-discipline and self-control
SM1 - Demonstrate ability to assume responsibility
SM7 - Demonstrate effective coping skills when faced with a problem
<i>Social Skills</i>
SS1 - Use effective oral and written communication skills and listening skills
SS2 - Create positive and supportive relationships with other students
SS6 - Use effective collaboration and cooperation skills
Middle
<i>Learning Strategies</i>
LS4 - Apply self-motivation and self-direction to learning
LS3 - Use time-management, organizational and study skills
LS1 - Demonstrate critical-thinking skills to make informed decisions
<i>Self-Management Skills</i>
SM1 - Demonstrate ability to assume responsibility
SM10 - Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities
SM6 - Demonstrate ability to overcome barriers to learning
<i>Social Skills</i>
SS9 - Demonstrate social maturity and behaviors appropriate to the situation and environment
SS2 - Create positive and supportive relationships with other students
SS5 - Demonstrate ethical decision making and social responsibility

High

Learning Strategies

LS1 - Demonstrate critical-thinking skills to make informed decisions

LS3 - Use time-management, organizational and study skills

LS4 - Apply self-motivation and self-direction to learning

Self-Management Skills

SM1 - Demonstrate ability to assume responsibility

SM7 - Demonstrate effective coping skills when faced with a problem

SM2 - Demonstrate self-discipline and self-control

Social Skills

SS9 - Demonstrate social maturity and behaviors appropriate to the situation and environment

SS1 - Use effective oral and written communication skills and listening skills

SS5 - Demonstrate ethical decision making and social responsibility

Comprehensive School Counseling Program Activity Targets³

In addition to grade level competencies, school counselors implement program activities appropriate for specific grade levels.

Sample CSCP Activity Target	Elementary	Middle	High
Plan for Key Transitions	XX	XX	XX
Develop College Aspirations	XX	XX	XX
Academic Planning for College-Career Readiness	XX	XX	XX
Ensure Equitable Exposure to Extracurricular/Enrichment Activities	XX	XX	XX
Provide Early and Ongoing Exposure to College and Career Exploration and Selection Processes	XX	XX	XX
Promote College and Career Assessments	XX	XX	XX
Provide Students and Families with College Affordability Planning Information	XX	XX	XX
Ensure that Students and their Families have an Understanding of the College Admissions Process			XX
Connect Students to Resources to Aid the Transition from High School Graduation to College Enrollment			XX
PSAT, SAT, ACT Campaign			XX
FAFSA Campaign			XX
Additional activity targets based on specific student and school needs.	XX	XX	XX

³ Based on various best practice resources: American School Counselor Association (www.schoolcounselor.org), the National Office for School Counselor Advocacy (<http://nosca.collegeboard.org/>), Florida College Access Network (<http://www.floridacollegeaccess.org/>), the Florida Frameworks (<http://www.fldoe.org/core/fileparse.php/7512/urlt/finalcounselframework2010.pdf>); as well as School District Goals and Priorities.

II. School Counseling Program Management

School counseling program management strategies are in place to improve the fidelity of the total comprehensive program. Program management answers the who, what, when, and why of service delivery to students and their families:

- Who will implement the program or intervention?
- What will that program or intervention include (action plans)?
- When will that program or intervention occur (annual calendar)?
- Why is that program or intervention important (use of data)?

School counselors are master level and certified educators who provide and manage the comprehensive school counseling program in collaboration with school staff. They are responsible for providing direct and indirect services to all students. School counselors and/or school counseling teams consult with administrators on an annual basis to develop and agree upon programmatic goals and an implementation plan (Annual School Counselor/Administrator Agreement).

The establishment of a school-based school counseling advisory council is recommended. The advisory council may include teacher, administrator, family, students and/or community members. The task of the advisory council is to offer informed input to the school counseling program.

Professional Competencies

School counselors are required to demonstrate specific knowledge, attitudes, and skills that are essential to meeting the demands and needs of students PK-12.

Program Assessment

When designing, developing, and reviewing comprehensive school counseling programs, school counselors complete a program assessment (see Appendix). The purpose of the program assessment process is to identify:

- program strengths and areas for improvement,
- short and long term goals, and
- professional development targets.

Annual Calendar

Program priorities are identified and communicated through the use of annual calendars. Comprehensive school counseling program activities; such as school counseling core curriculum units, small group counseling, parent education, assemblies, college-career readiness events, and other activities; are included in the calendar. Sharing key dates through the annual calendar is beneficial to students, families, and staff. Organizing the annual calendar into monthly and weekly units provides a detailed roadmap for program activities.

Action Plans

In order to organize and deliver direct services to students; curriculum, small group, and closing the gap action plans are used. Action plan documents address plan goals, target domain(s), counseling activity description, timeline, person responsible, and outcome data collection/program evaluation. Curriculum action plans describe the implementation of school counseling core curriculum through classroom guidance, assemblies or large group guidance activities. Small group action plans describe the brief/solution focused small group counseling activities designed to provide supplemental supports to students. Closing the gap action plans recognize the gaps that may be present between the academic achievement, college-career readiness or social/emotional development of different student groups, and describe a program or intervention specifically designed to close the gap (see Appendix).

Use of Data

School counseling programs use data to identify program goals, identify, and support students in need of additional services, evaluate student and program outcomes. Use of a data-based decision making model guides this process.

Step 1 – Describe the Problem

Step 2 – Generate Vision Data (the future goal stated in concrete terms)

Step 3 – Set Data Goals (yearly goals or benchmarks for measuring progress)

Step 4 – Interventions (identifying where and how to intervene)

Step 5 – Logistics (select the evidence-based intervention)

Step 6 – Evaluation (measures of student change)

Step 7 – Evolve and Institutionalize (review data, make adjustments or continue what works)

Adapted from: Dimmitt, C., Carey, J.C., & Hatch, T. (2007). *Evidence-based school counseling: Making a difference with data-driven practices*. Thousand Oaks, CA: Corwin Press.

III. School Counseling Delivery System

School counselors offer a differentiated delivery system that includes a variety of services to students, families, schools, and community. These evidenced-based and data-driven practices are flexible and responsive to the needs of students, their families, and the school community.

School counselor's use of time supports the expectation that 80% percent of their time be spent providing services to students.

School Counselor Direct and Indirect Services

STUDENTS

Individual

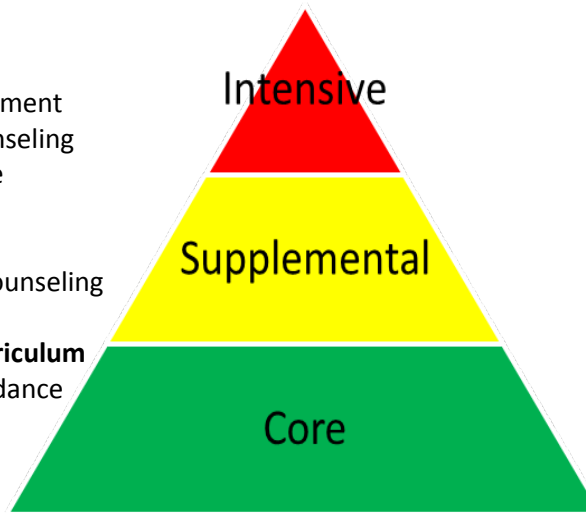
- Student Advisement
- Individual Counseling
- Crisis Response

Responsive Services

- Small Group Counseling

School Counseling Curriculum

- Classroom Guidance
- Assemblies



PARENTS AND STAFF

- Referrals

- Consultation

- Collaboration

Direct Services

Direct services to students are designed and implemented to support the academic, social/emotional, and career development of students. Direct services include:

- School counseling core curriculum
 - ✓ Classroom guidance instruction
 - ✓ Workshops, presentations, assemblies or other large group activities
- Responsive services
 - ✓ Brief, solution focused individual or group counseling
 - ✓ Crisis response counseling
- Individual student planning
 - ✓ Appraisal of individual student interests, skills, abilities and achievement
 - ✓ Academic and college-career advisement

Indirect Services

Indirect services are those activities that indirectly support student academic, social/emotional, and career achievement. Indirect services include:

- Referrals
 - ✓ Connecting students and their families to needed services and community agencies
- Consultation

- ✓ Provide informed input to parents, teachers and other stakeholders in order to develop strategies to support student success
- Collaboration
 - ✓ Work with parents, school administration, teachers, and community partners to support global student outcomes
 - ✓ Parent/staff education
 - ✓ Participation on school/district committees
 - ✓ Building business partner relationships

IV. Accountability

School counselors and administrators are increasingly being held responsible for demonstrating the effectiveness of the school counseling program in measurable terms. The use of accountability measures is designed to answer the question “How are students’ academic performance, social/emotional skills, and/or college-career readiness improved as a result of the school counseling program?”

Florida Statute mandates that every school district have a comprehensive developmental guidance plan [F.S. § 1006.0251]. Each school district submits an annual guidance report to the commissioner of education. The Student Development Plan (SDP) is the comprehensive guidance plan for the School District of Palm Beach County and the Student Development Plan (SDP) Annual Report (PBSD 2474) is the required school reporting tool. School counselors report the following across academic, career, and social/emotional domains:

- Goal and baseline data
- Student competencies addressed
- Interventions
- Results and outcome data

School counselors have a role to play in the design of evidence-based, comprehensive programs that are responsive to student need. Comprehensive programs ensure that all students receive the core, supplemental, and intensive support needed to develop the competencies necessary for academic, college-career, and social/emotional success.

Student Development Plan (SDP) Implementation

The SDP is an integral component of the Multi-Tiered System of Supports (MTSS) and is designed to be evidence-based, comprehensive in scope, and responsive to student need. Its purpose is to ensure that students receive the core, supplemental, and

intensive support needed to develop the competencies necessary for academic, college-career, and personal/social success.

Certified school counselors manage the SDP, but all stakeholders contribute to its implementation. In order to be in compliance with Florida Statute §1006.25 and district policy, the following action steps are required.

Action By	✓	Tasks	Target Date
Principal		Review the SDP Bulletin and Time-Task Document.	August
		Meet with your school counselor(s) to discuss SDP goals, calendar, and implementation.	Aug.-Sept.
		Encourage and support the implementation of the SDP with stakeholders.	Ongoing
Certified School Counselor		Complete the required SDP activities: review of school counseling program mission statement, SMART goal setting for each of the three domains, annual calendar, implementation of SDP programs, and interventions, and pre/post data collection and reporting. Review SDP Time Task document, which is attached to this Bulletin.	Aug.-May
		Meet with the principal to review SDP activities.	Aug.-Sept.
		Schedule a presentation to staff outlining your school's SDP (recommended).	Sept.
		Collect and report baseline and outcome data relevant to the goals using the <i>Student Development Plan (SDP) - Annual Report</i> eForm #2474.	Aug.-May
		Review current year SDP.	May
		Provide input connecting the SDP to the SIP.	May & Sept.
		Become familiar with the core, supplemental and intensive interventions included in the SDP.	Sept.
School Staff Members		Support and collaborate with the school counselor(s) on implementation of the SDP as it relates to your work and provide information in a timely manner.	Sept.-May
		Provide school counselor(s) with the necessary information to complete the SDP.	Sept.-May

SDP TIME-TASK GUIDELINES

	Mandatory	Recommended	Resources
August-September	<p>Analyze school data to identify student need/equity gaps.</p> <p>Review mission statement.</p> <p>Draft SMART goals and annual calendar</p> <p>Meet with school principal to discuss draft of goals and calendar.</p> <p>Develop program SMART goals.</p> <p>Develop annual calendar.</p> <p>Provide input connecting the SDP to the SIP.</p>	<p>Input demographic information into Student Development Plan (SDP) Annual Report eFORM 2474. Save for later.</p> <p>Complete Management Agreement. Upload in SDP eFORM 2474. Save for later.</p> <p>Complete School Data Snapshot.</p> <p>Complete American School Counselor Association (ASCA) Action Plan templates.</p>	<p>School Counselors Reach Higher Strategies</p> <p>EDW Reports</p> <p>Gold Report</p> <p>School Improvement Plan</p> <p>Edmodo</p> <p>Resource Books: <i>Florida's School Counseling Framework, Florida Counseling for Future Education Handbook, ASCA National Model 3RD Edition, Making Data Work, Evidence-Based School Counseling</i></p>
October-April	<p>Implement SDP Action Plans/strategies to meet SMART goals/close student equity gaps.</p> <p>Include plan for data collection (process, perception, outcome).</p>	<p>Implement core, supplemental and intensive interventions with fidelity.</p> <p>Collect and maintain student data.</p> <p>Monitor SMART goal strategies.</p>	<p>EDW Reports</p> <p>Google Drive Tools (Calendar, Forms)</p> <p>Edmodo</p> <p>Student Development Planning online course</p> <p>ASCA Resource Center</p>

<p>May</p>	<p>Collect and analyze student data.</p> <p>Complete SDP eFORM 2474.</p> <p>Include baseline and outcome data.</p> <p>Meet with school principal to discuss FY15 SDP results.</p>	<p>Create and upload chart displaying results of action plan interventions.</p> <p>Provide school administration and staff with report of SDP actions and results.</p> <p>Generate and save EDW reports for next year's baseline data.</p>	<p>EDW Reports</p> <p>ASCA Action Plan/Results Reports</p> <p>Edmodo</p> <p>EDW Reports</p>
<p>May</p>	<p>Submit SDP Annual Report Form PBS 2474. Principal approval/signature required.</p> <p>Review results and begin planning for next school year including input for SIP.</p>	<p>Share school counseling program results with school administration, faculty, parents, and students.</p>	

Appendices

Appendix A – The Role of the Professional School Counselor

Appendix B - Ethical Standards for School Counselors

Appendix C – ASCA Mindsets and Behaviors for Student Success

Appendix D: Sample Annual Agreement Template

Appendix E: School Counseling Program Assessment

Appendix F: School Counseling Program Annual Calendar

Appendix G: School Counseling Program SMART Goals

Appendix H: School Counseling Core Curriculum Action Plan

Appendix I: Small Group Action Plan

Appendix J: Closing the Gap Action Plan

Appendix K: Parental Consent for Counseling

Appendix L: Student Development Plan Annual Report

Appendix M: Palm Beach County Observation & Evaluation System

Appendix N: Empirical Research Studies Supporting the Value of School Counseling

Appendix A – The Role of the Professional School Counselor



The Role of the Professional School Counselor

Professional school counselors are certified/licensed educators with a minimum of a master's degree in school counseling, making them uniquely qualified to address all students' academic, career and personal/social development needs by designing, implementing, evaluating and enhancing a comprehensive school counseling program that promotes and enhances student success. Professional school counselors are employed in elementary, middle/junior high and high schools; in district supervisory positions; and counselor education positions.

Professional school counselors serve a vital role in maximizing student success (Lapan, Gysbers, & Kayson, 2007; Stone & Dahir, 2006). Through leadership, advocacy and collaboration, professional school counselors promote equity and ac-

cess to rigorous educational experiences for all students. Professional school counselors support a safe learning environment and work to safeguard the human rights of all members of the school community (Sandhu, 2000) and address the needs of all students through culturally relevant prevention and intervention programs that are a part of a comprehensive school counseling program (Lee, 2001). The American School Counselor Association recommends a school-counselor-to-student ratio of 1:250.

The Professional School Counselor's Role

Professional school counselors have a minimum of a master's degree in school counseling, meet the state certification/licensure standards and abide by the laws of the states in which they are employed. They uphold the ethical and professional standards of ASCA and other applicable professional counseling associations and promote the development of the school counseling program based on the following areas of the ASCA National Model: foundation, delivery, management and accountability.

FOUNDATION

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

Program Focus – To establish program focus, school counselors identify personal beliefs that address how all students benefit from the school counseling program. Building on these beliefs, school counselors create a **vision statement** that defines what the future will look like in terms of student outcomes. In addition, school counselors create a **mission statement** that aligns with their school's mission and develop **program goals** that define how the vision and mission will be measured.



The Role of the Professional School Counselor

Student Competencies – Enhancing the learning process for all students, the ASCA Student Standards guide the development of effective school counseling programs around three domains: academic, career and personal/social development. School counselors also consider how other student standards that are important to state and district initiatives complement and inform their school counseling program.

Professional Competencies – The ASCA School Counselor Competencies outline the knowledge, attitudes and skills that ensure school counselors are equipped to meet the rigorous demands of the profession. The ASCA Ethical Standards for School Counselors specify the principles of ethical behavior necessary to maintain the highest standard of integrity, leadership and professionalism. They guide school counselors' decision-making and help to standardize professional practice in order to protect both students and school counselors.

MANAGEMENT

School counselors incorporate organizational assessments and tools that are concrete, clearly delineated and reflective of the school's needs. Assessments and tools include:

- school counselor competency and school counseling program assessments to self-evaluate areas of strength and improvement for individual skills and program activities
- use of time assessment to determine the amount of time spent toward the recommended 80 percent or more of the school counselor's time to direct and indirect services with students
- annual agreements developed with and approved by administrators at the beginning of the school year addressing how the school counseling program is organized and what goals will be accomplished

- advisory councils made up of students, parents, teachers, school counselors, administrators and community members to review and make recommendations about school counseling program activities and results
- use of data to measure the results of the program as well as to promote systemic change within the school system so every student graduates college and career ready
- curriculum, small-group and closing-the-gap action plans including developmental, prevention and intervention activities and services that measure the desired student competencies and measure the impact on achievement, behavior and attendance
- annual and weekly calendars to keep students, parents, teachers and administrators informed and to encourage active participation in the school counseling program

DELIVERY

School counselors provide services to students, parents, school staff and the community in the following areas:

Direct Services with Students

Direct services are in-person interactions between school counselors and students and include the following:

- **School Counseling Core Curriculum** – This curriculum consists of structured lessons designed to help students attain the desired competencies and to provide all students with the knowledge, attitudes and skills appropriate for their developmental level. The school counseling core curriculum is delivered throughout the school's overall curriculum and is systematically presented by school counselors in collaboration with other professional educators in K-12 classroom and group activities.
- **Individual Student Planning** – School counselors coordinate ongoing

systemic activities designed to assist students in establishing personal goals and developing future plans.

- **Responsive Services** – Responsive services are activities designed to meet students' immediate needs and concerns. Responsive services may include counseling in individual or small-group settings or crisis response.

Indirect Services for Students

Indirect services are provided on behalf of students as a result of the school counselors' interactions with others including referrals for additional assistance, consultation and collaboration with parents, teachers, other educators and community organizations.

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. School counselors use data to show the impact of the school counseling program on student achievement, attendance and behavior and analyze school counseling program assessments to guide future action and improve future results for all students. The performance of the school counselor is evaluated on basic standards of practice expected of school counselors implementing a comprehensive school counseling program.

Summary

Professional school counselors are certified/licensed educators with the minimum of a master's degree in school counseling and are uniquely qualified to address the developmental needs of all students through a comprehensive school counseling program addressing the academic, career and personal/social development of all students.

References

- Lapan, R. T., Gysbers, N. C., & Kayson, M. A. (2007). *Missouri school counselors benefit all students*. Jefferson City, MO: Missouri Department of Elementary and Secondary Education.
- Lee, C. (2001). Culturally responsive school counselors and programs: Addressing the needs of all students. *Professional School Counseling, 4*, 163-171.
- Sandhu, D. S. (2000). Alienated students: Counseling strategies to curb school violence. *Professional School Counseling, 4*, 81-85.
- Stone, C. B. & Dahir, C. A. (2006). *The transformed school counselor*. Boston, MA: Houghton Mifflin Company.

Appendix B - Ethical Standards for School Counselors

Preamble

The American School Counselor Association (ASCA) is a professional organization whose members are school counselors certified/licensed in school counseling with unique qualifications and skills to address all students' academic, personal/social and career development needs. Members are also school counseling program directors/supervisors and counselor educators. These ethical standards are the ethical responsibility of school counselors. School counseling program directors/supervisors should know them and provide support for practitioners to uphold them. School counselor educators should know them, teach them to their students and provide support for school counseling candidates to uphold them.

Professional school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the following tenets of professional responsibility:

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

Ethical Standards for School Counselors
(Adopted 1984, revised 1992, 1998, 2004 and 2010)

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

- Serve as a guide for the ethical practices of all professional school counselors, supervisors/directors of school counseling programs and school counselor educators regardless of level, area, population served or membership in this professional association;
- Provide self-appraisal and peer evaluations regarding school counselors' responsibilities to students, parents/guardians, colleagues and professional associates, schools, communities and the counseling profession; and
- Inform all stakeholders, including students, parents and guardians, teachers, administrators, community members and courts of justice, of best ethical practices, values and expected behaviors of the school counseling professional.

A.1.Responsibilities to Students

Professional school counselors:

- a.Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals.
- b.Are concerned with the educational, academic, career, personal and social needs and encourage the maximum development of every student.
- c.Respect students' values, beliefs and cultural background and do not impose the school counselor's personal values on students or their families.
- d.Are knowledgeable of laws, regulations and policies relating to students and strive to protect and inform students regarding their rights.
- e.Promote the welfare of individual students and collaborate with them to develop an action plan for success.
- f.Consider the involvement of support networks valued by the individual students.
- g.Understand that professional distance with students is appropriate, and any sexual or romantic relationship with students whether illegal in the state of practice is considered a grievous breach of ethics and is prohibited regardless of a student's age.

Ethical Standards for School Counselors
(Adopted 1984, revised 1992, 1998, 2004 and 2010)

h. Consider the potential for harm before entering into a relationship with former students or one of their family members.

A.2. Confidentiality

Professional school counselors:

a. Inform individual students of the purposes, goals, techniques and rules of procedure under which they may receive counseling. Disclosure includes the limits of confidentiality in a developmentally appropriate manner. Informed consent requires competence on the part of students to understand the limits of confidentiality and therefore, can be difficult to obtain from students of a certain developmental level. Professionals are aware that even though every attempt is made to obtain informed consent it is not always possible and when needed will make counseling decisions on students' behalf.

b. Explain the limits of confidentiality in appropriate ways such as classroom guidance lessons, the student handbook, school counseling brochures, school Web site, verbal notice or other methods of student, school and community communication in addition to oral notification to individual students.

c. Recognize the complicated nature of confidentiality in schools and consider each case in context. Keep information confidential unless legal requirements demand that confidential information be revealed or a breach is required to prevent serious and foreseeable harm to the student. Serious and foreseeable harm is different for each minor in schools and is defined by students' developmental and chronological age, the setting, parental rights and the nature of the harm. School counselors consult with appropriate professionals when in doubt as to the validity of an exception.

d. Recognize their primary obligation for confidentiality is to the students but balance that obligation with an understanding of parents'/guardians' legal and inherent rights to be the guiding voice in their children's lives, especially in value-laden issues. Understand the need to balance students' ethical rights to make choices, their capacity to give consent or assent and parental or familial legal rights and responsibilities to protect these students and make decisions on their behalf.

e. Promote the autonomy and independence of students to the extent possible and use the most appropriate and least intrusive method of breach. The developmental age and the circumstances requiring the breach are considered and as appropriate students are engaged in a discussion about the method and timing of the breach.

Ethical Standards for School Counselors
(Adopted 1984, revised 1992, 1998, 2004 and 2010)

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

- Student identifies partner or the partner is highly identifiable
- School counselor recommends the student notify partner and refrain from further high-risk behavior
- Student refuses
- School counselor informs the student of the intent to notify the partner
- School counselor seeks legal consultation from the school district's legal representative in writing as to the legalities of informing the partner
- g. Request of the court that disclosure not be required when the release of confidential information may potentially harm a student or the counseling relationship.

h. Protect the confidentiality of students' records and release personal data in accordance with prescribed federal and state laws and school policies including the laws within the Family Education Rights and Privacy Act (FERPA). Student information stored and transmitted electronically is treated with the same care as traditional student records. Recognize the vulnerability of confidentiality in electronic communications and only transmit sensitive information electronically in a way that is untraceable to students' identity. Critical information such as a student who has a history of suicidal ideation must be conveyed to the receiving school in a personal contact such as a phone call.

A.3. Academic, Career/College/Post-Secondary Access and Personal/Social Counseling Plans

Professional school counselors:

a. Provide students with a comprehensive school counseling program that parallels the ASCA National Model with emphasis on working jointly with all students to develop personal/social, academic and career goals.

b. Ensure equitable academic, career, post-secondary access and personal/social opportunities for all students through the use of data to help close achievement gaps and opportunity gaps.

Ethical Standards for School Counselors
(Adopted 1984, revised 1992, 1998, 2004 and 2010)

c. Provide and advocate for individual students' career awareness, exploration and post-secondary plans supporting the students' right to choose from the wide array of options when they leave secondary education.

A.4. Dual Relationships

Professional school counselors:

a. Avoid dual relationships that might impair their objectivity and increase the risk of harm to students (e.g., counseling one's family members or the children of close friends or associates). If a dual relationship is unavoidable, the school counselor is responsible for taking action to eliminate or reduce the potential for harm to the student through use of safeguards, which might include informed consent, consultation, supervision, and documentation.

b. Maintain appropriate professional distance with students at all times.

c. Avoid dual relationships with students through communication mediums such as social networking sites.

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

A.5. Appropriate Referrals

Professional school counselors:

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

b. Help educate about and prevent personal and social concerns for all students within the school counselor's scope of education and competence and make necessary referrals when the counseling needs are beyond the individual school counselor's education and training. Every attempt is made to find appropriate specialized resources for clinical therapeutic topics that are difficult or inappropriate to address in a school setting such as eating disorders, sexual trauma, chemical dependency and other addictions needing sustained clinical duration or assistance.

Ethical Standards for School Counselors
(Adopted 1984, revised 1992, 1998, 2004 and 2010)

- c. Request a release of information signed by the student and/or parents/guardians when attempting to develop a collaborative relationship with other service providers assigned to the student.
- d. Develop a reasonable method of termination of counseling when it becomes apparent that counseling assistance is no longer needed or a referral is necessary to better meet the student's needs.

A.6. Group Work

Professional school counselors:

- a. Screen prospective group members and maintain an awareness of participants' needs, appropriate fit and personal goals in relation to the group's intention and focus. The school counselor takes reasonable precautions to protect members from physical and psychological harm resulting from interaction within the group.
- b. Recognize that best practice is to notify the parents/guardians of children participating in small groups.
- c. Establish clear expectations in the group setting, and clearly state that confidentiality in group counseling cannot be guaranteed. Given the developmental and chronological ages of minors in schools, recognize the tenuous nature of confidentiality for minors renders some topics inappropriate for group work in a school setting.
- d. Provide necessary follow up with group members, and document proceedings as appropriate.
- e. Develop professional competencies, and maintain appropriate education, training and supervision in group facilitation and any topics specific to the group.
- f. Facilitate group work that is brief and solution-focused, working with a variety of academic, career, college and personal/social issues.

A.7. Danger to Self or Others

Professional school counselors:

- a. Inform parents/guardians and/or appropriate authorities when a student poses a danger to self or others. This is to be done after careful deliberation and consultation with other counseling professionals.

Ethical Standards for School Counselors
(Adopted 1984, revised 1992, 1998, 2004 and 2010)

b. Report risk assessments to parents when they underscore the need to act on behalf of a child at risk; never negate a risk of harm as students sometimes deceive in order to avoid further scrutiny and/or parental notification.

c. Understand the legal and ethical liability for releasing a student who is in danger to self or others without proper and necessary support for that student.

A.8. Student Records

Professional school counselors:

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

b. Keep sole-possession records or individual student case notes separate from students' educational records in keeping with state laws.

c. Recognize the limits of sole-possession records and understand these records are a memory aid for the creator and in absence of privileged communication may be subpoenaed and may become educational records when they are shared or are accessible to others in either verbal or written form or when they include information other than professional opinion or personal observations.

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

e. Understand and abide by the Family Education Rights and Privacy Act (FERPA, 1974), which safeguards student's records and allows parents to have a voice in what and how information is shared with others regarding their child's educational records.

A.9. Evaluation, Assessment and Interpretation

Professional school counselors:

a. Adhere to all professional standards regarding selecting, administering and interpreting assessment measures and only utilize assessment measures that are within the scope of practice for school counselors and for which they are trained and competent.

Ethical Standards for School Counselors
(Adopted 1984, revised 1992, 1998, 2004 and 2010)

- b. Consider confidentiality issues when utilizing evaluative or assessment instruments and electronically based programs.
- c. Consider the developmental age, language skills and level of competence of the student taking the assessments before assessments are given.
- d. Provide interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the students can understand.
- e. Monitor the use of assessment results and interpretations, and take reasonable steps to prevent others from misusing the information.
- f. Use caution when utilizing assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.
- g. Assess the effectiveness of their program in having an impact on students' academic, career and personal/social development through accountability measures especially examining efforts to close achievement, opportunity and attainment gaps.

A.10. Technology

Professional school counselors:

- a. Promote the benefits of and clarify the limitations of various appropriate technological applications. Professional school counselors promote technological applications (1) that are appropriate for students' individual needs, (2) that students understand how to use and (3) for which follow-up counseling assistance is provided.
- b. Advocate for equal access to technology for all students, especially those historically underserved.
- c. Take appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted through the use of computers, facsimile machines, telephones, voicemail, answering machines and other electronic or computer technology.
- d. Understand the intent of FERPA and its impact on sharing electronic student records.
- e. Consider the extent to which cyberbullying is interfering with students' educational process and base guidance curriculum and intervention programming for this pervasive and potentially dangerous problem on research-based and best practices.

Ethical Standards for School Counselors
(Adopted 1984, revised 1992, 1998, 2004 and 2010)

A.11.Student Peer Support Program

Professional school counselors:

- a.Have unique responsibilities when working with peer-helper or student-assistance programs and safeguard the welfare of students participating in peer-to-peer programs under their direction.
- b.Are ultimately responsible for appropriate training and supervision for students serving as peer-support individuals in their school counseling programs.

B.RESPONSIBILITIES TO PARENTS/GUARDIANS

B.1.Parent Rights and Responsibilities

Professional school counselors:

- a.Respect the rights and responsibilities of parents/guardians for their children and endeavor to establish, as appropriate, a collaborative relationship with parents/guardians to facilitate students' maximum development.
- b.Adhere to laws, local guidelines and ethical standards of practice when assisting parents/guardians experiencing family difficulties interfering with the student's effectiveness and welfare.
- c.Are sensitive to diversity among families and recognize that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for their children's welfare by virtue of their role and according to law.
- d.Inform parents of the nature of counseling services provided in the school setting.
- e.Adhere to the FERPA act regarding disclosure of student information.
- f.Work to establish, as appropriate, collaborative relationships with parents/guardians to best serve student.

B.2.Parents/Guardians and Confidentiality

Professional school counselors:

- a.Inform parents/guardians of the school counselor's role to include the confidential nature of the counseling relationship between the counselor and student.
- b.Recognize that working with minors in a school setting requires school counselors to collaborate with students' parents/guardians to the extent possible.

Ethical Standards for School Counselors
(Adopted 1984, revised 1992, 1998, 2004 and 2010)

- c. Respect the confidentiality of parents/guardians to the extent that is reasonable to protect the best interest of the student being counseled.
- d. Provide parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical responsibilities to the student.
- e. Make reasonable efforts to honor the wishes of parents/guardians concerning information regarding the student unless a court order expressly forbids the involvement of a parent(s). In cases of divorce or separation, school counselors exercise a good-faith effort to keep both parents informed, maintaining focus on the student and avoiding supporting one parent over another in divorce proceedings.

C. RESPONSIBILITIES TO COLLEAGUES AND PROFESSIONAL ASSOCIATES

C.1. Professional Relationships

Professional school counselors, the school counseling program director/site supervisor and the school counselor educator:

- a. Establish and maintain professional relationships with faculty, staff and administration to facilitate an optimum counseling program.
- b. Treat colleagues with professional respect, courtesy and fairness.
- c. Recognize that teachers, staff and administrators who are high functioning in the personal and social development skills can be powerful allies in supporting student success. School counselors work to develop relationships with all faculty and staff in order to advantage students.
- d. Are aware of and utilize related professionals, organizations and other resources to whom the student may be referred.

C.2. Sharing Information with Other Professionals

Professional school counselors:

- a. Promote awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information and staff consultation.
- b. Provide professional personnel with accurate, objective, concise and meaningful data necessary to adequately evaluate, counsel and assist the student.

Ethical Standards for School Counselors
(Adopted 1984, revised 1992, 1998, 2004 and 2010)

c. Secure parental consent and develop clear agreements with other mental health professionals when a student is receiving services from another counselor or other mental health professional in order to avoid confusion and conflict for the student and parents/guardians.

d. Understand about the “release of information” process and parental rights in sharing information and attempt to establish a cooperative and collaborative relationship with other professionals to benefit students.

e. Recognize the powerful role of ally that faculty and administration who function high in personal/social development skills can play in supporting students in stress, and carefully filter confidential information to give these allies what they “need to know” in order to advantage the student. Consultation with other members of the school counseling profession is helpful in determining need-to-know information. The primary focus and obligation is always on the student when it comes to sharing confidential information.

f. Keep appropriate records regarding individual students, and develop a plan for transferring those records to another professional school counselor should the need occur. This documentation transfer will protect the confidentiality and benefit the needs of the student for whom the records are written.

C.3. Collaborating and Educating Around the Role of the School Counselor

The school counselor, school counseling program supervisor/director and school counselor educator:

a. Share the role of the school counseling program in ensuring data- driven academic, career/college and personal/social success competencies for every student, resulting in specific outcomes/indicators with all stakeholders.

b. Broker services internal and external to the schools to help ensure every student receives the benefits of a school counseling program and specific academic, career/college and personal/social competencies.

D. RESPONSIBILITIES TO SCHOOL, COMMUNITIES AND FAMILIES

D.1. Responsibilities to the School

Professional school counselors:

a. Support and protect students’ best interest against any infringement of their educational program.

Ethical Standards for School Counselors
(Adopted 1984, revised 1992, 1998, 2004 and 2010)

- b. Inform appropriate officials, in accordance with school policy, of conditions that may be potentially disruptive or damaging to the school's mission, personnel and property while honoring the confidentiality between the student and the school counselor.
- c. Are knowledgeable and supportive of their school's mission, and connect their program to the school's mission.
- d. Delineate and promote the school counselor's role, and function as a student advocate in meeting the needs of those served. School counselors will notify appropriate officials of systemic conditions that may limit or curtail their effectiveness in providing programs and services.
- e. Accept employment only for positions for which they are qualified by education, training, supervised experience, state and national professional credentials and appropriate professional experience.
- f. Advocate that administrators hire only qualified, appropriately trained and competent individuals for professional school counseling positions.
- g. Assist in developing: (1) curricular and environmental conditions appropriate for the school and community; (2) educational procedures and programs to meet students' developmental needs; (3) a systematic evaluation process for comprehensive, developmental, standards-based school counseling programs, services and personnel; and (4) a data-driven evaluation process guiding the comprehensive, developmental school counseling program and service delivery.

D.2. Responsibility to the Community

Professional school counselors:

- a. Collaborate with community agencies, organizations and individuals in students' best interest and without regard to personal reward or remuneration.
- b. Extend their influence and opportunity to deliver a comprehensive school counseling program to all students by collaborating with community resources for student success.
- c. Promote equity for all students through community resources.
- d. Are careful not to use their professional role as a school counselor to benefit any type of private therapeutic or consultative practice in which they might be involved outside of the school setting.

E. RESPONSIBILITIES TO SELF

Ethical Standards for School Counselors
(Adopted 1984, revised 1992, 1998, 2004 and 2010)

E.1. Professional Competence

Professional school counselors:

- a. Function within the boundaries of individual professional competence and accept responsibility for the consequences of their actions.
- b. Monitor emotional and physical health and practice wellness to ensure optimal effectiveness. Seek physical or mental health referrals when needed to ensure competence at all times
- c. Monitor personal responsibility and recognize the high standard of care a professional in this critical position of trust must maintain on and off the job and are cognizant of and refrain from activity that may lead to inadequate professional services or diminish their effectiveness with school community members Professional and personal growth are ongoing throughout the counselor's career.
- d. Strive through personal initiative to stay abreast of current research and to maintain professional competence in advocacy, teaming and collaboration, culturally competent counseling and school counseling program coordination, knowledge and use of technology, leadership, and equity assessment using data.
- e. Ensure a variety of regular opportunities for participating in and facilitating professional development for self and other educators and school counselors through continuing education opportunities annually including: attendance at professional school counseling conferences; reading Professional School Counseling journal articles; facilitating workshops for education staff on issues school counselors are uniquely positioned to provide.
- f. Enhance personal self-awareness, professional effectiveness and ethical practice by regularly attending presentations on ethical decision-making. Effective school counselors will seek supervision when ethical or professional questions arise in their practice.
- g. Maintain current membership in professional associations to ensure ethical and best practices.

E.2. Multicultural and Social Justice Advocacy and Leadership

Professional school counselors:

Ethical Standards for School Counselors
(Adopted 1984, revised 1992, 1998, 2004 and 2010)

- a. Monitor and expand personal multicultural and social justice advocacy awareness, knowledge and skills. School counselors strive for exemplary cultural competence by ensuring personal beliefs or values are not imposed on students or other stakeholders.
- b. Develop competencies in how prejudice, power and various forms of oppression, such as ableism, ageism, classism, familyism, genderism, heterosexism, immigrationism, linguicism, racism, religionism and sexism, affect self, students and all stakeholders.
- c. Acquire educational, consultation and training experiences to improve awareness, knowledge, skills and effectiveness in working with diverse populations: ethnic/racial status, age, economic status, special needs, ESL or ELL, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.
- d. Affirm the multiple cultural and linguistic identities of every student and all stakeholders. Advocate for equitable school and school counseling program policies and practices for every student and all stakeholders including use of translators and bilingual/multilingual school counseling program materials that represent all languages used by families in the school community, and advocate for appropriate accommodations and accessibility for students with disabilities.
- e. Use inclusive and culturally responsible language in all forms of communication.
- f. Provide regular workshops and written/digital information to families to increase understanding, collaborative two-way communication and a welcoming school climate between families and the school to promote increased student achievement.
- g. Work as advocates and leaders in the school to create equity based school counseling programs that help close any achievement, opportunity and attainment gaps that deny all students the chance to pursue their educational goals.

F. RESPONSIBILITIES TO THE PROFESSION

F.1. Professionalism

Professional school counselors:

- a. Accept the policies and procedures for handling ethical violations as a result of maintaining membership in the American School Counselor Association.
- b. Conduct themselves in such a manner as to advance individual ethical practice and the profession.

Ethical Standards for School Counselors
(Adopted 1984, revised 1992, 1998, 2004 and 2010)

c. Conduct appropriate research, and report findings in a manner consistent with acceptable educational and psychological research practices. School counselors advocate for the protection of individual students' identities when using data for research or program planning.

d. Seek institutional and parent/guardian consent before administering any research, and maintain security of research records.

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

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

g. Do not use their professional position to recruit or gain clients, consultees for their private practice or to seek and receive unjustified personal gains, unfair advantage, inappropriate relationships or unearned goods or services.

F.2. Contribution to the Profession

Professional school counselors:

a. Actively participate in professional associations and share results and best practices in assessing, implementing and annually evaluating the outcomes of data-driven school counseling programs with measurable academic, career/college and personal/social competencies for every student.

b. Provide support, consultation and mentoring to novice professionals.

c. Have a responsibility to read and abide by the ASCA Ethical Standards and adhere to the applicable laws and regulations.

F.3 Supervision of School Counselor Candidates Pursuing Practicum and Internship Experiences:

Professional school counselors:

a. Provide support for appropriate experiences in academic, career, college access and personal/social counseling for school counseling interns.

Ethical Standards for School Counselors
(Adopted 1984, revised 1992, 1998, 2004 and 2010)

b.Ensure school counselor candidates have experience in developing, implementing and evaluating a data-driven school counseling program model, such as the ASCA National Model.

c.Ensure the school counseling practicum and internship have specific, measurable service delivery, foundation, management, and accountability systems.

d.Ensure school counselor candidates maintain appropriate liability insurance for the duration of the school counseling practicum and internship experiences.

e.Ensure a site visit is completed by a school counselor education faculty member for each practicum or internship student, preferably when both the school counselor trainee and site supervisor are present.

F.4Collaboration and Education about School Counselors and School Counseling Programs with other Professionals

School counselors and school counseling program directors/supervisors collaborate with special educators, school nurses, school social workers, school psychologists, college counselors/admissions officers, physical therapists, occupational therapists and speech pathologists to advocate for optimal services for students and all other stakeholders.

G.MAINTENANCE OF STANDARDS

Professional school counselors are expected to maintain ethical behavior at all times.

G.1.When there exists serious doubt as to the ethical behavior of a colleague(s) the following procedure may serve as a guide:

1. The school counselor should consult confidentially with a professional colleague to discuss the nature of a complaint to see if the professional colleague views the situation as an ethical violation.
2. When feasible, the school counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek resolution.
3. The school counselor should keep documentation of all the steps taken.
4. If resolution is not forthcoming at the personal level, the school counselor shall utilize the channels established within the school, school district, the state school counseling association and ASCA's Ethics Committee.
5. If the matter still remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence:
 - a. State school counselor association
 - b. American School Counselor Association

Ethical Standards for School Counselors
(Adopted 1984, revised 1992, 1998, 2004 and 2010)

6. The ASCA Ethics Committee is responsible for:
 - a. Educating and consulting with the membership regarding ethical standards
 - b. Periodically reviewing and recommending changes in code
 - c. Receiving and processing questions to clarify the application of such standards. Questions must be submitted in writing to the ASCA Ethics Committee chair.
 - d. Handling complaints of alleged violations of the ASCA Ethical Standards for School Counselors. At the national level, complaints should be submitted in writing to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 625, Alexandria, VA 22314.

G.2. When school counselors are forced to work in situations or abide by policies that do not reflect the ethics of the profession, the school counselor works responsibly through the correct channels to try and remedy the condition.

G.3. When faced with any ethical dilemma school counselors, school counseling program directors/supervisors and school counselor educators use an ethical decision-making model such as Solutions to Ethical Problems in Schools (STEPS) (Stone, 2001):

1. *Define the problem emotionally and intellectually*
2. *Apply the ASCA Ethical Standards and the law*
3. *Consider the students' chronological and developmental levels*
4. *Consider the setting, parental rights and minors' rights*
5. *Apply the moral principles*
6. *Determine Your potential courses of action and their consequences*
7. *Evaluate the selected action*
8. *Consult*
9. *Implement the course of action*

ASCA Mindsets and Behaviors for Student Success:
K-12 College and Career Readiness Standards for Every Student

Appendix C – ASCA Mindsets and Behaviors for Student Success



ASCA Mindsets & Behaviors for Student Success:

K-12 College- and Career-Readiness Standards for Every Student

The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career Readiness for Every Student describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts. These standards are the next generation of the ASCA National Standards for Students, which were first published in 1997.

The 35 mindset and behavior standards identify and prioritize the specific attitudes, knowledge and skills students should be able to demonstrate as a result of a school counseling program. School counselors use the standards to assess student growth and development, guide the development of strategies and activities and create a program that helps students achieve their highest potential. The ASCA Mindsets & Behaviors can be aligned with initiatives at the district, state and national to reflect the district's local priorities.

To operationalize the standards, school counselors select competencies and indicators that align with the specific standards and become the foundation for classroom lessons, small groups and activities addressing student developmental needs. The competencies and indicators directly reflect the vision, mission and goals of the comprehensive school counseling program and align with the school's academic mission.

Research-Based Standards

The ASCA Mindsets & Behaviors are based on a review of research and college- and career-readiness documents created by a variety of organizations that have identified strategies making an impact on student achievement and academic performance. The ASCA Mindsets & Behaviors are organized based on the framework of noncognitive factors presented in the critical literature review "Teaching Adolescents to Become Learners" conducted by the University of Chicago Consortium on Chicago School Research (2012).

This literature review recognizes that content knowledge and academic skills are only part of the equation for student success. "School performance is a complex phenomenon, shaped by a wide variety of factors intrinsic to students and the external environment" (University of Chicago, 2012, p. 2). The ASCA Mindsets & Behaviors are based on the evidence of the importance of these factors.

September 2014

Organization of the ASCA Mindsets & Behaviors

The ASCA Mindsets & Behaviors are organized by domains, standards arranged within categories and subcategories and grade-level competencies. Each is described below.

Domains

The ASCA Mindsets & Behaviors are organized in three broad domains: academic, career and social/emotional development. These domains promote mindsets and behaviors that enhance the learning process and create a culture of college and career readiness for all students. The definitions of each domain are as follows:

Academic Development – Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

Career Development – Standards guiding school counseling programs to help students 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the life span.

Social/Emotional Development – Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.

Standards

All 35 standards can be applied to any of the three domains, and the school counselor selects a domain and standard based on the needs of the school, classroom, small group or individual. The standards are arranged within categories and subcategories based on five general categories of noncognitive factors related to academic performance as identified in the 2012 literature review published by the University of Chicago Consortium on Chicago School Research. These categories synthesize the "vast array of research literature" (p. 8) on noncognitive factors including persistence, resilience, grit, goal-setting, help-seeking, cooperation, conscientiousness, self-efficacy, self-regulation, self-control, self-discipline, motivation, mindsets, effort, work habits, organization, homework completion, learning strategies and study skills, among others.

Category 1: Mindset Standards – Includes standards related to the psycho-social attitudes or beliefs students have about themselves in relation to academic work. These make up the students' belief system as exhibited in behaviors.

ASCA Mindsets and Behaviors for Student Success:
K-12 College and Career Readiness Standards for Every Student

Category 2: Behavior Standards – These standards include behaviors commonly associated with being a successful student. These behaviors are visible, outward signs that a student is engaged and putting forth effort to learn. The behaviors are grouped into three subcategories.

a. Learning Strategies: Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.

b. Self-management Skills: Continued focus on a goal despite obstacles (grit or persistence) and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures (delayed gratification, self-discipline, self-control).

c. Social Skills: Acceptable behaviors that improve social interactions, such as those between peers or between students and adults.

**The ASCA Mindsets & Behaviors for Student Success:
K-12 College- and Career-Readiness Standards for Every Student**

Each of the following standards can be applied to the academic, career and social/emotional domains.

Category 1: Mindset Standards School counselors encourage the following mindsets for all students.		
1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being 2. Self-confidence in ability to succeed 3. Sense of belonging in the school environment 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes 6. Positive attitude toward work and learning		
Category 2: Behavior Standards Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.		
Learning Strategies	Self-Management Skills	Social Skills
1. Demonstrate critical-thinking skills to make informed decisions	1. Demonstrate ability to assume responsibility	1. Use effective oral and written communication skills and listening skills
2. Demonstrate creativity	2. Demonstrate self-discipline and self-control	2. Create positive and supportive relationships with other students
3. Use time-management, organizational and study skills	3. Demonstrate ability to work independently	3. Create relationships with adults that support success
4. Apply self-motivation and self-direction to learning	4. Demonstrate ability to delay immediate gratification for long-term rewards	4. Demonstrate empathy
5. Apply media and technology skills	5. Demonstrate perseverance to achieve long- and short-term goals	5. Demonstrate ethical decision-making and social responsibility
6. Set high standards of quality	6. Demonstrate ability to overcome barriers to learning	6. Use effective collaboration and cooperation skills
7. Identify long- and short-term academic, career and social/emotional goals	7. Demonstrate effective coping skills when faced with a problem	7. Use leadership and teamwork skills to work effectively in diverse teams
8. Actively engage in challenging coursework	8. Demonstrate the ability to balance school, home and community activities	8. Demonstrate advocacy skills and ability to assert self, when necessary
9. Gather evidence and consider multiple perspectives to make informed decisions	9. Demonstrate personal safety skills	9. Demonstrate social maturity and behaviors appropriate to the situation and environment
10. Participate in enrichment and extracurricular activities	10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

ASCA Mindsets and Behaviors for Student Success: K-12 College and Career Readiness Standards for Every Student

Grade-Level Competencies

Grade-level competencies are specific, measurable expectations that students attain as they make progress toward the standards. As the school counseling program's vision, mission and program goals are aligned with the school's academic mission, school counseling standards and competencies are also aligned with academic content standards at the state and district level.

ASCA Mindsets & Behaviors align with specific standards from the Common Core State Standards through connections at the competency level. This alignment allows school counselors the opportunity to help students meet college- and career-readiness standards in collaboration with academic content taught in core areas in the classroom. It also helps school counselors directly align with academic instruction when providing individual and small-group counseling by focusing on standards and competen-

cies addressing a student's developmental needs. School counselors working in states that have not adopted the Common Core State Standards are encouraged to align competencies with their state's academic standards and can use the competencies from the ASCA Mindsets & Behaviors as examples of alignment.

ASCA Mindsets & Behaviors Database

The grade-level competencies are housed in the ASCA Mindsets & Behaviors database at www.schoolcounselor.org/studentcompetencies. School counselors can search the standards by keyword to quickly and easily identify standards that will meet student developmental needs and align with academic content as appropriate. The database also allows school counselors to contribute to the standards by sharing other ways to meet or align with a specific standard.

Citation Guide

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Sample Annual Agreement Template

Appendix D: Sample Annual Agreement Template

School Counselor(s) _____ Year _____

School Counseling Program Mission Statement

Student Development Plan Program Goals

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

Program Goal Statements	
1	
2	
3	

Use of Time

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

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

Sample Annual Agreement Template

			school support activities
--	--	--	------------------------------

Advisory Council

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

Planning and Results Documents

The following documents have been developed for the school counseling program.

- | | |
|---|---------------------------------|
| __ Annual Calendar | __ Closing-the-Gap Action Plans |
| __ Curriculum Action Plan | __ Small-Group Action Plan |
| __ Results Reports (Student Development Plan Annual Report) | |

Professional Development

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

Professional Collaboration and Responsibilities Choose all that apply.

Group	Weekly/Monthly	Coordinator
A. School Counseling Team Meetings		
B. Administration/School Counseling Meetings		
C. Problem Solving Team/SBT Meetings		
D. Team Meetings		
E. School Improvement Team Meetings		
F. District School Counseling Meetings		
G. Other		

Budget Materials and Supplies

Annual Budget \$ _____ Materials and supplies needed:

School Counselor Availability/Office Organization

The school counseling office will be open for students/parents/teachers from _____ to _____

My hours will be from _____ to _____ (if flexible scheduling is used)

The career center will be open from _____ to _____

Role and Responsibilities of Other Staff and Volunteers

Attendance Assistant Clerk _____

Data Manager/Registrar _____

Other Staff _____

School Counselor Signature _____

Principal Signature _____

Sample Annual Agreement Template



School Counseling Program Assessment

Appendix E: School Counseling Program Assessment

School Counseling Program Assessment

FOUNDATION			
CRITERIA	No	In Progress	Yes
Beliefs			
a. Indicates an agreed-upon belief system about the ability of all students to achieve			
b. Addresses how the school counseling program meets student developmental needs			
c. Addresses the school counselor’s role as an advocate for every students			
d. Identifies persons to be involved in the planning, managing, delivery and evaluation of school counseling program activities			
e. Includes how data informs program decisions			
f. Includes how ethical standards guide the work of school counselors			
Vision Statement			
a. Describes a future where school counseling goals and strategies are being successfully achieved			
b. Outlines a rich and textual picture of what success looks like and feels like			
c. Is bold and inspiring			
d. States best possible student outcomes			
e. Is believable and achievable			
Mission Statement			
a. Aligns with the school’s mission statement and may show linkages to district and state department of education mission statements			
b. Written with students as the primary focus			
c. Advocates for equity, access and success of every student			
d. Indicates the long-range results desired for all students			
Program Goals			
a. Promote achievement, attendance, behavior and/or school safety			
b. Are based on school data			
c. Address schoolwide data, policies and practices to address closing-the-gap issues			
d. Address academic, career and/or personal/social development			

School Counseling Program Assessment

CRITERIA	No	In Progress	Yes
ASCA Student Standards and Other Student Standards			
a. Standards, competencies and indicators from ASCA Student Standards are identified and align with program mission and goals			
b. Standards and competencies selected from other standards (state/district, 21st Century, Character Ed, etc.) align with ASCA Student Standards, program mission and goals as appropriate			
School Counselor Professional Competencies and Ethical Standards			
a. ASCA School Counselor Competencies have been reviewed			
b. ASCA Ethical Standards for School Counselors have been reviewed			
PROGRAM MANAGEMENT			
CRITERIA	No	In Progress	Yes
School Counselor Competencies Assessment			
School counselor competencies assessment has been completed			
School Counseling Program Assessment			
School counseling program assessment has been completed			
Use-of-Time Assessment			
a. Use-of-time assessment completed twice a year			
b. Direct and indirect services account for 80 percent of time or more			
c. Program management and school support activities account for 20 percent of time or less			
Annual Agreement			
a. Created and signed by the school counselor and supervising administrator within the first two months of school			
b. One agreement per school counselor			
c. Provides rationale for use of time based on data and goals			
d. Reflects school counseling program mission and program goals			
e. Lists school counselor roles and responsibilities			
f. Identifies areas for school counselor professional development			

School Counseling Program Assessment

CRITERIA	No	In Progress	Yes
Advisory Council			
a. Membership includes administrator and representatives of school and community stakeholders			
b. Meets at least twice a year and maintains agenda and minutes			
c. Advises on school counseling program goals, reviews program results and makes recommendations			
d. Advocates and engages in public relations for the school counseling program			
e. Advocates for school counseling program funding and resources			
Use of Data			
a. School data profile completed, tracking achievement, attendance, behavior and safety data			
b. School data inform program goals			
c. School counseling program data (process, perception, outcome) are collected and reviewed and inform program decisions			
d. Organizes and shares data/results in a user-friendly format (e.g., charts)			
Action Plans (Curriculum, Small Group and Closing the Gap)			
a. Data are used to develop curriculum, small-group and closing-the-gap action plans using action plan templates			
b. Action plans are consistent with the program goals and competencies			
c. Projected results (process, perception and outcome) data have been identified			
d. Projected outcome data are stated in terms of what the student will demonstrate			
Curriculum Lesson Plan			
Curriculum lesson plan templates are used to develop and implement classroom activities			
Calendars (Annual and Weekly)			
a. Indicate activities of a comprehensive school counseling program			
b. Reflect program goals and activities of school counseling curriculum, small-group and closing-the-gap action plans			
c. Are published and distributed to appropriate persons			
d. Indicate fair-share responsibilities			
e. Weekly calendar aligns with planned use of time in the annual agreement			

School Counseling Program Assessment

CRITERIA	No	In Progress	Yes
DELIVERY			
Direct student services are provided (Strategies to include instruction, group activities, appraisal, advisement, counseling and crisis response)			
a. Deliver school counseling curriculum lessons to classroom and large groups			
b. Provide appraisal and advisement to assist all students with academic, career and personal/social planning			
c. Provide individual and/or group counseling to identified students with identified concerns or needs			
Indirect student services are provided to identified students (Strategies to include referrals, consultation, collaboration)			
Direct and indirect service provision amounts to 80 percent or more of the school counselor's time			
ACCOUNTABILITY			
CRITERIA	No	In Progress	Yes
Data Tracking			
a. School data profile is analyzed, and implications for results over time are considered			
b. Use-of-time assessment is analyzed and implications are considered			
Program Results (Process, Perception and Outcome Data)			
a. Curriculum results report is analyzed, and implications are considered			
b. Small-group results reports are analyzed, and implications are considered			
c. Closing-the-gap results reports are analyzed, and implications are considered			
d. Program results are shared with stakeholders			
Evaluation and Improvement			
a. School counselor competencies assessment informs self-improvement and professional development			
b. School counseling program assessment informs program improvement			
c. School counselor performance appraisal is conducted and informs improvement			
d. Program goal results are analyzed, and implications considered			

School Counseling Program Annual Calendar

Appendix F: School Counseling Program Annual Calendar

AUGUST Year: _____			
Data Element / Content Addressed	Domain / Student Competency(ies) Addressed	Service or Activity to be Delivered	Grade Level / Student Groups Involved
SEPTEMBER			
Data Element / Content Addressed	Domain / Student Competency(ies) Addressed	Service or Activity to be Delivered	Grade Level / Student Groups Involved

School Counseling Program Annual Calendar

OCTOBER			
Data Element / Content Addressed	Domain / Student Competency(ies) Addressed	Service or Activity to be Delivered	Grade Level / Student Groups Involved
NOVEMBER			
Data Element / Content Addressed	Domain / Student Competency(ies) Addressed	Service or Activity to be Delivered	Grade Level / Student Groups Involved

School Counseling Program Annual Calendar

DECEMBER			
Data Element / Content Addressed	Domain / Student Competency(ies) Addressed	Service or Activity to be Delivered	Grade Level / Student Groups Involved
JANUARY			
Data Element / Content Addressed	Domain / Student Competency(ies) Addressed	Service or Activity to be Delivered	Grade Level / Student Groups Involved

School Counseling Program Annual Calendar

F E B R U A R Y			
Data Element / Content Addressed	Domain / Student Competency(ies) Addressed	Service or Activity to be Delivered	Grade Level / Student Groups Involved
M A R C H			
Data Element / Content Addressed	Domain / Student Competency(ies) Addressed	Service or Activity to be Delivered	Grade Level / Student Groups Involved

School Counseling Program Annual Calendar

A P R I L			
Data Element / Content Addressed	Domain / Student Competency(ies) Addressed	Service or Activity to be Delivered	Grade Level / Student Groups Involved
M A Y			
Data Element / Content Addressed	Domain / Student Competency(ies) Addressed	Service or Activity to be Delivered	Grade Level / Student Groups Involved

School Counseling Program Annual Calendar

J U N E			
Data Element / Content Addressed	Domain / Student Competency(ies) Addressed	Service or Activity to be Delivered	Grade Level / Student Groups Involved

Appendix G: School Counseling Program SMART Goals

School: _____ Year: _____

School Counselor(s): _____

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

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.

Appendix H: School Counseling Core Curriculum Action Plan

Goal _____

Lessons and Activities Related to Goal:

Grade Level	Lesson Topic	Lesson Will Be Presented In Which Class/ Subject	ASCA Domain, Standard and Competency	Curriculum and Materials	Project Start/End	Process Data (Projected number of students affected)	Perception Data (Type of surveys/ assessments to be used)	Outcome Data (Achievement, attendance and/or behavior data to be collected)	Contact Person

Appendix I: Small Group Action Plan

School Name _____

Group Name _____

Goal _____

Target Group _____

Data to Identify Students _____

School Counselor(s)	ASCA Domain, Standard and Student Competency	Outline of Group Sessions to be Delivered	Resources Needed	Process Data (Projected number of students affected)	Perception Data (Type of surveys to be used)	Outcome Data (Achievement, attendance and/or behavior data to be collected)	Project Start/Project End

Appendix J: Closing the Gap Action Plan

School Name _____ Year: _____
 Goal: _____
 Target Group: _____
 Data to Identify Students _____

School Counselor(s)	ASCA Domain, Standard and Student Competency	Type of Activities to be Delivered in What Manner?	Resources Needed	Process Data (Projected number of students affected)	Perception Data (Type of surveys to be used)	Outcome Data (Achievement , attendance and/or behavior data to be collected)	Project Start/Project End

Parental Consent for Counseling

Appendix K: Parental Consent for Counseling



THE SCHOOL DISTRICT OF PALM BEACH COUNTY
DEPARTMENT OF EXCEPTIONAL STUDENT EDUCATION
Parental Consent for Counseling

Your child has been referred to participate in counseling services that will be provided by the school psychologist or school counselor. Counseling sessions will be conducted during the school day. Some target objectives may include, but are not limited to: 1. Identify and understand feelings. 2. Learn appropriate behaviors. 3. Learn ways to verbally communicate feelings. 4. Learn techniques and ways to express anger appropriately. 5. Develop strategies to cope with strong emotions. 6. Learn to better manage feelings and actions. 7. Academic skills and strategies. 8. Promotion, graduation, and college/ career readiness.

Current Date	Student Name (First, Middle Initial, Last)	Student ID #
School	Grade	Birth Date
Counseling Professional	Title	Telephone #
<input type="radio"/> Group Counseling <input type="radio"/> Individual Counseling	Start Date _____	End Date _____

Client/child information is confidential and will not be released without parent/guardian authorization. The limitations/exceptions are as follows:

1. If your child states that he/she wants or intends to do harm to others.
2. If your child states that he/she wants or intends to do harm to himself/herself.
3. If your child reports suspected abuse or neglect of a child.
4. If the counseling professional is court-ordered to release information.

- Yes, I give permission for my child to participate in counseling.
- No, I do not give permission.
- I would like more information before I give my consent. Contact me to schedule a meeting.

Contact me (parent/guardian) at:

E-Mail _____ Phone _____

Signature of Parent/Guardian *Date*

Print Parent/Guardian Name

Parental Consent for Counseling



DISTRI LEKOL REJYON PALM BEACH
DEPATMAN EDIKASYON ELÈV ESPESYAL

Konsantman Paran pou Bay Konsèy

Pitit ou a te refere pou pran sèvis konsèy sikològ lekòl la oswa konseye akademik lekòl la ofri. Sesyon konsèy yo ap fèt nan jou lekòl. Objektif vize yo kapab enkli, men yo pa limite ak: 1. Idantifye epi konprann santiman. 2. Aprann konpòtman ki apwopriye yo. 3. Aprann tout fason pou kominike santiman yo. 4. Aprann teknik ak fason pou eksprime mekontantman nan fason ki apwopriye. 5. Devlope estrateji pou adapte ak emosyon ki fò yo. 6. Aprann metrize santiman ak konpòtman yo pi byen. 7. Estrateji akademik ak aptitud. 8. Preparasyon pou pwomosyon, gradyasyon, ak pwofesyon/ kolèj.

Dat aktyèl	Non Elèv la (Prenon, Dezyèm non, Siyati)	# ID Elèv la
Lekòl	Klas	Dat Nesans
Konsèy Pwofesyonèl	Tit	# Telefòn
<input type="radio"/> Konsèy an Gwoup <input type="radio"/> Konsèy Endividyèl		Kòmanse le _____ Fini le _____

Enfòmasyon sou kliyan/elèv rete konfidansyèl konsa yo pa p bay yo san pèmision yon paran/responsab. Limit/eksepsyon yo dapre sa ki pi ba yo:

1. Si pitit ou a di li vle oswa l gen entansyon fè lòt moun mal.
2. Si pitit ou a di li vle oswa l gen entansyon fè tèt li mal.
3. Si pitit ou a rapòte li sispèk abi oswa neglijan sou yon timoun.
4. Si konseye pwofesyonèl la resevwa lòd tribinal pou bay enfòmasyon.

- Wi, mwen bay pèmision pou pitit mwen patisipe nan pran konsèy.
- Non, mwen pa bay pèmision.
- Mwen ta renmen plis enfòmasyon avan m bay konsantman mwen. Rele m pou plase yon reyinyon.

Rele mwen (paran/responsab) nan:

E-Mail _____ Telefòn _____

Siyati Paran/Responsab

Dat

Ekri an lèt detache non Paran/Responsab la

PBSD 2487 (New 5/28/2013)

ORIGINAL - School Based Team file (Gen. Ed. student, School Counseling Program file, ESE file)
COPY - Parent

Parental Consent for Counseling

Parental Consent for Counseling - Portuguese version



DISTRITO ESCOLAR DO CONDADO DE PALM BEACH
DEPARTAMENTO DE EDUCAÇÃO PARA ALUNOS COM
NECESSIDADES ESPECIAIS

Consentimento dos Pais para Aconselhamento

O seu filho(a) foi recomendado para participar dos serviços de aconselhamento, os quais serão proporcionados pelo psicólogo ou orientador educacional da escola. As sessões serão realizadas durante o dia letivo. Alguns dos propósitos poderão incluir, mas não se limitam a: 1. Como identificar e compreender os sentimentos. 2. Aprender comportamentos apropriados. 3. Aprender maneiras de falar sobre os próprios sentimentos. 4. Aprender as técnicas e maneiras apropriadas de expressar a raiva. 5. Como desenvolver estratégias para lidar com as emoções fortes. 6. Aprender a melhor forma de lidar com os sentimentos e ações. 7. Estratégias e habilidades académicas. 8. Aprovação, formatura e preparação profissional ou para a universidade.

Data	Nome do Aluno(a) (Primeiro, inicial do meio, último)	Nº de Identificação
Escola	Série	Data de Nascimento
Profissional que proporciona o aconselhamento	Cargo	Telefone
<input type="radio"/> Aconselhamento em grupo	<input type="radio"/> Aconselhamento Profissional	Início _____ Final _____

As informações pertinentes ao cliente/criança são confidenciais e não serão divulgadas sem a autorização dos pais/guardião. As restrições/exceções são as seguintes:

1. Se o seu filho afirmar que ele(a) deseja ou pretende causar dano a outrem.
2. Se o seu filho afirmar que ele(a) deseja ou pretende causar dano a si próprio.
3. Se o seu filho apresentar suspeita de maltrato ou descuido.
4. Se o profissional proporcionando o aconselhamento for intimado a revelar informações através de ordem judicial.

- Sim, eu dou permissão para meu filho participar do aconselhamento.
- Não, eu não dou permissão.
- Eu gostaria de obter mais informações antes de dar o meu consentimento. Solicito que entre em contato comigo para marcarmos uma reunião.

Entre em contato comigo (pai/mãe ou guardião) pelo:

E-Mail _____ Tel. _____

Assinatura do pai/mãe ou guardião Data

Nome do pai/mãe ou guardião em letra de fôrma

PBSD 2487 (Mais recent 5/28/2013) ORIGINAL - Arquivo da Equipe Pedagógica (Aluno de Educação Geral, Arquivo do Programa de Aconselhamento, Arquivo do ESE) CÓPIA - Pais
The Department of Multicultural Education Translation Team certifies that this is a true and faithful translation of the original document. June 2013 - (561) 434-8620 - 2/13-1105

Parental Consent for Counseling

Parental Consent for Counseling-Spanish version



DISTRITO ESCOLAR DEL CONDADO DE PALM BEACH
DEPARTAMENTO DE EDUCACIÓN PARA ESTUDIANTES EXCEPCIONALES

Autorización de los Padres para Terapia Psicopedagógica

Su hijo(a) ha sido remitido a participar de servicios de terapia psicopedagógica que serán proveídos ya sea por el psicólogo o el consejero escolar. Las sesiones de terapia psicopedagógica se llevarán a cabo durante el horario escolar. Algunos de los objetivos serán, pero no estarán limitados a: 1. Identificar y entender sentimientos. 2. Aprender comportamientos adecuados. 3. Aprender maneras de expresar los sentimientos verbalmente. 4. Aprender técnicas y maneras de expresar ira adecuadamente. 5. Desarrollar estrategias para lidiar con emociones intensas. 6. Aprender a manejar mejor emociones y acciones. 7. Aprender técnicas y estrategias académicas. 8. Prepararse para la promoción, graduación y para la universidad o carrera profesional.

Fecha	Nombre del estudiante (nombre, inicial del 2do. nombre, apellido)	Número del estudiante
Escuela		Grado
		Fecha de nacimiento
Consejero		Título
		# de teléfono
<input type="radio"/> Terapia grupal <input type="radio"/> Terapia individual		Fecha inicial _____ Fecha final _____

La información del cliente o hijo es confidencial y no se la hará pública sin la autorización del padre o tutor. Las limitaciones o excepciones son las siguientes:

1. Si su hijo declara que quiere o piensa hacerle daño a otros.
2. Si su hijo declara que quiere o piensa hacerse daño a sí mismo.
3. Si su hijo hace una denuncia basada en su sospecha de abuso o trato negligente de un estudiante.
4. Si el tribunal le ordena al consejero hacer pública la información.

- Sí, le doy permiso a mi hijo a participar de la terapia psicopedagógica.
- No, no le doy permiso.
- Me gustaría más información antes de dar mi permiso. Por favor, comuníquense conmigo para programar una reunión.

Comuníquense conmigo (uno de los padres o tutor) al:

Dirección de correo electrónico _____ # de teléfono _____

Firma de uno de los padres o tutores


Fecha

Nombre de uno de los padres o tutores en letra de molde

PBSD 2487 SP (nuevo 5/28/2013) ORIGINAL - Archivo del Equipo Basado en la Escuela (estudiante de Ed. Gen., archivo del Programa de Terapia Psicopedagógica de la Escuela, archivo de ESE) DUPLICADO - Padres

The Department of Multicultural Education Spanish Translation Team certifies that this is a true and faithful translation of the original document. (361)-434-8620 - June 2013- SY13-1105

Appendix L: Student Development Plan Annual Report



THE SCHOOL DISTRICT OF PALM BEACH COUNTY
DIVISION OF TEACHING AND LEARNING

Student Development Plan (SDP) Annual Report

The Certified School Counselor completes this form and sends to the principal. The principal signs, approves and sends to the SDP work queue. Complete all portions for each of the three domains: Academic, Career and Social/Emotional Development.

School #	School Name	
Date Submitted	School Type <small>Select One</small> <input type="button" value="v"/>	Principal

School Counselor(s) (press the plus sign (+) to add more counselor names)

FIRST NAME	MIDDLE NAME	LAST NAME

Mission Statement: What is your mission statement?

ACADEMIC DOMAIN

What do you want to change?

What is your goal? Use SMART goal format. Include baseline data.

Describe how you will address the problem/question:

What Mindset Standard will you address?

Mindset Standard - Select One or More

What Behavior Standards will you address? (Select up to 3)

Learning Strategies - Select One

Self-Management Skills - Select One

Social Skills - Select One

PB8D 2474 (Rev. 3/25/2015)

Page 1 of 3

Student Development Plan Annual Report

Student Development Plan Annual Report

Date 1/1/1970

School # _____

ACADEMIC DOMAIN continued

How will you intervene? (Select up to 3) If "Other" is selected, you must type in your response.

Select One

Select One

Select One

Was your intervention effective?

Describe/discuss your results. Include outcome data.

CAREER DOMAIN

What do you want to change?

What is your goal? Use SMART goal format. Include baseline data.

Describe how you will address the problem/question:

What Mindset Standard will you address?

Mindset Standard - Select One

What Behavior Standards will you address? (Select up to 3)

Learning Strategies - Select One

Self-Management Skills - Select One

Social Skills - Select One

How will you intervene? (Select up to 3) If "Other" is selected, you must type in your response.

Select One

Select One

Select One

Student Development Plan Annual Report

Student Development Plan Annual Report

Date 1/1/1970 School # _____

CAREER DOMAIN continued

Was your intervention effective?

Describe/discuss your results. Include outcome data.

SOCIAL/EMOTIONAL DEVELOPMENT DOMAIN

What do you want to change?

What is your goal? Use SMART goal format.

Describe how you will address the problem/question:

What Mindset Standard will you address?

What behavior standards will you address? (Select up to 3)

How will you intervene? (Select up to 3) If "Other" is selected, you must type in your response.

Was your intervention effective?

Describe/discuss your results. Include outcome data.

Signature of Counselor

Signature of Principal

[How to Route Form](#)

Appendix M – Palm Beach County Observation & Evaluation System

The district has developed the following observation and feedback instruments for Non-Classroom Instructional personnel, including school counselors. For more information access the Department of Professional Development webpage at <http://www.palmbeachschools.org/staffdev/TeacherEvaluation.asp>.

Appendix N – Empirical Research Studies Supporting the Value of School Counseling



**Empirical Research Studies
Supporting the Value of
School Counseling**

This document presents a number of recent journal articles that describe research examining the impact of school counselors and school counseling programs on K-12 student outcomes. The research articles support the value of school counseling for students in the domains of academic development, college and career readiness, and social/emotional development. All of the articles are data-based and drawn from national peer-reviewed journals.

Academic Development

School Counseling and Student Outcomes: Summary Of Six Statewide Studies

Carey, J., & Dimmitt, C. (2012). School counseling and student outcomes: Summary of six statewide studies. *Professional School Counseling, 16* (2), 146-153. doi: 10.5330/PSC.n.2012-16.146

Abstract: This article presents a summary of the six studies featured in this special issue of *Professional School Counseling*. The six statewide research studies presented in this special issue use a variety of designs, instrumentation, and measures. Nevertheless, they can be integrated at the level of results to shed light on some important questions related to effective practice in the field of school counseling. These six studies provide valuable evidence of the relationship between positive student educational outcomes and school counseling program organization, student-to-school-counselor ratios, counselor time use, and specific school counseling activities. Several of these research studies focused on whether student outcomes are influenced by how the school counseling program is organized. These studies clearly indicate that certain school counseling activities create specific and measurable results and that all school counseling activities are not equally impactful for students and for critical school-wide outcomes such as attendance and discipline. With this knowledge comes both a professional imperative and an ethical obligation to increase those activities that best support student success. The primary methodological limitation shared by all six studies is their common correlational research design. The second major limitation of these studies stems from instrumentation issues.

Take-away: A growing body of research indicates comprehensive, data-driven school counseling programs improve a range of student learning and behavioral outcomes.

Comprehensive School Counseling Programs and Student Achievement Outcomes: A Comparative Analysis of RAMP Versus Non-RAMP Schools

Wilkerson, K., Perusse, R., & Hughes, A. (2013). Comprehensive school counseling programs and student achievement outcomes: A comparative analysis of RAMP versus non-RAMP schools. *Professional School Counseling, 16* (3), 172-184. doi: 10.5330/PSC.n.2013-16.172

Abstract: This study compares school-wide Annual Yearly Progress (AYP) results in Indiana schools earning the Recognized ASCA Model Program (RAMP) designation ($n = 75$) with a sample of control schools stratified by level and locale ($n = 226$). K-12 schools earning the RAMP designation in 2007, 2008, and 2009 comprise the experimental group. Findings indicate that school-wide proficiency rates in English/Language Arts and Math are significantly higher in RAMP-designated elementary schools compared to elementary controls. Four-year longitudinal results indicate a significant positive difference between RAMP-designated elementary schools and their controls in Math. Findings provide support for the impact of comprehensive, data-driven, accountable school counseling programs at the elementary level and suggest further research is needed at the middle and secondary levels. This article presents and discusses additional results and implications for practice.

Take-away: There is strong evidence that elementary schools with comprehensive data-driven school counseling programs display higher academic outcomes compared to schools without such programs.

EMPIRICAL RESEARCH STUDIES SUPPORTING THE VALUE OF SCHOOL COUNSELING

Missouri Professional School Counselors: Ratios Matter, Especially in High-Poverty Schools

Lapan, R. T., Gysbers, N. C., Bragg, S., & Pierce, M. E. (2012). Missouri professional school counselors: Ratios matter, especially in high-poverty schools. *Professional School Counseling, 16* (2), 108-116. doi:10.5330/PSC.n.2012-16.108

Abstract: Results link lower student-to-school-counselor ratios to better graduation rates and lower disciplinary incidents across Missouri high schools. An interaction favorable for promoting student success in school was found between increasing percentages of students receiving free or reduced-price lunch and smaller student-to-school-counselor ratios. In high-poverty schools, those schools that met the ASCA criteria of having at least one professional school counselor for every 250 students had better graduation and school attendance rates, and lower disciplinary incidents.

Take-away: *Students who have greater access to school counselors and comprehensive school counseling programs are more likely to succeed academically and behaviorally in school; this is particularly true for students in high-poverty schools.*

The School Counselor's Role in Addressing the Advanced Placement Equity and Excellence Gap for African American Students

Davis, P., Davis, M. P., & Mobley, J. A. (2013). The school counselor's role in addressing the Advanced Placement equity and excellence gap for African American students. *Professional School Counseling, 17* (1), 32-39. doi: 10.5330/PSC.n.2013-17.32

Abstract: This study describes the collaboration among a school counselor, a school counselor intern, an Advanced Placement Psychology teacher, and a counselor educator to improve African American access to Advanced Placement (AP) coursework and increase success on the AP Psychology national examination. The team initiated a process that recruited African American students into AP Psychology and supported them through group and individual counseling to create an achievement-minded cohort that emphasized peer relationships and academic success.

Take-away: *Intentional efforts by school counselors can help reduce the racial disparities in proportions of students taking Advanced Placement courses.*

Closing the Achievement Gap of Latina/Latino Students: A School Counseling Response

Leon, A., Villares, E., Brigman, G., Webb, L., & Peluso, P. (2011). Closing the achievement gap of Latina/Latino students: A school counseling response. *Counseling Outcome Research and Evaluation, 2* (1), 73-86. doi: 10.1177/2150137811400731

Abstract: This article addresses the achievement gap of Latina/Latino students and evaluates the impact of a Spanish culturally translated classroom program, delivered by bilingual/bicultural school counselors in five 45-min lessons and three booster lessons. Latina/o limited English proficient (LEP) students in Grades 4 and 5 from three schools were assigned to treatment ($n = 62$) and comparison ($n = 94$) groups. A quasi-experimental, nonequivalent control group design was used. Significant improvement in reading and math, as measured by standardized tests, were found for students who received the treatment as compared to those who did not. This resulted in a reading and math effect size (ES) of .37.

Take-away: *A school counseling intervention designed to be culturally- and language-appropriate can make a significant difference in reducing the achievement gap with Latina/Latino students with limited English proficiency.*

All Hands On Deck: A Comprehensive, Results-Driven Counseling Model

Salina, C., Girtz, S., Eppinga, J., Martinez, D., Blumer Kilian, D., Lozano, E.,...Shines, T. (2013). All hands on deck: A comprehensive, results-driven counseling model. *Professional School Counseling, 17* (1), 63-75. doi: 10.5330/PSC.n.2014-17.63

Abstract: A graduation rate of 49% alarmed Sunnyside High School in 2009. With graduation rates in the bottom 5% statewide, Sunnyside was awarded a federally funded School Improvement Grant. The "turnaround" principal and the school counselors aligned goals with the ASCA National Model through the program All Hands On Deck (AHOD), based on academic press, social support, and relational trust. In 2012, 78.8% of students graduated. This case study describes student success resulting from the counselor-led program AHOD.

Take-away: *School counselors can be a critical part of school improvement efforts in low-performing schools.*

Bringing Out the Brilliance: A Counseling Intervention for Underachieving Students

Berger, C. (2013). Bringing out the Brilliance: A counseling intervention for underachieving students. *Professional School Counseling, 17* (1), 86-96. doi: 10.5330/PSC.n.2013-17.80

Abstract: This study evaluated the impact of a small group counseling intervention designed for students who underachieve. The results of the study demonstrated significant improvement for ninth- and tenth-grade underachieving students in the areas of organizational skills, time management, and motivation. The author discusses implications and recommendations for school counselors working with underachieving students.

Take-away: *School counselors can effectively assist underachieving students using a small group intervention.*

At-Risk Ninth-Grade Students: A Psychoeducational Group Approach to Increase Study Skills and Grade Point Averages

Kayler, H., & Sherman, J. (2009). At-risk ninth-grade students: A psychoeducational group approach to increase study skills and grade point averages. *Professional School Counseling, 12* (6), 434-439. doi: 10.5330/PSC.n.2010-12.434

Abstract: The purpose of this article is to describe a large-scale psychoeducational study skills group for ninth-grade students whose academic performance is in the bottom 50 percent of their class. The ASCA National Model® (American School Counselor Association, 2005) was used as a framework for development, delivery, and evaluation. The authors found that a small-group counseling intervention strengthened studying behaviors as measured by pretest-posttest design. Additional results include promoting school counselor visibility and increasing and improving school counselor relationships with students, parents, and other stakeholders.

Take-away: Targeted efforts by school counselors can improve students' learning behaviors, including study skills, time usage, and persistence.

Take-away: School counselors can impact the achievement gap by examining school-wide data and using the data to deliver an effective group intervention.

Student Success Skills: An Evidence-Based School Counseling Program Grounded in Humanistic Theory

Villares, E., Lemberger, M., Brigman, G., & Webb, L. (2011). Student Success Skills: An evidence-based school counseling program grounded in humanistic theory. *Journal of Humanistic Counseling, 50*, 42-55. doi: 10.1002/j.2161-1939.2011.tb00105.x

Abstract: The Student Success Skills program is an evidence-based, counselor-led intervention founded on a variety of humanistic principles. Five studies and a recent meta-analysis provide evidence that integrating human potential practices into the school by teaching students foundational learning skills strengthens the link between school counseling interventions and student achievement.

Take-away: The Student Success Skills program results in substantial student gains in reading and math; school counselors can use this evidence-based program to improve students' achievement.

Closing The Gap: A Group Counseling Approach to Improve Test Performance of African-American Students

Bruce, A. M., Getch, Y. Q., & Ziomek-Daigle, J. (2009). Closing the gap: A group counseling approach to improve test performance of African-American students. *Professional School Counseling, 12* (6), 450-457. doi:10.5330/PSC.n.2010-12.450

Abstract: This article evaluated the impact of a group counseling intervention on African-American students' achievement rates during the spring administration of high-stakes testing at a rural high school in Georgia. Eighty percent of eligible students who participated in the intervention received passing scores on the four sections tested during the spring administration of the Georgia High School Graduation Tests (GHSGT), and all participating students received passing scores on the English Language Arts and Math sections of the GHSGT. Additionally, the achievement gap between African-American students and White students on the Enhanced Math narrowed during the 2007-2008 testing period, with 63.2% of African-American students achieving pass rates as compared to 70.5% of White students. The pass rate increased from the 38.7% pass rate among African-American students from the previous school year, indicating that the intervention was successful in improving pass rates on high-stakes testing. Implications for professional school counselors include utilizing the practice of group counseling and disaggregating data to promote achievement among underachieving student subsets.

College and Career Readiness

School Counselors As Social Capital: The Effects of High School College Counseling on College Application Rates

Bryan, J., Moore-Thomas, C., Day-Vines, N. L., & Holcomb-McCoy, C. (2011). School counselors as social capital: The effects of high school college counseling on college application rates. *Journal of Counseling and Development, 89* (2), 190-199. doi: 10.1002/j.1556-6678.2011.tb00077.x

Abstract: Using social capital theory as a framework, the authors examined data from the Educational Longitudinal Study of 2002 (Ingels, Pratt, Rogers, Siegel, & Stutts, 2004) to investigate how student contact with high school counselors about college information and other college-related variables influence students' college application rates. In addition to some college-related variables, the number of school counselors and student contacts were significant predictors of college application rates. Implications for school counselors and counselor training are included.

Take-away: College counseling, as provided by school counselors, matters: high school students who saw their school counselor for college information were more likely to apply for college.

Estimating Causal Impacts of School Counselors with Regression Discontinuity Designs

Hurwitz, M., & Howell, J. (2014). Estimating causal impacts of school counselors with regression discontinuity designs. *Journal of Counseling & Development, 92* (3), 316-327. doi: 10.1002/j.1556-6667.2014.00159.x

Abstract: This article presents a causal regression discontinuity framework for quantifying the impact of high school counselors on students' education outcomes. To demonstrate this method, the authors used data from the National Center for Education Statistics' Schools and Staffing Survey (SASS). Using high school counselor staffing counts and 4-year college-going rates collected through the SASS, the authors found that an additional high school counselor is predicted to induce a 10 percentage point increase in 4-year college enrollment.

Take-away: *Increasing the number of high school counselors in schools enhances the likelihood that students go on to enroll in college.*

Connecticut Professional School Counselors: College and Career Counseling Services and Smaller Ratios Benefit Students

Lapan, R. T., Whitcomb, S. A., & Aleman, N. M. (2012). Connecticut professional school counselors: College and career counseling services and smaller ratios benefit students. *Professional School Counseling, 16* (2), 117-124. doi: 10.5330/PSC.n.2012-16.124

Abstract: Results connect the implementation of the college and career counseling components of a comprehensive school counseling program and lower student-to-school-counselor ratios to a reduction in suspension rates and disciplinary incidents for Connecticut high school students. Principal ratings of college and career counseling services provided in their school extended benefits for students to include better attendance and graduation rates, as well as lower disciplinary incidents and suspension rates. This article highlights the importance of college and career counseling services and smaller ratios for promoting student success.

Take-away: *High school students who have more access to school counselors (i.e., lower student-school counselor ratios) and related college and career counseling services are more likely to graduate and less likely to have behavioral problems.*

Counseling and College Matriculation: Does the Availability of Counseling Affect College-Going Decisions Among Highly Qualified First-Generation College-Bound High School Graduates?

Pham, C., & Keenan, T. (2011). Counseling and college matriculation: Does the availability of counseling affect college-

going decisions among highly qualified first-generation college-bound high school graduates? *Journal of Applied Economics and Business Research, 1* (1), 12-24.

Abstract: This study examined a unique angle of the relationship between high school counseling and college matriculation by investigating the association between the availability of counseling services to first-generation students and the odds of a highly qualified student not enrolling in a four year college (referred to as a mismatch between qualifications and college attended). A sample of 1,305 highly qualified students from a large urban district in the United States was analyzed. The study found that the student-counselor ratio does not predict the odds of a highly qualified student not going to a four year college, but the first-generation student-counselor ratio does. A one percent decrease in the first-generation student-counselor ratio was associated with a 0.4 percent decrease in the odds that a highly qualified student missed the opportunity to attend a four year college. This study could help districts and administrators target the limited counseling services available currently in many urban school districts to first-generation students in order to increase the college-going rate of these students.

Take-away: *Highly qualified first-generation students are more likely to enroll in four year colleges if they have greater access to high school counselors (i.e., lower student-school counselor ratios).*

Who Sees the School Counselor for College Information?

Bryan, J., Holcomb-McCoy, C., Moore-Thomas, C., & Day-Vines, N. L. (2009). Who sees the school counselor for college information? *Professional School Counseling, 12* (4), 280-291. doi: 10.5330/PSC.n.2010-12.280

Abstract: Using the 2002 Educational Longitudinal Study database, a national survey conducted by the National Center of Education Statistics, the authors investigated the characteristics of students who seek out professional school counselors in order to receive college information. Results indicated that African Americans and female students were more likely to contact the school counselor for college information. In addition, students in high-poverty, large schools and schools with smaller numbers of counselors were less likely to seek school counselors for college information. School counselors' postsecondary aspirations for students also impacted students' contact with the school counselor. Implications for school counselors and future research are included.

Take-away: *Students in schools with fewer school counselors (i.e., large student-to-school counselor ratios) are less likely to see the school counselor for college information.*

School Counselors Supporting African Immigrant Students' Career Development: A Case Study

Watkinson, J. S., & Hersi, A. A. (2014). School counselors supporting African immigrant students' career development: A case study. *The Career Development Quarterly, 62*, 44-55. doi: 10.1002/j.2161-0045.2014.00069.x

Abstract: School counselors play a critical role in preparing adolescent immigrant students to be college and career ready by attending to the complex variables that promote and inhibit career development. This article provides an illustrative case study of a Somali immigrant student's educational journey to highlight the academic and familial challenges that she encountered while attending U.S. schools. Through this case study, the authors discuss the issues immigrant high school students experience and present culturally responsive practices that school counselors can use to address career development. These culturally responsive practices include developing a strong knowledge of students' backgrounds and cultures, designing small group interventions that are timely and sensitive to immigrant students' needs, and strengthening school-family partnerships.

Take-away: School counselors can provide critical support and information to foster the career development needs of immigrant students.

Providing College Readiness Counseling for Students with Autism Spectrum Disorders: A Delphi Study to Guide School Counselors

Krell, M., & Perusse, R. (2012). Providing college readiness counseling for students with autism spectrum disorders: A Delphi study to guide school counselors. *Professional School Counseling, 16* (1), 29-39. doi: 10.5330/PSC.n.2012-16.29

Abstract: This study used the Delphi method to examine school counselors' roles for providing equitable college readiness counseling for students with autism spectrum disorders (ASD). Participants included an expert panel of 19 individuals with experience and knowledge in postsecondary transition for students with ASD.

Expert participants identified 29 tasks of school counselors for providing equitable college readiness counseling to students with ASD, such as encourage student involvement in the transition planning process, collaborate with parents, and conduct workshops for students with ASD and their parents about college transition. This article provides practical implications and recommendations based on the study results.

Take-away: Strategies exist to help school counselors prepare student with autism spectrum disorders for college.

Transitioning Hispanic Seniors from High School to College

Marsico, M., & Getch, Y. Q. (2009). Transitioning Hispanic seniors from high school to college. *Professional School Counseling, 12* (6), 458-462. doi: 10.5330/PSC.n.2010-12.458

Abstract: Hispanic seniors who were on track to graduate in May 2006 were invited to participate in a program to help them make a successful transition from high school to college. Data indicated that this group might benefit from direct assistance in the college application process. The goal of the intervention was to work with the identified students during the fall semester and to increase the number of Hispanic students who applied to college. The program was evaluated by comparing the number of Hispanic students who applied to college by May 1, 2005, to those Hispanic seniors who applied to college by May 1, 2006. There was a 5% increase in the number of Hispanic seniors who applied to college by May 1, 2006, compared to May 1, 2005. Additionally, there was a 16% increase in Hispanic students who applied to a college by January 2006 compared to the previous year.

Take-away: Intentional efforts from school counselors can increase the numbers of Hispanic students who apply for college.

Identifying Exemplary School Counseling Practices in Nationally Recognized High Schools

Militello, M., Carey, J., Dimmitt, C., Lee, V., & Schweid, J. (2009). Identifying exemplary school counseling practices in nationally recognized high schools. *Journal of School Counseling, 7* (13), 1-26. Retrieved from <http://www.jsc.montana.edu/articles/v7n13.pdf>

Abstract: The National Center for School Counseling Outcome Research (CSCOR) at the University of Massachusetts-Amherst studied exemplary practices of 18 high schools that received recognition for college preparation and placement in 2004 and 2005. Through interviews with key personnel at each of the high schools, the researchers generated a set of ten domains that characterize the work of the school counselor that seem to be related to improved student enrollment in post-secondary institutions.

Take-away: School counselors play an important leadership role in high schools with excellent college preparation and placement records.

Social-Emotional Development

Comprehensive School Counseling in Rhode Island: Access to Services and Student Outcomes

Dimmitt, C., & Wilkerson, B. (2012). Comprehensive school counseling in Rhode Island: Access to services and student outcomes. *Professional School Counseling, 16* (2), 125-135. doi: 10.5330/PSC.n.2012-16.125

Abstract: This study explored relationships among school counseling practices, secondary school demographics, and student outcomes in the state of Rhode Island during a 2-year period. The results showed strong and consistent correlations between increased amounts of school counseling services and positive student outcomes. Schools with higher percentages of students eligible for free or reduced-price lunch status and with higher percentages of minority students provided fewer comprehensive counseling services for their students.

Take-away: *The presence of comprehensive school counseling programs is linked to an array of positive student outcomes ranging from better attendance to a stronger sense of connection to school.*

Outcomes of a School-Wide Positive Behavioral Support Program

Curtis, R., Van Horne, J. W., Robertson, P., & Karvonen, M. (2010). Outcomes of a school-wide positive behavioral support program. *Professional School Counseling, 13* (3), 159-164. doi: 10.5330/PSC.n.2010-13.159

Abstract: School-wide positive behavioral support (SWPBS) programs are becoming an increasingly popular and effective way to reduce behavioral disruptions in schools. Results from a 4-year study examining the effects of an SWPBS program in a public elementary school indicated significant reductions in percentages of behavioral referrals, suspensions, and instructional days lost, but the effect sizes were small. Implications for school counselors and future research are discussed.

Take-away: *Research supports the value of school-wide positive behavioral support programs in improving the behavior of students; school counselors can play an important role in the success of these programs.*

Becoming Partners: A School-Based Group Intervention for Families of Young Children Who Are Disruptive

Amatea, E. S., Thompson, I. A., Rankin-Clemons, L., & Ettinger, M. L. (2010). Becoming partners: A school-based group intervention for families of young children who are disruptive. *Journal of School Counseling, 8*(36). Retrieved from <http://www.jsc.montana.edu/articles/v8n36.pdf>

Abstract: A multiple family discussion group program was implemented and evaluated by school counselors working with families of young children referred by their teachers for aggression and attention problems. The logic guiding construction of the program and the program's unique aspects are described. Outcome data revealed that the program was effective in reducing the children's hyperactive, defiant, and aggressive behavior and improving the parents' management skills. The advantages of school counselors conducting this program are discussed.

Take-away: *A family focused group intervention can be implemented by school counselors to decrease school behavior problems among young children.*

RECOGNIZE: A Social Norms Campaign to Reduce Rumor Spreading in a Junior High School

Cross, J. E., & Peisner, W. (2009). RECOGNIZE: A social norms campaign to reduce rumor spreading in a junior high school. *Professional School Counseling, 12* (5), 365-377. doi: 10.5330/PSC.n.2010-12.365

Abstract: This article studied changes in rumor spreading and perceptions of peers' rumor spreading among students at one public junior high school following a social norms marketing campaign. Results of the study show that perceptions of peer rumor spreading fell following the campaign, but self-reports of rumor spreading did not decrease. Results suggest that a social norms marketing campaign conducted by a professional school counselor and delivered to students in a junior high can reduce misperceptions of negative social behaviors.

Take-away: *Through intentional efforts, school counselors can positively influence the social norms that fuel destructive rumor spreading by junior high students.*

A High School Counselor's Leadership in Providing School-Wide Screenings for Depression and Enhancing Suicide Awareness

Erickson, A., & Abel, N. R. (2013). A high school counselor's leadership in providing school-wide screenings for depression and enhancing suicide awareness. *Professional School Counseling, 16* (5), 283-289. doi: 10.5330/psc.n.2013-16.283

Abstract: The prevalence of mental health issues and suicidal thoughts and actions among school-aged children and adolescents is a serious issue. This article examines the scope of the problem nationwide and provides a brief overview of the literature regarding the effectiveness of school-wide screening programs for depression and suicide risk. The authors describe a suicide prevention program that has been implemented by the first author (a high school counselor in Minnesota) that combines classroom guidance, screening,

and referrals for outside mental health services. This article includes recommendations for school counselors interested in implementing a school-wide screening and prevention program.

Take-away: *School counselors can provide leadership in the early identification and prevention of high school students with depression and suicidal thoughts.*

Use of Group Counseling to Address Ethnic Identity Development: Application With Adolescents of Mexican Descent

Malott, K. M., Paone, T. R., Humphreys, K., & Martinez, T. (2010). Use of group counseling to address ethnic identity development: Application with adolescents of Mexican descent. *Professional School Counseling, 13* (5), 257-267. doi: 10.5330/PSC.n.2010-13.257

Abstract: This article provides qualitative outcomes from a group counseling intervention whose goal was to facilitate the ethnic identity development of Mexican-origin youth. Outcomes revealed that participants perceived group participation as meaningful. Themes that emerged from the data included the importance of the relationship to engender change, growth in several aspects of ethnic identity (knowledge of culture, traits, and ethnic pride), and increased relational skills.

Take-away: *School counselors can assist students of Mexican descent in building relationships in school and becoming more comfortable with their ethnic identity.*

Steen, S. (2009). Group counseling for African American elementary students: An exploratory study. *Journal for Specialists in Group Work, 34* (2), 101-117. doi: 10.1080/01933920902791929

Abstract: This article describes a group counseling intervention promoting academic achievement and ethnic identity development for twenty fifth grade African American elementary students. The Multigroup Ethnic Identity Measure (MEIM) scores of students participating in the treatment group improved significantly over those in the control group. Implications for school counselors and suggestions for future research are discussed.

Take-away: *Preliminary evidence indicates school counselors can use a culturally-sensitive group intervention to enhance the ethnic identity of African American elementary school boys.*

Multiple Impacts

Reback, R. (2010). Schools' mental health services and young children's emotions, behavior, and learning. *Journal of Policy Analysis and Management, 29* (4), 698-727. doi: 10.1002/pam

Abstract: Recent empirical research has found that children's noncognitive skills play a critical role in their own success, young children's behavioral and psychological disorders can severely harm their future outcomes, and disruptive students harm the behavior and learning of their classmates. Yet relatively little is known about widescale interventions designed to improve children's behavior and mental health. This is the first nationally representative study of the provision, financing, and impact of school-site mental health services for young children. Elementary school counselors are school employees who provide mental health services to all types of students, typically meeting with students one-on-one or in small groups. Given counselors' nonrandom assignment to schools, it is particularly challenging to estimate the impact of these counselors on student outcomes. First, cross-state differences in policies provide descriptive evidence that students in states with more aggressive elementary counseling policies make greater test score gains and are less likely to report internalizing or externalizing problem behaviors compared to students with similar observed characteristics in similar schools in other states. Next, difference-in-differences estimates exploiting both the timing and the targeted grade levels of states' counseling policy changes provide evidence that elementary counselors substantially influence teachers' perceptions of school climate. The adoption of state-funded counselor subsidies or minimum counselor-student ratios reduces the fraction of teachers reporting that their instruction suffers due to student misbehavior and reduces the fractions reporting problems with students physically fighting each other, cutting class, stealing, or using drugs. These findings imply that there may be substantial public and private benefits derived from providing additional elementary school counselors.

Take-away: *Multiple sources of evidence indicate that expanding school counseling services in elementary schools is associated with improvements in student learning, behavior, and mental health.*

Are School Counselors an Effective Educational Input?

Carrell, S. E., & Hoekstra, M. (2014). Are school counselors an effective educational input? *Economic Letters, 125*, 66-69. doi: 10.1016/j.econlet.2014.07.020

Abstract: We exploit within-school variation in counselors and find that one additional counselor reduces student misbehavior and increases boys' academic achievement by over one percentile point. These effects compare favorably with those of increased teacher quality and smaller class sizes.

Take-away: *Stronger presence of school counselors in elementary schools reduces misbehavior and significantly improves boys' academic achievement.*

Carey, J., Harrington, K., Marin, I., & Hoffman, D. (2012). A state-wide evaluation of the outcomes of the implementation of ASCA National Model school counseling programs in rural and suburban Nebraska high schools. *Professional School Counseling, 16* (2), 100-107. doi: 10.5330/psc.n.2012-16.100

Abstract: A statewide evaluation of school counseling programs in rural and suburban Nebraska high schools investigated which features of the ASCA National Model were related to student educational outcomes. The authors used hierarchical linear regression and Pearson correlations to explore relationships between program characteristics and student outcomes. Analyses suggested that school counseling program features accounted for statistically significant portions of the variance in a number of important student outcomes. These findings provide support for previous studies linking benefits to students with the more complete implementation of a comprehensive developmental guidance program. Implementing features of the ASCA National Model was associated with improved student outcomes.

Take-away: *Fully implemented comprehensive school counseling programs with favorable student-to-school counselor ratios are associated with a range of positive student educational and behavioral outcomes.*

School Counseling Outcome: A Meta-Analytic Examination of Interventions

Whiston, S. C., Tai, W. L., Rahardja, D., & Eder, K. (2011). School counseling outcome: A meta-analytic examination of interventions. *Journal of Counseling and Development, 89* (1), 37-55. doi: 10.1002/j.1556-6678.2011.tb00059.x

Abstract: The effectiveness of school counseling interventions is important in this era of evidence-based practices. In this study, Meta-Analysis 1 involved treatment-control comparisons and Meta-Analysis 2 involved pretest-posttest differences. The overall average weighted effect size for school counseling interventions was .30. The study examined whether pertinent moderator variables influenced effect sizes. The pretest-posttest effect size was not significant, so moderator analyses were conducted on treatment-control comparisons. Analyses of moderator variables indicated school counseling program activities or interventions varied in effectiveness.

Take-away: *In general, school counseling interventions have a positive effect on students, though more research is needed and not all interventions appear to be equally effective.*

Review of School Counseling Outcome Research

Whiston, S. C., & Quinby, R. F. (2009). Review of school counseling outcome research. *Psychology in the Schools, 46* (3), 267-272. doi: 10.1002/pits.20372

Abstract: This article is somewhat unique in this special issue as it focuses on the effectiveness of an array of school counseling interventions and not solely on individual and group counseling. In summarizing the school counseling outcome literature, the authors found that students who participated in school counseling interventions tended to score on various outcome measures about a third of a standard deviation above those who did not receive the interventions. School counseling interventions produced quite large effect sizes in the areas of discipline, problem solving, and increasing career knowledge. The effect sizes were smaller, but significant, related to school counseling interventions' impact on academic achievement. Surprisingly little school counseling research was found related to individual counseling. Concerning guidance curriculum, small groups were more effective than interventions that involved entire classrooms. Furthermore, outcome research reflects that group counseling can be effective with students who are experiencing problems and difficulties.

Take-away: *Research supports the value of a range of interventions delivered by school counselors, with particular value associated with group counseling interventions.*

Maximizing School Counselors' Efforts By Implementing School-Wide Positive Behavioral Interventions and Supports: A Case Study from the Field

Goodman-Scott, E. (2013). Maximizing school counselors' efforts by implementing school-wide positive behavioral interventions and supports: A case study from the field. *Professional School Counseling, 17* (1), 111-119.

Abstract: School-Wide Positive Behavioral Interventions and Supports (PBIS) are school-wide, data-driven frameworks for promoting safe schools and student learning. This article explains PBIS and provides practical examples of PBIS implementation by describing a school counselor-run PBIS framework in one elementary school, as part of a larger, district-wide initiative. The author discusses implications for school counselors, including maximizing school counselors' efforts to best serve every student by integrating PBIS into existing school counseling programs.

Take-away: *School counselors can positively impact student learning and behavior in elementary schools by taking key roles in school-wide behavior support systems.*

The Achieving Success Everyday Group Counseling Model: Fostering Resiliency in Middle School Students

Rose, J., & Steen, S. (2014). The Achieving Success Everyday group counseling model: Fostering resiliency in middle school students. *Professional School Counseling, 18* (1), 28-37.

Abstract: This article discusses a group counseling intervention used to develop and foster resiliency in middle school students by implementing the Achieving Success Everyday (ASE) group counseling model. The authors aimed to discover what impact this group counseling intervention, which focused on resiliency characteristics, would have on students' academic and personal-social success. To evaluate this, the authors used both qualitative and quantitative data. The results showed that some students achieved an increase in their GPA and personal-social functioning following the intervention. The article presents implications for practice and ideas for future research.

Take-away: *School counselors can use a research-supported group counseling model to improve the academic and social functioning of middle school students.*

The Achieving Success Everyday Group Counseling Model: Implications for Professional School Counselors

Steen, S., Henfield, M. S., & Booker, B. (2014). The Achieving Success Everyday group counseling model: Implications for professional school counselors. *Journal for Specialists in Group Work, 39* (1), 29-46. doi: 10.1080/01933922.2013.861886

Abstract: This article presents the Achieving Success Everyday (ASE) group counseling model, which is designed to help school counselors integrate students' academic and personal-

social development into their group work. We first describe this group model in detail and then offer one case example of a middle school counselor using the ASE model to conduct a group counseling intervention in a school setting. Finally, implications for school counselors are presented.

Take-away: *The ASE group counseling model has been well-supported by research and can be used by school counselors to improve the academic and personal-social outcomes of K-12 students.*

The Brotherhood: Empowering Adolescent African-American Males Toward Excellence

Wyatt, S. (2009). The Brotherhood: Empowering adolescent African-American males toward excellence. *Professional School Counseling, 12* (6), 463-470. doi: 10.5330/PSC.n.2010-12.463

Abstract: A review of the literature reveals that African-American males do not achieve at the same academic levels as their White counterparts. This article reports the effectiveness of a school-based male mentoring program established by a professional school counselor in an urban high school that formed a relationship of support for male students enhancing academic achievement. The program incorporates the principles of the ASCA National Model®, empowerment theory, and Nguzo Saba. Results indicate that participation in a mentoring program can improve student academic achievement and foster personal and social growth and aspirations of success.

Take-away: *School counselors can develop themed counseling and mentoring groups to improve outcomes for students from marginalized groups.*

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