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ABSTRACT

This guidebook describes a comprehensive program model that can be used as a planning guide for districts, schools, and school counselors as they develop and implement comprehensive guidance and counseling programs. It is intended for counselors, teachers, principals, administrators, and Boards of Education to help them set goals for their students. The guidebook's purpose is to communicate to professionals the planning, development, implementation, and assessment of school guidance and counseling programs that support the personal, social, educational, and career development of all students, prekindergarten through grade twelve. At the elementary level, the guidance program emphasizes decision making, skill development, awareness, and beginning exploration of future educational and occupational possibilities. Middle school guidance focuses on the rapidly changing needs of young adolescents. For high school students, the program focuses on assisting students in developing realistic and fulfilling life plans. The comprehensive guidance program organizes the work of counselors into activities and services. The Table of Contents includes the following sections: (1) "Basis for Counseling Program Model"; (2) "Comprehensive Developmental Guidance and Counseling Model"; (3) "Roles and Responsibilities of School Counselors"; (4) "Program Development Cycle"; (5) "Guidance Curriculum Standards for Student Development"; (6) "Evaluating a Comprehensive Developmental Guidance and Counseling Program"; (7) "Appendices"; and (8) "References." (Contains 30 references.) (JDM)

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THE SOUTH CAROLINA COMPREHENSIVE DEVELOPMENTAL GUIDANCE AND COUNSELING PROGRAM MODEL

A GUIDE FOR SCHOOL COUNSELING PROGRAMS
PREKINDERGARTEN - TWELFTH GRADE

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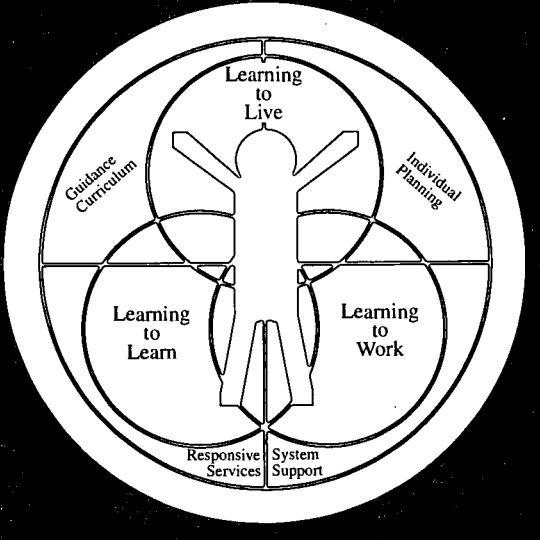

SOUTH CAROLINA DEPARTMENT OF EDUCATION

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South Carolina

A Guide for School Counseling Programs

Developed by the
South Carolina Guidance & Counseling
Writing Team
October 1999

Inez M. Tenenbaum
State Superintendent of Education
South Carolina Department of Education
Columbia, South Carolina

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CONTENTS

Foreword 7
Acknowledgments 8

I. Basis for Counseling Program Model

a. Mission Statement 11
b. Philosophy and Rationale 11
c. Introduction and Overview 12
d. Benefits of the Comprehensive Developmental Guidance and Counseling Program 14
e. Program Standards 15

II. Comprehensive Developmental Guidance and Counseling Model

a. Elements of a Comprehensive Developmental Guidance and Counseling Program 20
b. Four Program Components of a Comprehensive School Counseling Program 21
c. Comprehensive Guidance Program Components 22
   1. Guidance Curriculum
   2. Individual Planning
   3. Responsive Services
   4. System Support

III. Roles and Responsibilities of School Counselors

a. South Carolina Roles and Responsibilities of School Counselors 26
b. Counselor Competencies 28
c. Job Guidelines for Elementary School Counselors 30
d. Job Guidelines for Middle School Counselors 32
e. Job Guidelines for High School Counselors 35
f. Job Guidelines for PreKindergarten-12 School Counselors 38

g. The Role of the Counselor in Tech Prep 40
h. The Role of the Counselor in Parent Education 40
i. The Role of the Counselor in Working With Students With Disabilities 41
j. The Role of the Counselor in Discipline 41
k. Guidelines for Counselor Confidentiality in South Carolina 43

IV. Program Development Cycle

a. The Program Development Cycle 46

1. Organizing
2. Planning
3. Designing
4. Implementing
5. Evaluating

V. Guidance Curriculum Standards for Student Development

a. A Model for Program/Curriculum Development 60
b. The Comprehensive Developmental Guidance and Counseling Curriculum 61

1. Learning to Live (Personal/Social Development)
2. Learning to Learn (Academic Development)
3. Learning to Work (Career Development)

c. Student Standards by Student Development Areas 62
d. Student Standards and Competency Indicators 64

1. Grades PreKindergarten-Grade Two
2. Grades Three-Five
3. Grades Six-Eight
4. Grades Nine-Twelve

VI. Evaluating a Comprehensive Developmental Guidance and Counseling Program

a. Rationale and Purpose 86
b. Basis of Evaluation 87
c. Questions to be Answered Through Evaluation 87
d. Methods of Data Generation 89
e. Audience/Uses for the Evaluation 90
f. Conclusion 91
g. Accountability Instruments Counselors Can Use 92
h. Accountability Data 93

VII. Appendices

a. Needs Assessment 96
b. Example of Student Needs Assessment (PreKindergarten-2) .. 97
c. Elementary Needs Assessment (Grades 3-5) 99
d. Middle School Needs Assessment (Grades 6-8) 103
e. High School Needs Assessment (Grades 9-12) 108
f. Example of a Program Evaluation 113
g. Counselor Performance Evaluation Form 119

VIII. References 123

Foreword

October 1999

Dear Educators:

As we move into the twenty-first century, the third millenium, school counselors are faced with the challenges of assisting and preparing students to meet the expectations of high academic standards and to become productive citizens and contributing members of our communities and society. To assist school counselors in meeting these challenges, a model for school counseling programs has been developed and written by school counselors, counselor educators, district guidance coordinators, educators, and parents from across our State.

School counseling programs must be comprehensive, serving all students, and must provide learning opportunities that are individual and grade-appropriate. A comprehensive guidance and counseling program is an essential component of the total instructional program through which all students have maximum opportunity for their total development, including *learning to live* (knowledge of self and others); *learning to learn* (education and academic knowledge); and *learning to work* (career planning and knowledge). In addition, as school counselors implement a comprehensive guidance and couseling program in a systematic manner, they provide learning opportunities and services to all students that will contribute to success in the learning process.

This program model for comprehensive guidance will serve as a planning guide to districts, schools, and school counselors as they develop and implement their comprehensive guidance and counseling programs.

Very truly yours,

Inez M. Tenenbaum
State Superintendent of Education

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SECTION I

Basis for Counseling Program Model

SOUTH CAROLINA COMPREHENSIVE DEVELOPMENTAL GUIDANCE AND COUNSELING PROGRAM MODEL

Purpose

A comprehensive developmental guidance and counseling program is an essential component of the total instructional program which provides all students the opportunity for optimum development. Students should gain skills that assist them with their own development toward productive citizenship.

The South Carolina Comprehensive Developmental Guidance and Counseling Program Model has been created to assist local districts in developing their own program. This model can be used as a guide to assist districts and schools in the development of their guidance and counseling program.

The guide is intended for:

Counselors: to help them establish, implement, and manage their guidance program which will benefit all of their students.

Teachers: to help them understand the goals of the guidance and counseling program and maintain a teacher-counselor partnership for the maximum benefit of students.

Principals: to help them collaborate with counselors to design and deliver a quality guidance and counseling program and assist counselors in implementing the program.

District Administrators such as Superintendents, Assistant Superintendents, Guidance Directors, and Curriculum Directors: to help them provide appropriate support for guidance and counseling program development efforts, and to establish procedures which enhance the effectiveness of the guidance and counseling program.

Boards of Education: to help them set policies for effective guidance and counseling programs in their schools.

Mission Statement

The South Carolina Comprehensive Developmental Guidance and Counseling Program Model is to assist school districts and communities with the planning, development, implementation, and assessment of a school guidance and counseling program that supports the personal, social, educational, and career development of all students, prekindergarten (PreK) through grade twelve. The program model will assist school districts in complying with State regulations which impact comprehensive guidance programs.

This document provides standards and strategies for school districts to use and follow in developing and implementing a comprehensive guidance and counseling program in their districts.

Philosophy And Rationale

The South Carolina Comprehensive Developmental Guidance and Counseling Program is based upon the following beliefs:

- All children are unique and should be respected with dignity.
- Every student can succeed at high levels.
- Learning is a lifelong process.
- Fostering a positive self-image is the collaborative effort of the school, home and community leading to responsible and productive citizenship.
- Through guidance programs, the needs and diversity of all students are addressed at all educational levels.
- Every student needs appropriate personal and social skills to achieve optimum benefits from the educational program.
- Comprehensive guidance counseling is a developmentally appropriate program rather than support services.
- The guidance program is an integral part of the overall educational program and serves as a critical link to the instructional program and the community.
- A comprehensive developmental guidance and counseling program is an integral part of the total educational program. The program provides developmental opportunities and experiences as it addresses student development areas: learning to live, learning to learn, and learning to work.

Introduction and Overview

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

Program Goals

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

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

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

Program Activities

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

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

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

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

Program Components

The comprehensive developmental guidance and counseling program components organize the work of counselors into activities and services. They include the counselor services of guidance curriculum, individual planning, responsive services, and counseling and guidance system support.

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

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

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

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

Benefits of the Comprehensive Developmental Guidance and Counseling Program

1. **Benefits for Students**
   - Improves academic performance and success in school. .
   - Promotes knowledge for career exploration and development.
   - Develops decision-making and problem-solving skills.
   - Assists in acquiring knowledge of self and relating effectively to others.
   - Broadens knowledge of our changing world.
   - Increases opportunities for counselor/student interaction.
   - Increases opportunities for consistent counseling services throughout the school year.

2. **Benefits for Parents**
   - Provides support for parents regarding their child's educational development.
   - Involves parents in their child's educational development and long range planning.
   - Increases opportunities for parent/school communication.
   - Increases knowledge of the assistance/information parents and students can receive from the counselor and school.

3. **Benefits for Administrators**
   - Provides developmental and comprehensive guidance program structure with specific content.
   - Provides a means of evaluating the guidance program and personnel implementing the program.
   - Enhances the image of the guidance program and school in the community.
   - Promotes program accountability.
   - Promotes a program responsive to the student's and school's needs.

4. **Benefits for Teachers**
   - Encourages positive, supportive working relationships.
   - Supports a team effort to address student needs and core standards and competencies.
   - Increases the likelihood of academic success.

5. **Benefits for Local Boards of Education**
   - Provides an assurance that a quality comprehensive guidance and counseling program is available to all students.
   - Provides a basis for determining funding allocations.

6. **Benefits for Business, Industry and Labor**
   - Provides a potential work force with decision-making skills, pre-employment skills and increased worker maturity.
   - Provides increased opportunity for collaboration among counselors and business, industry and labor communities.
   - Enhances the role of the counselor as a resource person.
   - Increases opportunities for business, industry and labor to participate actively in the total school program.

7. **Benefits for Counseling Personnel**
   - Provides a clearly defined role and function.
   - Increases effectiveness and efficiency in performing counseling functions.
   - Offers opportunity to reach all students.
   - Provides a tool for program management.
   - Outlines clearly defined responsibilities for specific student standards.
   - Promotes participation on interdisciplinary curriculum teams.
   - Links schools to community resources for cost-effective provision of specialized services.

Adapted from Gysbers & Henderson: Developing & Managing Your Guidance Program

Guidance and Counseling Program Standards

I. Structured, developmental experiences are presented systematically to students in grades PreKindergarten through twelfth grade through individual and group activities.

Indicators:

a. The guidance curriculum addresses students' needs in the areas of career planning/exploration, knowledge of self and others, and education/occupational and career development, including effective employment-seeking and employment-retention skills at grade levels 6-12.

b. The written guidance curriculum is developmental and is articulated through all grade levels to ensure continuity of learning, and the extension of skills, knowledge and competencies.

c. Identified student standards are addressed through the guidance curriculum. Other aspects of the comprehensive guidance and counseling program have been identified and prioritized based on needs assessment data obtained through a survey of students, educators, and parents/guardians administered at least every three years.

d. School counselors and teachers work together in addressing/meeting the guidance, counseling, and placement needs of all students in grades PreKindergarten through twelfth.

e. School counselors spend an appropriate amount of time developing, facilitating, implementing and supporting activities within the guidance curriculum component. Suggested percentages of time are: elementary 35-45 percent; middle/junior high 25-35 percent; and high school 15-25 percent.

II. Students have access to responsive services that assist them in addressing issues and concerns that may affect their personal, social, academic, and career development.

Indicators:

a. Responsive services, which include individual and small-group counseling, crisis counseling, and referral to other agencies or professional resources, are provided to students as needed.

b. The district/school has board-approved policies and procedures to be followed when referring students to outside agencies or resources.

c. The district/school has board-approved policies and procedures to be followed when a crisis occurs.

d. Consultation is provided for educators, students, parents/guardians, and outside agencies/ organizations regarding individual students' academic progress, personal/social concerns, and career planning and development.

e. School counselors spend an appropriate amount of time carrying out their responsibilities for responsive services. Suggested percentages of time are: elementary 30-40 percent; middle/ junior high 30-40 percent; and high school 25-35 percent.

III. Students and parents are provided opportunities to develop, monitor, and manage their educational and career plans.

Indicators:

a. Activities and procedures provide a comprehensive program of career awareness and exploration at the elementary, middle/junior high, and high school levels.

b. A system for developing an individual career plan begins in the sixth grade as outlined in the School-to-Work Act of 1994.

c. The individual planning system provides students in grades 6-12 with the necessary forms and procedures that will enable them to record, monitor, and update their educational and career plans on a systematic basis as they move through school and make post-secondary plans.

d. Educational and career information resources are readily available to students.

e. School counselors spend an appropriate amount of time carrying out their responsibilities in assisting students to develop educational and career plans. Suggested percentages of time are: elementary 5-10 percent; middle/junior high 15-25 percent; and high school 25-35 percent.

IV. Guidance management activities are in place that support the district's overall educational program and maintain and enhance the district's comprehensive guidance and counseling program.

Indicators:

a. School counselors serve as consultants to school and district committees and, when appropriate, provide support that utilizes their knowledge of student growth and development.

b. School counselors participate in relevant, ongoing professional development so guidance and counseling skills are enhanced on a regular basis.

c. School counselors (PreKindergarten - twelfth grade) collaborate with community agencies, business and industry, and post-secondary institutions.

d. School counselors inform students, parents/guardians, educators, boards of education and school district patrons about the guidance program's purposes and practices.

e. School counselors spend an appropriate amount of time carrying out their responsibilities for system support activities. The suggested percentages of time are: elementary 10-15 percent; middle/junior high 10-15 percent; and high school 15-20 percent.

f. School counselors conduct a needs assessment to identify and prioritize relevant topics that relate to competencies and other guidance and counseling program components.

V. A comprehensive developmental guidance and counseling program is implemented in each district and school (PreKindergarten - twelfth grade) and appropriate policies and procedures are in place to maintain, enhance, and evaluate the district's guidance and counseling program.

Indicators:

a. A written, districtwide comprehensive developmental guidance and counseling plan, which contains a definition of the guidance and counseling program, a statement of program philosophy, goals and objectives, service delivery activities and procedures for evaluating the guidance and counseling program, has been adopted by the local board of education.

b. The district's guidance and counseling program is directed by a person who has school counselor certification and guidance experience.

c. A guidance and counseling budget that provides for adequate informational and technical resources has been developed with input from the counseling staff.

d. School and district-level advisory committees, composed of school and community members, have been established to review the guidance and counseling program's activities.

e. The school counselor's job description is based directly on the tasks involved in carrying out the district's comprehensive guidance and counseling program.

f. School counselors in the district are being supervised and evaluated using a performance-based format, based on their job descriptions.

g. The district evaluates its guidance and counseling program at least every two years.

h. Guidance facilities, equipment, and resource materials needed to implement the goals of the guidance and counseling program are provided. The guidance facilities provide for privacy and confidentiality.

i. Ethical, legal, and professional standards for school counselors are included in the district's comprehensive guidance and counseling program.

VI. A comprehensive developmental guidance and counseling program shall be an integral part of the school's total educational program.

Indicators:

a. School counselors work in collaboration with other educators at the school and district level to ensure an optimal educational experience for all students.

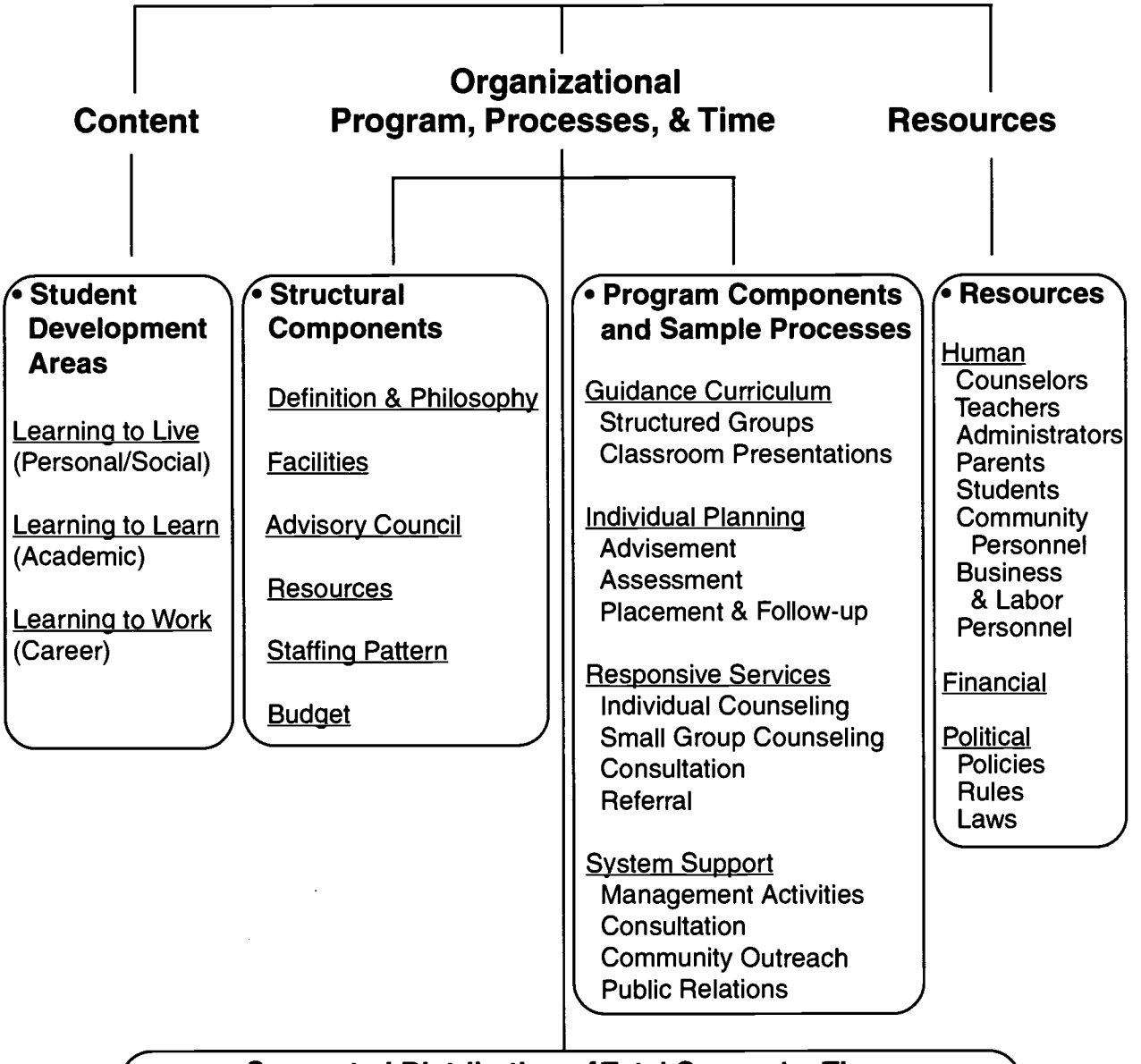
b. School counselors use the results of needs assessments to determine priorities consistent with school and district goals.

c. The guidance and counseling service delivery activities are reflected in all areas of the school curriculum.

SECTION II

Comprehensive Developmental Guidance and Counseling Model

Elements of a Comprehensive Developmental Guidance and Counseling Program



Suggested Distribution of Total Counselor Time

Percentage Rate

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

Adapted from Gysbers & Henderson: Developing and Managing Your Guidance Program (2nd Ed. 1994)

Four Program Components of a Comprehensive School Counseling Program

Guidance Curriculum Provides guidance content in a systematic way to all students through classroom and/or group activities.	**Individual Planning** Assists students in monitoring and understanding their development for next-step decisions.	**Responsive Services** Addresses immediate concerns of students.	**System Support** Includes program and staff support activities and services.
Purpose: Awareness, skill development, and application needed for the following student development areas: • Learning to Live *(Personal/Social Development)* • Learning to Learn *(Academic Development)* • Learning to Work *(Career Development)*	**Purpose:** Student Planning & Goal Setting **Areas Addressed:** • PERSONAL-SOCIAL • Development of healthy self-concepts • Development of both short- and long-term goals • EDUCATIONAL • Acquisition of study skills • Awareness of educational opportunities •Appropriate course selection • Lifelong learning • Utilization of test scores and data • CAREER • Knowledge of career opportunities • Knowledge of occupational training • Knowledge of labor market information • Development of an education/ career plan	**Purpose:** Prevention, Intervention **Areas Addressed:** • Academic concerns • study skills • School-related concerns • tardiness • absences & truancy • conduct • dropout prevention • Relationship concerns • Abuse and reporting • Grief/loss death • Substance abuse • Family issues/concerns • Coping with stress	**Purpose:** Program Delivery & Support **Areas Addressed:** • Guidance program development • Parent education • Teacher/administrator consultation •Staff development for educators • School improvement planning • Counselor's professional development • Research and publishing • Community outreach • Public relations • Funding and budget
Counselor Role Guidance Consultation Program implementation and facilitation	**Counselor Role** Guidance Consultation Assessment Placement	**Counselor Role** Counseling Consultation Coordination Referral	**Counselor Role** Program Management Consultation Coordination

Comprehensive Guidance and Program Components

1. Guidance Curriculum

The guidance curriculum consists of structured developmental experiences presented systematically through classroom and group activities in prekindergarten through grade 12. The purpose of the guidance curriculum is to provide all students at all levels with knowledge of normal growth and development, to promote their positive mental health and to assist them in acquiring and using life skills. While counselors' responsibilities include the organization and implementation of the Guidance Curriculum, the cooperation and support of the entire faculty and staff are necessary for its successful implementation. The Guidance Curriculum is delivered through such strategies as:

Classroom Activities: Counselors teach, team-teach or assist in teaching guidance curriculum learning activities or units in classrooms, the guidance center, or other school facilities.

Group Activities: Counselors conduct group activities outside the classroom to respond to students' identified interests or needs.

Suggested Time Allocations

Elementary School	35%-45%
Middle/Junior High School	25%-35%
High School	15%-25%

2. Individual Planning

Individual Planning consists of activities that help all students plan, monitor, and manage their own learning as well as their personal and career development. Within this component, students evaluate their educational, occupational, and personal goals. The activities in this component are counselor-planned and directed. These activities are generally delivered on an individual basis, or by working with individuals in small groups or advisement groups. Individual Planning is implemented through such strategies as:

Individual Appraisal: Counselors work with students analyzing and evaluating students' abilities, interests, skills, and achievements. Test information and other data are the bases for assisting students to develop immediate and long-range plans.

Individual Advisement: Counselors work with students using personal-social, educational, career, and labor market information in planning personal, educational, and occupational goals. The involvement of students, parents, and the school in planning students' programs that meet their needs is critical.

Placement: Counselors assist students in making the transition from school to school, school to work or school to additional education and training.

Suggested Time Allocations

Elementary School	5%-10%
Middle/Junior High School	15%-25%
High School	25%-35%

3. Responsive Services

Responsive Services consist of activities to meet the immediate needs and concerns of students, whether these needs or concerns require counseling, consultation, referral, or information. This component is available to all students and is often student-initiated. While counselors have special training and skills to respond to these needs and concerns, the cooperation and support of the entire faculty and staff are necessary for the successful implementation of this component. Responsive services are delivered through such strategies as:

Consultation: Counselors consult with parents, teachers, other educators, and community agencies regarding strategies to help students.

Personal Counseling: Counseling is provided on a small-group or individual basis for students expressing difficulties dealing with relationships, personal concerns, or normal developmental tasks. Personal counseling assists students in identifying problems, causes, alternatives, and possible consequences so appropriate action is taken.

Crisis Counseling: Counseling and support are provided to students and their families facing emergency situations. Such counseling is normally short-term and temporary in nature. When necessary, appropriate referral sources are used.

Referral: Counselors use referral sources to deal with crises such as suicide, violence, abuse, and terminal illness. These referral sources may include:

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

Suggested Time Allocations

Elementary School	30%-40%
Middle/Junior High School	30%-40%
High School	25%-35%

4. System Support

System Support consists of management activities that establish, maintain, and enhance the total guidance program. This component is implemented and carried out through activities in the following areas:

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

Staff and Community Relations: Counselors orient staff and the community to the comprehensive developmental guidance and counseling program through such means as newsletters, local media, and school-community presentations.

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

Advisory Councils: Counselors serving on departmental curriculum committees, community committees or advisory boards are examples of ways to support other programs in the school and community and to gain support for the guidance program.

Community Outreach: Counselors utilize community resources and referral agencies, field trip sites, employment opportunities, and local labor market information to support the overall guidance program.

Program Management and Operations: Counselors provide planning and management tasks needed to support activities conducted in a comprehensive developmental guidance and counseling program. This includes responsibilities that need to be fulfilled as a member of the school staff.

Research and Development: Counselors evaluate data and follow-up studies and continue to develop and update guidance learning activities and resources.

Suggested Time Allocations

Elementary School	10%-15%
Middle/Junior High School	10%-15%
High School	10%-20%

SECTION III

Roles and Responsibilities of School Counselors

Counselor Orientation

Professional school counselors accept responsibility to help **all** students through a systematically delivered comprehensive developmental guidance and counseling program. At the same time, they respect each student, strive to understand each student's background and the factors that are influencing his/her present circumstances, and maintain optimism about each student's future.

School counselors approach students, parents, teachers, and others with warmth and understanding, an accepting and optimistic attitude about the potentialities of people, and the belief that people can change in positive ways. They are committed to personal change and growth, not only in others, but also in themselves. They have the ability to relate to and effectively communicate with people of all ages and cultural backgrounds. Counselors have a high degree of self-awareness of their own values, knowledge, skills, and limitations, and know not to act beyond the bounds of their professional qualifications. When counselors who demonstrate these personal characteristics and competencies are selected for employment, the probability for having an effective guidance and counseling program is increased.

Counselor Roles

When a fully certified school counselor is employed, the administration, faculty, parents, and community should expect the counselor to carry out six basic roles in a professional and accountable manner. The six roles are:

- Program Management
- Guidance
- Counseling
- Consultation and Student Advocacy
- Coordination
- Assessment (Collaboration and Interpretation only)

In order for counselors to perform their roles and responsibilities, they need to be free to provide direct services to all students rather than burdened by administrative and/or clerical tasks such as: bus/lunchroom duty, supervising recess and detention halls, substituting for teachers, doing vision/hearing screenings; building the Master Schedule; OSIRIS Coordinator, school testing coordinator; being in charge of IEP meetings and special education procedures, etc. These job guidelines can assist school districts in better understanding the role of the counselor in implementing the school counseling program.

These roles and the responsibility of professionalism are further defined as follows:

Program Management

School counselors function in the area of guidance program management within the school unit and the school district. Counselors will work with faculty, staff, students, parents, and community members to plan, implement, and evaluate a comprehensive guidance program. Counselors must be able to use a planning process to define needs and priorities and to determine appropriate objectives. Counselors must be able to organize personnel, physical resources, and activities in relation to defined needs, priorities, and objectives. They also must evaluate the guidance program to maintain its contribution to the total educational program.

Guidance

School counselors provide a proactive, comprehensive developmental guidance and counseling program to **all** students, from prekindergarten through 12th grade, within the school and district in which they are employed. The developmental approach focuses on the "normal" processes of growing up in a complex culture. Multi-cultural issues, individual differences, and problem-centered concerns are taken into account when considering the focus of the comprehensive developmental guidance and counseling program. All students need guidance for maximizing personal/social development, academic development and career development; thus guidance is provided to groups of students.

Counseling

Counselors provide appropriate theories and techniques of counseling to develop and maintain effective individual and group relationships and to provide counseling in response to individuals and small groups with educational, career, personal, and social needs or concerns.

Consultation and Student Advocacy

Counselors, functioning as consultants, provide professional expertise to assist faculty, staff, administrators, parents, and other community members to understand both individual behavior and human relationships. In addition, counselors interpret relevant information to those persons concerning the development and needs of students.

Coordination

Counselors, as coordinators, bring together people and resources in the school, the community and the district for the fullest personal/social, academic, and career development of the students.

Assessment

Counselors collaborate with other school and district staff to select testing and appraisal programs that help students identify their abilities, aptitudes, achievements, and interests. In addition to test data, other sources of appraisal information include interviews, biographical summaries, academic records, anecdotal records, personal data forms, and records of past experiences. Counselors have knowledge of the principles, practices, and limitations of test data, and are ethically bound to treat assessment data as confidential, so that only those with a need to know have access to the information. Counselors should not have the sole responsibility of coordinating and administering the testing program in their schools. Their role is to interpret the test data and provide input to administration.

In addition to the roles listed above, professional school counselors demonstrate their professionalism by adhering to legal, ethical, and professional standards for performance, as well as South Carolina laws and guidelines for confidentiality.

Counselor Competencies

The competencies used by school counselors to carry out these roles and the comprehensive developmental guidance and counseling program component that call upon the competencies are listed below. Counselors' job responsibilities vary depending on the specific job description established in their work setting and the counselor-to-student ratio.

Counselor Roles and Competencies	Program Component
1. Program Management	
Plan, implement, and evaluate a comprehensive program of guidance, including counseling services.	System Support
Supervise activities of clerical personnel.	System Support
2. Guidance	
Teach the school developmental guidance curriculum.	Guidance Curriculum
Assist teachers in the teaching of guidance related curriculum.	Guidance Curriculum
Guide individuals and groups of students through the development of educational, career, and personal plans.	Individual Planning

3. Counseling	
Counsel individual students with personal needs/concerns.	Responsive Services
Counsel small groups of students with personal needs/ concerns.	Responsive Services
Use accepted theories and techniques appropriate to school counseling.	Responsive Services
4. Consultation	
Consult with parents, teachers, administrators, and other relevant individuals to enhance their work with students.	Responsive Services Individual Planning
5. Coordination	
Coordinate with school and community personnel to bring together resources for students.	Responsive Services
Use an effective referral process for assisting students and others to use special programs and services.	Responsive Services
6. Assessment	
Participate in the planning and evaluation of the district/ school group standardized testing program.	System Support
Interpret test and other appraisal results appropriately.	Individual Planning
Use other sources of student data appropriately for assessment purposes.	Responsive Services
7. Professionalism	
Adhere to ethical, legal, and professional standards.	System Support

Job Guidelines for Elementary School Counselors

Primary Function:

To provide a comprehensive developmental guidance and counseling program for all children in elementary schools; consult with teachers, parents, and staff to enhance their effectiveness in helping students; provide support to other elementary educational programs.

Major Job Responsibilities:

1. Implement the comprehensive developmental elementary guidance and counseling program.
2. Counsel individuals and groups of students toward the development of academic development and career plans.
3. Counsel individuals and small groups of children toward personal/social development and emotional growth.
4. Consult with and train teachers, parents, and staff regarding children's needs.
5. Refer children and their families to special programs, specialists, and community agencies when appropriate.
6. Participate in, coordinate and conduct activities that contribute to the effective operation of the counseling program and school.
7. Participate in the intervention team process or school support team.
8. Plan and evaluate the counseling program.
9. Pursue continuous professional growth.

Illustrative Key Duties: these serve as examples with specifics to be determined by the district's/school's needs.

1. **Implement the elementary guidance curriculum:** conduct classroom guidance activities in each teacher's class and/or systematically conduct developmental counseling groups for each grade level throughout the year; consult with and/or provide resources to teachers to facilitate their instruction of counseling content and to infuse counseling content in the regular education curriculum.

2. **Counsel individuals and groups of students through the development of life skills:** work with students in acquiring knowledge about and effective use of skills when interacting in the home, academic, and peer environments.

3. **Counsel individuals and small groups of children toward personal/social and emotional growth:** conduct structured, goal-oriented counseling sessions in systematic response to identified needs of individuals or groups of children. Topics may include academic failure, family issues, child abuse, attendance and/or behavior problems, peer problems, and substance abuse. Serve as student advocate and avoid role of disciplinarian.

4. **Consult with and train teachers, parents and staff regarding children's needs:** participate in staffings; conduct in-service programs for faculty; act as a resource person for faculty, staff and parents; conduct conferences with teachers and/or parents; conduct or provide opportunities for parent education programs; write articles for parent newsletters; and assist families with school related problems.

5. **Refer children and their families to special programs, specialists, and community agencies:** consult and coordinate with in-district and community-based specialists, such as school administrators, nurses, school psychologists, community-based psychologists, service agencies, and physicians. Consult with parents regarding referrals.

6. **Participate in activities that contribute to the effective operation of the school:** contribute to the school district and individual building goals for enhancing education; conduct in-service training; and act as an advocate for groups or individual students as system decisions are made.

7. **Participate in the intervention team process:** assume an advocate role in designing, implementing, monitoring, and adjusting educational plans for individual students.

8. **Plan and evaluate the counseling program:** review the counseling program annually with staff and administration; establish the counseling department's annual plans; evaluate learning activities as they are implemented; and complete an annual counseling program evaluation.

9. **Pursue continuous professional growth:** attend state and locally sponsored staff development offerings; join associations; read professional journals and contribute to professional literature; become knowledgeable in multicultural and legal/ethical issues in education; attend relevant workshops and conferences sponsored by professional organizations and the South Carolina Department of Education; take postgraduate courses; and conduct training for staff and other counselors.

Organizational Relationships:

An elementary school counselor is supervised by the administration, collaborates with other district counselor(s), and works cooperatively with other school and district staff.

Job Guidelines for Middle School Counselors

Primary Function:

Provide a comprehensive developmental guidance and counseling program for middle-level students; consult with teachers, parents and staff to enhance their effectiveness in helping students; and provide support to other middle-level educational programs.

Major Job Responsibilities

1. Implement the middle-level school guidance curriculum through coordination and/or delivery of classroom units and infusion in content areas.

2. Counsel individuals and groups of students toward academic and career development.

3. Counsel individuals and small groups of students toward personal/social development and emotional growth.

4. Consult with and train teachers, parents, and staff regarding needs of middle-level students.

5. Refer children and their families to special programs, specialists, and community agencies when appropriate.

6. Participate in, coordinate, and conduct activities that contribute to the effective operation of the counseling program and school.

7. Participate in the intervention team process and/or school support team.

8. Plan and evaluate the counseling program.

9. Pursue continuous professional growth.

Illustrative Key Duties: these serve as examples, with specifics to be determined by the district's/school's needs.

1. **Implement the middle-level school guidance curriculum:** conduct developmental lessons in classroom settings in conjunction with teaching staff; systematically conduct developmental counseling groups for each grade level throughout the year; and consult with and/or be a resource person to teachers to facilitate the infusion of counseling content into the regular academic curriculum.

2. **Counsel individuals and groups of students toward academic and career development:** provide orientation activities to incoming students; guide middle school students in the development of their "High School Four-Year Plans"; collaborate with elementary school counselors and high school counselors regarding pre-registration of incoming 6th graders and outgoing 8th graders; plan/coordinate/assist in pre-registration; assist new students with course selection; coordinate career interest assessment and administration and interpretation of results; and coordinate career education activities.

3. **Counsel individuals and small groups of students toward personal/social and emotional growth:** conduct goal-oriented counseling sessions in systematic response to identified needs of individuals or groups of students. Recurrent topics include: handling stress, study skills, friendship, building self-image, substance abuse, suicide prevention/intervention, and peer concerns. Serve as a student advocate and avoid the role of disciplinarian.

4. **Consult with and train teachers, parents, and staff regarding the needs of middle-level students:** participate in/conduct staffings; conduct in-service programs for faculty; conduct conferences with teachers, parents, and students; conduct or provide opportunities for parent education programs; write articles for parent newsletters; and assist families with school-related problems.

5. **Refer students and their families to special programs, specialists, and community agencies:** consult and coordinate with in-district and community specialists, such as school nurses, administrators, school psychologists, community-based psychologists, service agencies, and physicians. Consult with parents regarding referrals.

6. **Participate in activities that contribute to the effective operation of the school:** contribute to individual and district goals for enhancing education; cooperate with other school staff in placing students with special needs in appropriate programs; evaluate student's schedules for appropriate placement; provide input to administration for schoolwide test administration; and act as an advocate for individuals or groups of students as system decisions are made.

7. **Participate in the intervention team process:** assume an advocate role in designing, implementing, monitoring, and adjusting educational plans for individual students.

8. **Plan and evaluate the comprehensive developmental guidance and counseling program:** review the counseling program annually with other members of the counseling department staff; establish the counseling department. Establish the counseling department's Master Calendar and evaluate strategies as they are implemented; survey students, parents, and faculty as to the effectiveness of the counseling program.

9. **Pursue continuous professional growth:** attend district, state and locally sponsored staff development offerings; join associations; read professional journals and contribute to professional literature; become knowledgeable in multicultural and legal/ethical issues in education; attend relevant workshops and conferences sponsored by professional organizations and the South Carolina Department of Education; take postgraduate courses; and conduct training for staff and other counselors.

Organizational Relationships:

The middle-level counselor is supervised by the administration, works collaboratively with other counselors and counseling staff, and works cooperatively with other school and district staff.

Job Guidelines for High School Counselors

Primary Function:

To provide, as a member of the counseling department staff, a comprehensive developmental guidance and counseling program for students in high school and specifically provide services to meet the needs of their assigned students; consult with teachers, staff, and parents to enhance their effectiveness in helping students; and to provide support to other high school educational programs.

Major Job Responsibilities:

1. Implement the high school guidance program through classroom guidance, individual and group counseling, and infusion in content areas.

2. Counsel individuals and groups of students toward academic/educational growth and career development.

3. Counsel individuals and small groups of students toward personal/social and emotional growth.

4. Consult with teachers, staff, and parents regarding the developmental needs of students.

5. Refer students to special programs, specialists, and/or community agencies, and consult with parents regarding referrals when appropriate.

6. Participate in, coordinate, and conduct activities that contribute to the effective operation of the counseling program and school.

7. Participate in the intervention team process and/or school support team.

8. Plan and evaluate the building counseling program.

9. Pursue continuous professional growth.

Illustrative Key Duties: these serve as examples with specifics to be determined by the district's/school's needs

1. **Implement the high school guidance program:** conduct learning activities in classroom settings; consult with and/or be a resource person to teachers; facilitate infusion of learning activities into the regular academic curriculum; and conduct individual and group counseling sessions based on identified needs.

2. **Counsel individuals and groups of students through the development of educational and career plans:** provide orientation activities for students new to the school, participate in orientation programs for incoming 9th graders; guide 9th and 10th graders in the updating of their "High School Four-Year Plans"; guide 11th and 12th graders to assist them in evaluating their current status and planning their achievement of high school graduation; guide 12th graders to help them develop and take appropriate steps toward implementing their post-high school education and/or career plans by writing college recommendations, and completing applications; provide financial aid information resources, plan/coordinate/assist in preregistration of 9th, 10th, and 11th graders for the following year's program; collaborate with middle school counselors to effect preregistration of 8th graders for 9th grade; assist students new to the district with course selection; interpret standardized test results and information to students, parents, and teachers; guide groups and individual students in the application of test results and information to their educational and career plans; interpret results to develop career/vocational plans through teaching and/or supervision of career education activities, such as career/counseling center orientations, and other counseling center resources; and provide a mechanism for the systematic and efficient dissemination of current, accurate information needed by individual students and/or parents as they develop their educational or career plans.

3. **Counsel individuals and small groups of students toward personal/social and emotional growth:** conduct goal-oriented counseling sessions in systematic response to identified needs of individuals or groups of students; recurring topics at the high school level include but are not limited to: study skills, attendance, and behavior concerns, peer concerns, family issues, child abuse, date rape, substance abuse, suicide prevention and intervention, and sexuality issues.

4. **Consult with teachers, staff and parents regarding the developmental needs of students:** participate in staffings; conduct in-service programs for faculty; conduct/facilitate conferences with teachers, students, and parents; conduct or provide opportunities for parent education programs; and assist families with school-related problems. Serve as student advocate.

5. **Refer students with problems to appropriate program specialists or community agencies:** consult with and coordinate in-district and community agencies, such as school nurses, administrators, school psychologists, community-based psychologists, service agencies, and physicians. Consult with parents regarding referrals when appropriate.

6. **Participate in, coordinate or conduct activities which contribute to the effective operation of the counseling program and school:** interpret group test results to faculty and staff; contribute to the school's goals for enhancing education in the building; establish liaisons with the various instructional departments; serve as an advocate for groups or individual students as decisions are made that will affect those students; work with other school staff in the placement of students with special needs in appropriate programs, including gifted education, special education, and technical education opportunities; and participate as a team member in the district/state testing programs.

7. **Participate in the intervention team process:** assume an advocate role in designing, implementing, monitoring, and adjusting educational plans for individual students.

8. **Plan and evaluate the counseling program:** review the counseling program annually with administration and other staff; establish the counseling department's Master Calendar; document and evaluate guidance learning activities as they are implemented; complete an annual counseling program evaluation; and conduct follow-up studies with recent graduates.

9. **Pursue professional growth:** attend state and locally sponsored staff development offerings; join associations; read professional journals; become knowledgeable in multicultural and legal/ethical issues in education; attend relevant workshops and conferences sponsored by professional organizations and the South Carolina Department of Education; take postgraduate courses; contribute to professional literature and/or conference presentations; and conduct training for staff and other counselors.

Organizational Relationships:

The high school level counselor is supervised by the administration; works collaboratively with other counselors and counseling staff; and works cooperatively with other school and district staff.

Job Guidelines for PreKindergarten - Twelfth Grade School Counselors

Primary Function:

To provide a comprehensive developmental guidance and counseling program for all children in PreKindergarten - twelfth grade schools; to consult with teachers, parents and staff to enhance their effectiveness in helping students; to provide support to other school educational programs.

Major Job Responsibilities:

1. Implement the guidance curriculum.

2. Counsel individuals and groups of students toward academic/educational growth, and career development.

3. Counsel individuals and small groups of students toward personal/social and emotional growth.

4. Participate in the intervention team process.

5. Consult with and train students, parents, and staff regarding the developmental needs of students.

6. Refer students and their families to special programs, specialists and/or community agencies; and consult with parents regarding referrals when appropriate.

7. Participate in, coordinate, and conduct activities that contribute to the effective operation of the school and counseling program.

8. Plan and evaluate the counseling program.

9. Pursue continuous professional growth.

Illustrative Key Duties: these serve as examples with specifics to be determined by the district's/school's needs

1. **Implement the guidance curriculum:** conduct classroom lessons in each teacher's class and/or systematically conduct developmental counseling groups for each grade level throughout the year; consult with and/or provide resources to teachers to facilitate their instruction of counseling content; and participate in interdisciplinary curriculum teams.

2. **Counsel individuals and groups of students through the development of academic and career development:** work with teachers in preparation for transition from one school to

another. Conduct/coordinate/oversee career awareness activities and participate in the beginning-of-the-year orientation activities.

3. **Counsel individuals and small groups of students toward personal/social development and emotional growth:** conduct goal-oriented counseling sessions in systematic response to identified needs of individuals or groups of children. Topics may include academic failure, family issues, child abuse, attendance and/or behavior problems, peer problems, and substance abuse, etc.

4. **Participate in the intervention team process:** assume an advocate role in designing, implementing, monitoring, and adjusting educational plans for individual students.

5. **Consult with and train teachers, parents and staff regarding students' needs:** participate in staffings; conduct in-service programs for faculty; act as a resource person for faculty, staff and parents; conduct conferences with teachers and/or parents; conduct or provide opportunities for parent educational programs; write articles for parent newsletters; assist families with school-related problems; and serve as a student advocate and resource for guidance/counseling issues and concerns.

6. **Refer students and their parents to special programs, specialists, and community agencies:** consult with and coordinate in-district and community-based specialists, such as school administrators, nurses, school psychologists, community-based psychologists, service agencies, and physicians. Consult with parents regarding referrals when appropriate.

7. **Participate in activities which contribute to the effective operation of the school:** contribute to the school district and individual school goals for enhancing education. Act as an advocate for groups or individual students as system decisions are made.

8. **Plan and evaluate the counseling program:** review the counseling program annually with the other staff and administration; establish the counseling department Master Calendar; document and evaluate guidance learning activities as they are implemented; and complete an annual counseling program evaluation and follow-up studies on recent graduates.

9. **Pursue professional growth:** attend state and locally sponsored staff development offerings; join associations; read professional journals; become knowledgeable in multicultural and legal/ethical issues in education; attend relevant workshops and conferences sponsored by professional organizations and the South Carolina Department of Education; take post-graduate courses; contribute to professional literature and/or conference presentations; conduct training for staff and other counselors.

Organizational Relationships:

A PreKindergarten - twelfth grade Counselor is supervised by the administration, collaborates with other district counselor(s), and works cooperatively with other school and district staff.

The Role of the Counselor in Tech/Prep

The School-to-Work Transition Act is an innovative educational program designed to prepare today's youth for tomorrow's work force in technology. School-to-Work is an investment in the future of students and in the economic development of the community. It is a dropout prevention program; a career education program; a curriculum enhancement initiative; and a program to strengthen ties between schools, business, community, and higher education. The result of the program is the students being better prepared for entry into the technological work force, advanced study at the college level, and lifelong learning.

Career guidance is an important function of the entire comprehensive development guidance and counseling program. All students, college-bound or not, benefit from a program of strong applied academics and realistic knowledge about career opportunities. School-to-Work programs provide a framework for viable alternative career paths beyond the traditional general or college-prep tracks. Students are required to plan and execute a sequence of courses, both academic and career, that will prepare them for the future. Such planning is essential for all well-prepared students.

Counselors are one of the keys to the success of School-to-Work initiatives. The counselor is the liaison between the school, student, and parent. They are also the people most frequently involved in assisting students to develop long-range educational and career plans. Counselors facilitate the students' journey through self-awareness and career development, Grades PreK-12. Tech/Prep foundations are initially laid in elementary school with developmentally appropriate activities about the world of work.

The career component (learning to work) of the South Carolina Comprehensive Developmental Guidance and Counseling Program includes conferring with parents and teachers, conducting career guidance activities, completing individual career plans, and implementing the School-to-Work Transition Act.

Through School-to-Work initiatives, counselors become increasingly more involved in training students to enter the work force and be better prepared to meet the needs of an ever-changing world.

The Role of the Counselor in Parent Education

Programs to assist and support parents in the parenting process are an important part of a school's comprehensive developmental guidance and counseling program. In addition to PTA/PTO presentations and sending communications home, schools can take an active role in this process by offering parent education opportunities.

One of the ways to aid parents in developing more effective parenting skills is a series of programs about physical and emotional development essential for learning. Communication and behavior management strategies are part of parent education. Parenting education programs may

be structured as panel discussions, discussion groups, or instructional programs. Community professional involvement should be a part of this program.

The Role of the Counselor in Working with Students with Disabilities

Students with disabilities have a right to, and will benefit from, a well-planned and thoughtfully implemented comprehensive guidance program. Counselors have an ethical obligation to be knowledgeable of their students' needs and to provide the appropriate programs and services on an equitable basis. Counselors will need to become familiar with both state and federal legislation impacting the education of students with disabilities.

The counselor's role in serving students with disabilities will not differ from those functions performed with any other students. The primary services will include classroom guidance, consultation with parents and teachers of students with disabilities, counseling with students, assessment, coordination of services, prevention and intervention, and career development. These services are inclusive of a comprehensive developmental guidance and counseling program.

Through the cooperative effort of counselors, parents, teachers and support personnel, students with disabilities can be provided a solid foundation that will enhance personal, educational, and career development. The goal is to provide a comprehensive guidance program that assists all students in increasing opportunities for success and achievement of their full potential.

The Role of the Counselor in Discipline

Counselors do not deal directly with discipline, but rather approach discipline from a preventive perspective. Discipline problems are identified, discussed, and resolved before they significantly disrupt the learning environment and the educational process. Early behavioral intervention by the counselor is essential.

Consultation is one of the key intervention strategies employed by the counselor to create positive change and facilitate the growth and development of the students served. The counselor acts as an arbitrator between school staff and students regarding problem situations and relationships in classrooms. A systematic process is utilized that includes meeting with the school staff and with the students individually and together to monitor progress and evaluate outcomes.

The school counselor also utilizes appropriate school policies to refer the family to assistance resources outside the school system. The school counselor should continue to provide ongoing assistance.

Specific group guidance sessions employed by the counselor can assist students in their total school adjustment and thus reduce classroom problems. Special small-group counseling sessions are scheduled on a need basis for assisting students who exhibit more aggressive behavior.

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

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

- Group guidance sessions are held that stress responsible behavior and coping skills.

- Individual sessions are scheduled on the basis of a referral or request from parents, teachers, or administrators. Minor first-time behavior problems may be referred to the counselor for assistance and follow-up.

- Follow-up activities with a student returning from a suspension are conducted when requested by the school administrators.

- School staff are in-serviced on appropriate referral procedures and provided with necessary forms.

- Referrals to outside agencies are initiated when appropriate.

- Conferences with parents, teachers, support staff, and administrators are scheduled when appropriate.

Guidelines for Counselor Confidentiality in South Carolina

The issue of confidentiality is involved in every counseling interaction. It is important to inform students prior to beginning the counselor/student relationship that there are possible limitations that may affect the relationship. Counselors must know their limitations and not act beyond the bounds of their professional qualifications, but refer students to community resources when appropriate. Counselors must inform students of the purposes, goals, techniques, rules of procedures, etc., prior to entering into the relationship. The following guidelines have been developed for legal and ethical behavior on the part of the school counselor who works with students in South Carolina schools.

1. Whether the topic of confidentiality is discussed or not, all communications between the students and the counselor are, in fact, confidential. Therefore, the counseling session itself, and not explicit agreements between the counselor and student, determines the validity of confidentiality for the student.

2. Informal discussion of case material, as opposed to a consultation, with persons not directly involved is a breach of confidentiality. Case material may be discussed with another professional when the focus of the discussion is on helping the student. Counselors who feel the need to "vent their feelings" should center the discussion on themselves, keeping the identity of the student private.

3. A list of persons who have expertise in legal/ethical issues in school counseling should be available to counselors for the purpose of consultation. In instances in which the counselor is not sure of actions to be taken, consultations with other professionals must be used where possible. Other professionals include, but are not limited to, members of the student's support team, professional counselors including school counselors, school/district administrators, community mental health agencies, university professors, South Carolina Department of Education personnel, and various experts/professionals in the field of counseling.

4. Written or oral reports present only data germane to the purposes of an evaluation and every effort is made to avoid undue invasion of privacy (APA, 1981, P.5). If counselors are asked to observe a student's behavior in the classroom, the report should reflect only observable data and not the counselor's personal opinions.

5. If a student has revealed information that indicates a violation of South Carolina laws regarding child welfare and/or protection, then the counselor **must** inform the appropriate authorities, which may include parents, school authorities and law enforcement agencies. Ethical standards do not supersede the law!

Adapted from Ethical and Legal Issues in School Counseling (1988)

6. When a student has revealed information that indicates involvement in an activity that is likely to bring **HARM** to himself/herself or to someone else, the counselor should: (a) try to persuade the student to discontinue the activity and (b) explain the counselor's responsibility to inform appropriate authorities about the situation without revealing the student's identity. If steps (a) and (b) do not deter the student, the counselor is ethically bound to (c) take reasonable personal action to inform responsible authorities and/or parents. **However, depending on the nature of the situation, the student's name may have to be revealed to the authorities and/or parents as soon as the counselor is aware of the situation.** The authorities (parents, school, legal, community) will be determined by the context of the situation and the counselor's judgement of which authorities will best serve the needs of the student. When action is taken in (c) the counselor needs to make a dated written record in the confidential file.

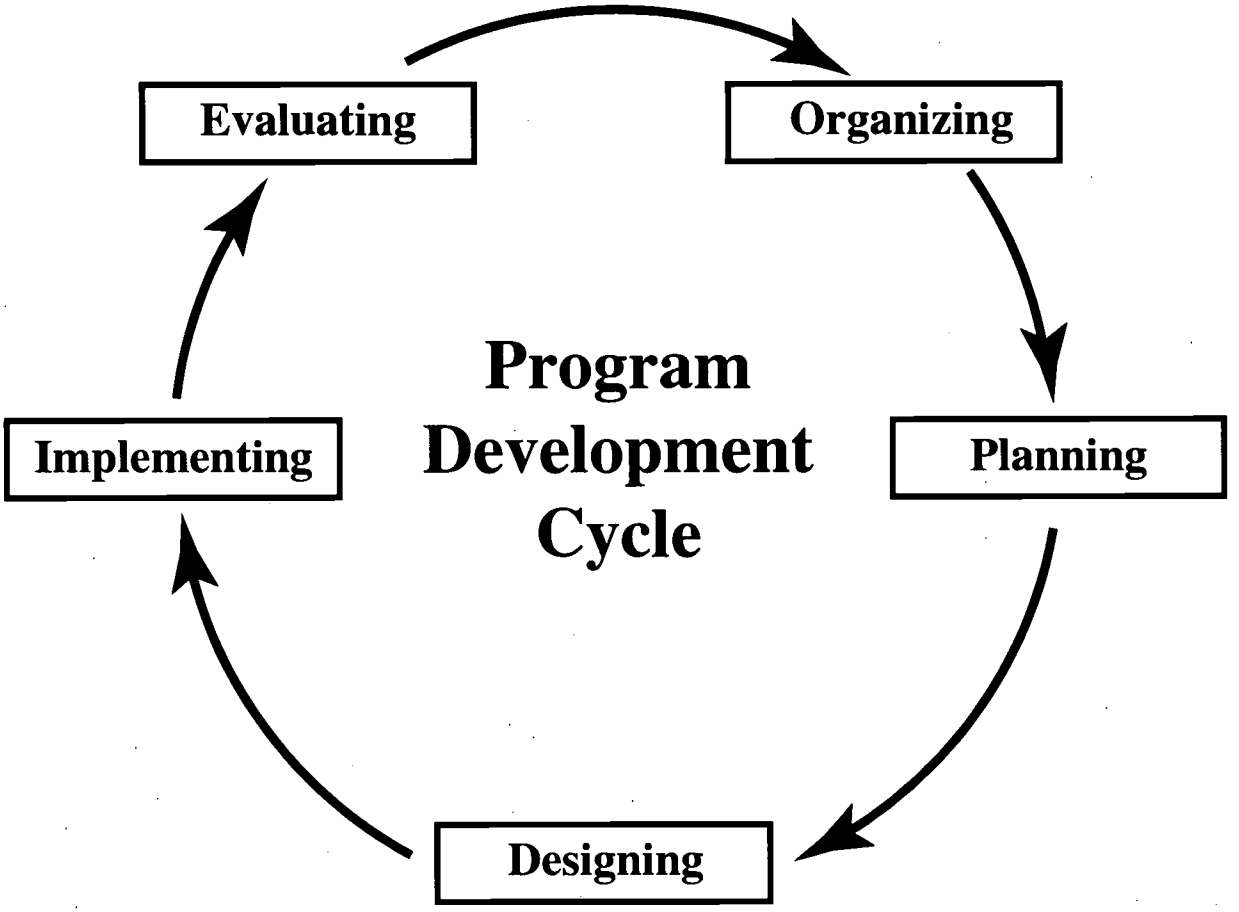
7. If the counselor is subpoenaed to testify in a legal proceeding but does not wish to reveal information to protect the student's best interests, the counselor may: (a) become an agent of the student's attorney (that is, by revealing the student's case, the counselor may invoke the attorney-client privilege; the attorney must raise the privilege in court for the counselor to be protected by it) and (b) request that the information be received in the judge's chamber rather than in open court. Neither of these options guarantees the counselor's privilege not to reveal information. Again, ethical codes do not supersede the law.

8. When parents or school personnel request information revealed in the counseling relationship by the student, the counselor would first consider the student's right to privacy. If, in the counselor's judgement, significant others have a need to know, and revealing information would be in the student's best interest, the counselor should respond by discussing, with these caring adults, what they can do or refrain from doing to help the student. In this way the student's communications are still confidential.

In summary, the counselor-student relationship is private and requires compliance with confidentiality standards. School counselors, however, work with minors and their legal responsibility is generally to the parents, whereas their ethical responsibility may be more to the student. Many times the legal and ethical requirements are not always in agreement, thus placing the counselor in a precarious position that must be balanced to ensure the rights of students and at the same time ensure the rights of the parents. Applying ethical standards to practical situations is difficult because the students are minors in most cases. Moreover, there exists an ethical-legal responsibility to the school district. In reviewing the literature relating to confidentiality, it is recommended that students should have control over the release of information that results from their choosing to engage the counseling process, and the student can bring suit against the counselor for revealing confidential information without his/her permission. Counselors must become familiar with local, state, and federal laws as well as following the professional guidelines for their code of ethics.

SECTION IV

Program Development Cycle



A South Carolina Comprehensive Guidance & Counseling Program Model in a district or school should be designed to meet locally identified needs and goals and to make optimal use of available resources. Implementing a comprehensive guidance program means different things depending on situations at the local level. It might mean developing a new program, strengthening an existing program, or redirecting existing resources into a revamped program. A process for tailoring the program model to suit a local situation is outlined in this section. The process is presented as a Program Development Cycle that requires five separate steps: organizing, planning, designing, implementing, and evaluating. These steps are illustrated and highlighted.

Each of the suggested steps is important and should be taken; however, varying the order or taking some steps simultaneously may better suit a district's or school's needs. An outline of the steps is presented first followed by a brief description of each step.

Program Development Cycle

1. ORGANIZING

a. Commit to action.
b. Identify leadership for the program improvement efforts.

2. PLANNING

a. Adopt the comprehensive developmental guidance and counseling program model and the program development process to be used.
b. Understand the four components that comprise the delivery system.
c. Assess the current program.
d. Develop appropriate statements of mission and philosophy/rationale.
e. Outline the program development process.

3. DESIGNING

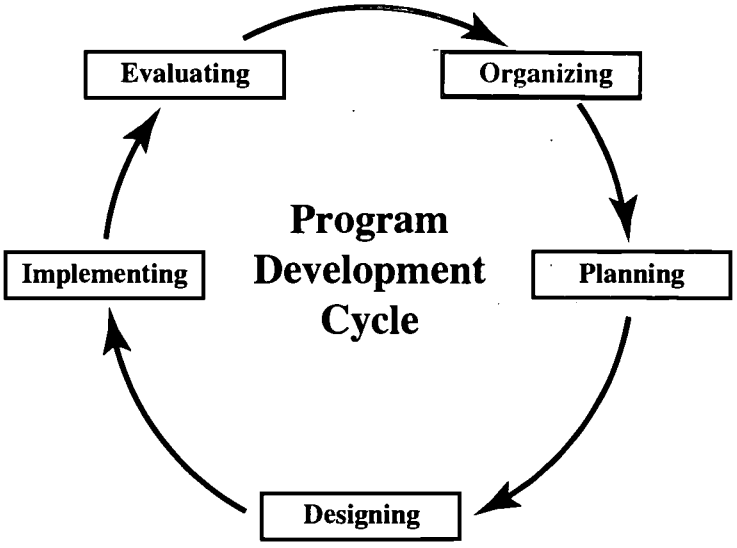
a. Establish the desired program design.
   (1) Assess student, school, and community needs.
   (2) Define the program specifically.
   (3) Quantify the desired program balance.
b. Publish the program standards.
c. Plan the transition to the desired program.
   (1) Compare/contrast the current program with the desired program both quantitatively and qualitatively.
   (2) Establish goals for change.
d. Develop and implement a master plan for change implementation.

4. IMPLEMENTING

a. Make the program transition.
   (1) Formally adopt a written comprehensive guidance and counseling program.
   (2) Develop strategies for dealing with concerns as part of the transition process.
   (3) In-service administrators, teachers, and constituents regarding the program and its benefits.
   (4) Establish standards for guidance facilities that include appropriate space, privacy, equipment/technology, and necessary instructional and financial resources.
   (5) Assure district-level counselor supervision is provided by personnel who have a professional background in school counseling.
   (6) Identify and establish appropriate counselor/student ratios necessary for program implementation.
   (7) Identify and reassign non-guidance duties currently performed by counselors that are barriers to program implementation.
b. Design program needs and prioritize activities. With newly established priorities, activities will be developed and implemented in the improvement and expansion of the total guidance program. These new activities should be:
   (1) carefully planned,
   (2) based on the needs assessment information and the program goals, and
   (3) have clearly stated comprehensive and developmental learning goals, student standards, and counselor strategies.

5. EVALUATING

a. Program Evaluation.
b. Counselor Evaluation.
c. Assure counselor competency.



1. Organizing

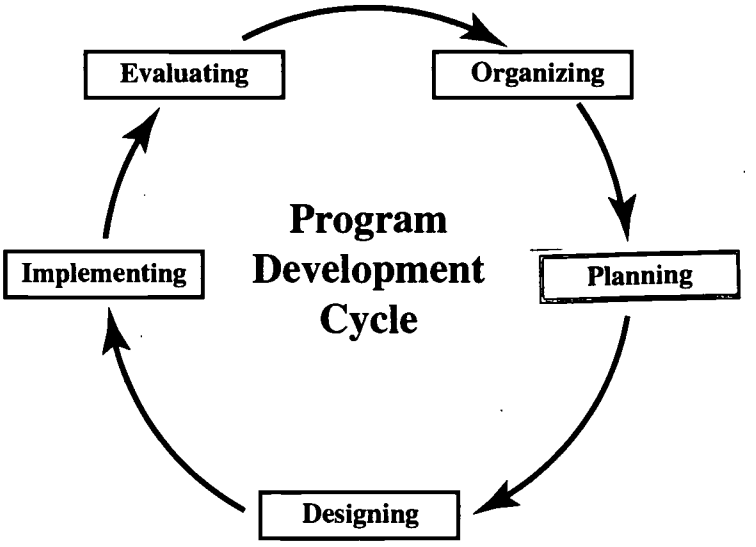
a. Commit to action

For change to occur, a commitment to action must be made by both administrative and counselor leaders. If district-wide changes are sought, the school board, the school district's top-level management, and the guidance staff must support the efforts and decisions that will promote changes.

b. Identify leadership for the program improvement efforts

Those who will be most affected by the potential changes and those who have an investment in the guidance program should lead the program improvement process.

A steering committee must be formed to guide the guidance and counseling program development process. Suggested representation for the committee could include district-level personnel, local school administrators and counselors, business and community leaders, parents, and students.



2. Planning

a. Adopt the comprehensive developmental guidance and counseling program model and the program development process to be used.

This step begins the process of specifying locally relevant content for the local guidance program. The South Carolina Comprehensive Developmental Guidance and Counseling Program model includes three content areas as the foundation for the program. These provide a baseline for specifying local guidance program content.

- Learning to Live (Personal/Social)
- Learning to Learn (Academic)
- Learning to Work (Career)

Student standards and competency indicators are presented. As guidance program development efforts get under way, a thorough understanding of the broad scope of the student standards, competencies, and counselor strategies for student achievement is needed.

b. Understand the four components that comprise the delivery system.

- guidance curriculum
- individual planning
- responsive services
- system support

c. Assess the current program.

- Conduct a thorough study of the current program.

  Whether the program development effort is being conducted to create a new program or to strengthen or redirect an existing program, this step must be taken. Even in schools or districts without counselors, guidance is provided for students.

  This step entails determining the actual design of, the established priorities in, and the resources available to the current guidance program. Begin with a study of the written guidance plan and of the actual implementation of the program. Data should be gathered in light of the comprehensive guidance program model to facilitate comparison with data describing the desired program design. That is, identify the allocation of resources to each of the four program components and the priorities established within each component. These data also facilitate the identification of resources currently allocated to the program, and are also useful as improvement decisions are made.

  Examples of useful data to be gathered and analyzed:

Useful Data	**Data Collection Method**
Standards met	Activity review
Activities conducted	Activity review
Populations served (e.g., students, parents, teachers, other school staff)	Survey
Use of counselor's time and talent	Time/task study
Responsibilities of other personnel	Job descriptions
Budget	Budget study
Materials & Equipment	Inventory
Facilities	Inventory

d. Develop appropriate statements of mission and philosophy/rationale.

The program **mission statement** includes identification of the populations to be served through the program (students, parents, teachers, administrators), the basic content of the program (content areas and goals), and the organization of the program delivery system (guidance curriculum, responsive services, individual planning system, and system support).

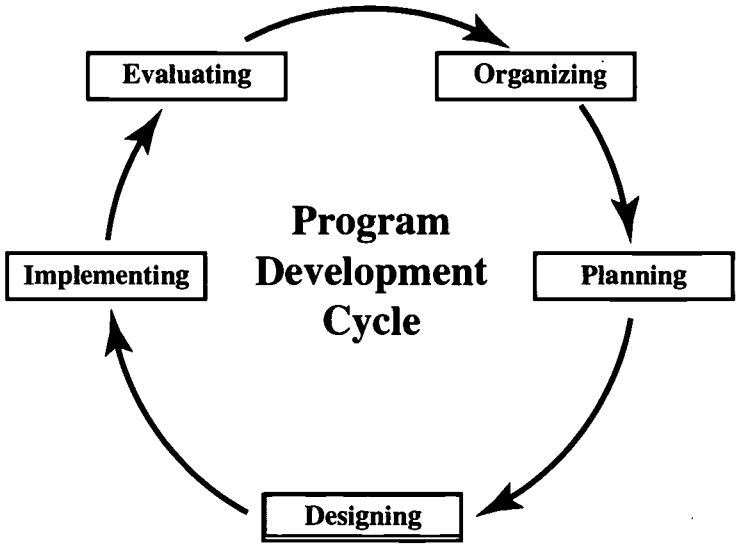
The **philosophy/rationale** for the guidance and counseling program includes belief statements based on the student, school, and community needs. At the district level, the philosophy may be generalized, while at the school level it may be more specific.

Listing basic assumptions which undergird the operation of the program may be beneficial. These might include recognition of the school counselors' professional training and competencies. A statement can be included that explains the importance of the guidance program to the total school curriculum.

e. Outline the program development process

To design or redesign a comprehensive guidance and counseling program, the time frame should be anticipated in the five phases as follows:

1. Organizing
2. Planning
3. Designing
4. Implementing
5. Evaluating



3. Designing

a. Establish the desired program design.

- **Assess student, school, and community needs.**
- **Define the program specifically.**

  Qualitative and quantitative data should be considered in defining the program. The **quantitative** design states numerically the shape of the program and depicts the quantity of resources allocated.

  The **qualitative** design describes the following:

  Component:
  - descriptive definition and statement of priorities.

  Content:
  - competencies; goals; objectives; and grade level priorities.

  Populations:
  - students/category (e.g., developmental, prevention, intervention), adults (e.g., teachers, parents, administrators, other specialists); and priorities for service established.

  Staff Roles:
  - staff/category and competencies; and priorities established for use of competencies.

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Activities:

- list of specific activities/components that represent the minimum level of service.

Preliminary activities are essential to establishing program priorities. A suggested format for determining priorities is presented.

- **Quantify the desired program balance.**

Philosophical priorities are implemented through the allocation of resources. Resources are finite and it seems that students', parents', teachers', and others' needs for the services are infinite. Thus, it is important to establish a concrete and measurable guide for the allocation of often scant guidance program resources.

b. Publish the program standards.

The document should include the rationale, assumptions, and definition of the program and the job descriptions for the various guidance program staff members. The more concrete it is, the more useful it is to all staff involved in the guidance program. The substeps in this step are self-explanatory:

- Write
- Print
- Get administrative/board approval
- Distribute to counselors, principals, others with an interest/investment in the guidance program

c. Plan the transition to the desired program.

- **Compare/contrast the current program with the desired program both quantitatively & qualitatively.**

Through the data collected regarding the current program, information is available about the program balance, about the use of counselors' time, students served, and the competencies addressed, etc. Through the designing process, comparative information does become available. The gaps between the two programs (the actual and the envisioned) need to be identified, compared, and contrasted.

- **Establish goals for change.**

d. Develop & implement a master plan for change implementation.

List tasks to implement change.

Identify allocated or additional human, financial, and/or political resources needed to effect changes, for example, improvements in:

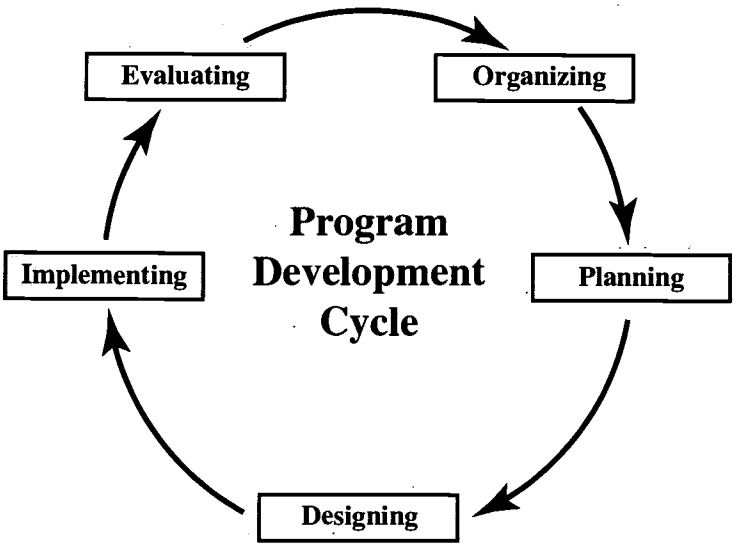
Human Resources
- Counselor-to-student ratios
- Clerical assistance
- Other professional personnel

Financial Resources
- Supplies, materials, and equipment budgets
- Facilities development
- Extended contracts; improved salaries
- Funding for special emphases

Political Resources
- Advisory committee
- Updated policies and procedures

Develop a realistic time line for accomplishing the tasks and meeting the resource needs.

This time frame may entail short- and long-term goals, e.g.,
- 1-Year Plan
- 3-Year Plan
- 5-Year Plan



4. Implementing

a. Make the program transition.

- **Formally adopt a written comprehensive guidance and counseling program.**
- **Develop strategies for dealing with concerns as part of the transition process.**
- **In-service administrators, teachers, and constituents regarding the program and its benefits.**
- **Establish standards for guidance facilities that include appropriate space, privacy, equipment/technology, and necessary instructional and financial resources.**
- **Assure district-level counselor supervision is provided by personnel who have a professional background in school counseling.**
- **Identify and establish appropriate counselor/student ratios necessary for program implementation.**
- **Identify and reassign non-guidance duties currently performed by counselors that are barriers to program implementation.**

b. Design program needs and prioritize activities.

With newly established priorities, activities will be developed and implemented in the improvement and expansion of the total guidance program. These new activities should be:

- **Carefully planned,**
- **based on the needs assessment information and the program goals, and**
- **have clearly stated comprehensive and developmental learning goals, student standards, and counselor strategies.**

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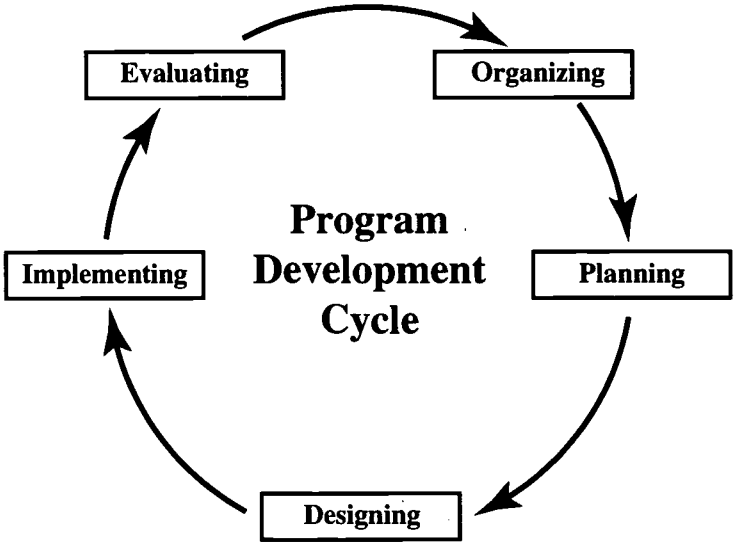


5. Evaluating

Evaluation is a process for determining the effectiveness of the guidance and counseling program. The purpose of evaluation is to provide data and a vehicle for drawing conclusions and making decisions, recommendations and plans to improve and revise the guidance and counseling program and the personnel implementing the program. The evaluation process should be systematic, comprehensive and ongoing.

a. Program Evaluation

There are various methods and levels for evaluation of guidance programs to "be accountable." It is important to develop guidelines that suggest monitoring attainment of program standards as an appropriate approach to accountability through evaluation. Evaluation has and will continue to occur throughout the Program Development Cycle (planning, designing, and implementing stages). The evaluation process must provide for on-going assessment of student needs, attainment of objectives, goals, and benchmarks for standards and allocation to the changing needs of students.

b. Counselor Evaluation

The purpose of counselor evaluation is to ensure continuous growth and improvement of the guidance and counseling program and to ensure that the program serves all students. Counselor evaluation, just like the program evaluation, needs to be a process. The evaluation process should include principles of sound and appropriate evaluation, reflect current techniques in effective guidance and counseling skills, and reflect the district job description of school counselors. The counselor evaluation process should allow for flexibility and individuality in the implementation of the comprehensive guidance and counseling program to better meet the needs of individual students as well as producing a program to serve all students.

Counselor evaluation should make appropriate use of the school counselor's job guidelines and ethical standards. It is important to provide professional development for school counselors because it provides opportunities for counselors to renew and upgrade their knowledge and skills.
Counselor evaluation should be based on the counselor's performance in implementing the comprehensive development guidance and counseling program and according to the job guidelines. Administrators must support and assist counselors in implementing a comprehensive development guidance and counseling program.

Development of a statement of the objectives of counselor evaluation is an important part of the total evaluation process. Following are some examples of possible objectives which should be included in the evaluation plan:

- **The evaluation instrument reflects the counselor's job description and/or counselor's competence.**
- **The counselor is evaluated in terms of program implementation.**
- **Commend areas of strength.**
- **Identify areas for improvement and develop a plan for improvement and support.**
- **The counselor being evaluated has a number of observations by and conferences with the evaluator.**
- **Provide a system for encouraging counselor self-improvement and professional development opportunities and support.**
- **Encourage counselor accountability in the implementation of the comprehensive guidance and counseling program.**
- **Encourage professional development opportunities for faculty, staff, and administrators in understanding the role of the counselor in implementing a comprehensive guidance and counseling program.**

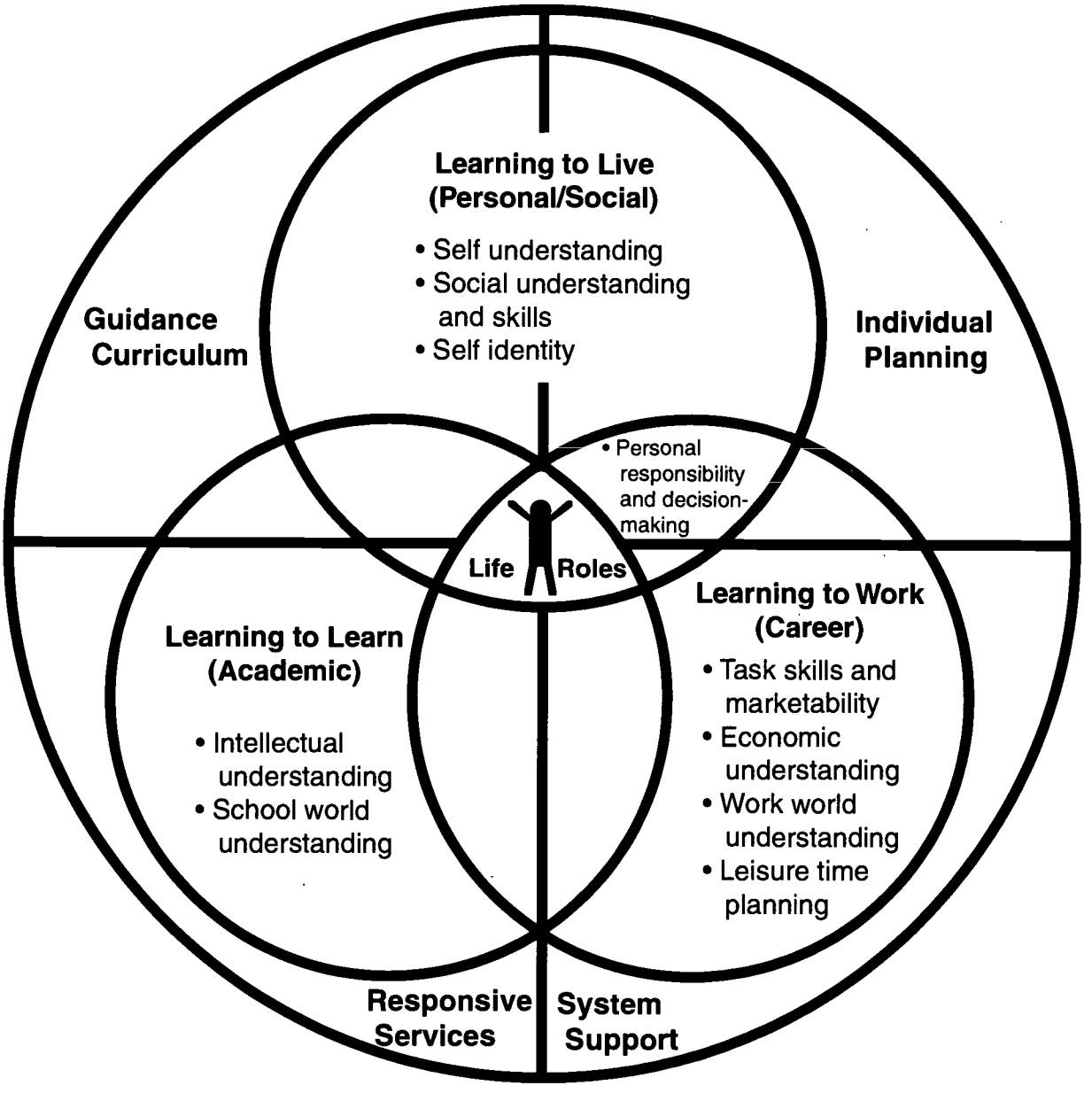
c. Assure counselor competency.

- **Identify needs and resources for staff development**
- **Clarify the role of the counselor to assure implementation of the comprehensive developmental guidance and counseling program.**
- **Orient new counselors regarding program standards, guidelines, and implementation strategies.**
- **Evaluate staff using counseling related criteria and standards.**
- **Promote, provide, and support opportunities for professional growth.**

SECTION V

Guidance Curriculum Standards for Student Development

A Model for Program/Curriculum Development



Adapted from New Hampshire State Model for Guidance Programs

Guidance Curriculum Standards for Student Development

The purpose of a comprehensive developmental guidance and counseling program in a school setting is to promote and enhance the learning process. To that end, a comprehensive developmental guidance and counseling program facilitates student development in three broad areas:

LEARNING TO LIVE *(Personal/Social Development)*

The development of personal/social standards is an integral part of an individual's pursuit of success in life. To understand and respect self, relate positively to others, make informed and safe decisions, cope effectively with change, and become responsible citizens are essential to this process.

The content standards for personal/social development provide the foundation for personal growth. They enhance the personal, social, educational, and career development of the individual. Students acquire skills to foster relationships with self, others, the family, and the community.

LEARNING TO LEARN *(Academic Development)*

The development of academic and educational standards is an integral part of an individual's pursuit of life long learning. Being able to achieve educational success, identify and work toward goals, manage information, organize time, and locate resources are essential to this process.

The content standards for academic development guide the student to get the most out of each learning situation. The student experiences success and maximizes educational potential through effort and commitment to producing high quality work. Academic development includes desired learning goals that require the student to have a command of decision-making, problem-solving, goal-setting, critical thinking, logical reasoning, and interpersonal communication skills.

LEARNING TO WORK *(Career Development)*

The development of career standards is an integral part of an individual's pursuit of success in the world of work. Being able to develop the knowledge and skills to make realistic career plans, make a successful transition from school to work, achieve interdependence, and compete in a global economy are essential to this process.

The content standards for career development provide the foundation for the development of skills that assist students in making a successful transition from school to the world of work, and from job-to-job, across the life career span.

Student Standards Organized by Student Development Areas

Standards in the Learning to Live (Personal/Social Development) area provide the foundation for personal growth and enhance the academic and career development of the student in PreKindergarten through grade 12.

LEARNING TO LIVE
(Personal/Social Development)

Students will understand and appreciate self.

Students will understand and respect others.

Students will understand and appreciate home and family.

Students will develop a sense of community.

Students will make decisions, set goals, and take actions.

Students will develop safety and survival skills.

The Learning to Learn (Academic Development) area includes standards that require students in Pre-Kindergarten through grade 12 to have a command of decision-making, problem-solving, goal-setting, critical thinking, logical reasoning, and interpersonal communication skills.

Standards in this area guide the student to maximize each learning situation. The student experiences success and enhances educational potential through effort and commitment to producing high-quality work.

LEARNING TO LEARN
(Academic Development)

Students will develop personal qualities that contribute to being an effective learner.

Students will employ strategies to achieve school success.

Students will understand the interrelationship of life in the school, home, community, and society.

Business and industry recognize the need for students to make successful transitions from school to work. Whether students choose to continue their education after high school or enter the work force, essential employment skills are necessary. The Learning to Work (Career Development) area includes standards that target a positive attitude toward work. This area emphasizes the development of skills which will enable students in PreKindergarten through grade 12 to make a successful transition from school to the world of work, and from job to job, across the life career span.

The *National Career Development Guidelines*, developed by the National Occupational Information Coordinating Committee (NOICC), represent a national effort to develop guidelines for career development at all levels. The NOICC guidelines are a competency-based approach to planning quality career guidance and counseling programs. These guidelines are compatible with the *National Standards for School Counseling Programs* developed by the American School Counselor Association.

LEARNING TO WORK
(Career Development)

Students will understand the relationships among personal qualities, education and training, and the world of work.

Students will demonstrate decision-making, goal-setting, problem-solving and communication skills.

Students will explore careers and the connection of school to work.

Students will demonstrate a positive attitude toward work and the ability to work together.

Students will understand how community awareness relates to work.

The National Standards for School Counseling Programs, developed by the American School Counseling Association, have been incorporated with South Carolina's Comprehensive Developmental Guidance and Counseling Program, Student Standards Organized by Student Development Areas.

PREKINDERGARTEN - GRADE TWO

LEARNING TO LIVE

STANDARDS:	COMPETENCY INDICATORS:
Students will understand and appreciate self	• Identify and describe feelings and actions. • Explain the importance of a positive self-image. • Exhibit self-control and individual responsibility.
Students will understand and respect others	• Describe the similarities and differences among others. • Describe the process of making and keeping a friend. • Explain and exhibit appropriate types of communication. • Identify and model skills for conflict resolution.
Students will understand and appreciate home and family	• Identify and recognize family roles and responsibilities. • Identify appropriate skills for positive family relationships.
Students will develop a sense of community	• Identify the need and explain the importance of rules. • Identify rules for group participation. • Demonstrate the importance of working together. • Practice effective listening skills. • Develop an awareness of cultural differences.
Students will make decisions, set goals and take actions	• Describe how choices are made. • Make simple choices. • Explain the importance of making decisions. • Explain consequences of decisions. • Explain the importance of setting goals.

PREKINDERGARTEN - GRADE TWO

LEARNING TO LIVE (Cont'd.)

STANDARDS:	COMPETENCY INDICATORS:
Students will develop safety and survival skills	◦ Identify appropriate and inappropriate touching. ◦ Describe personal and physical characteristics. ◦ Explain the importance of physical safety. ◦ Describe personal safety habits. ◦ Identify resource people in the school and community. ◦ Explain how to seek the help of resource people in the school and community. ◦ Identify unsafe substances.

LEARNING TO LEARN

STANDARDS:	COMPETENCY INDICATORS:
Students will develop personal qualities that contribute to being an effective learner	◦ Describe why school is important. ◦ Describe how they learn something. ◦ Describe things they can do without help. ◦ Describe the tools they need to do their work at school.
Students will employ strategies to achieve school success	◦ Describe something they would like to work toward. ◦ Define cooperation. ◦ Describe how they plan to do a school assignment.
Students will understand the interrelationship of life in the school, home, community, and society	◦ Describe people they enjoy being with at school, at home, and in their neighborhood. ◦ Describe why school and work are important. ◦ Describe their play relationships.

PREKINDERGARTEN - GRADE TWO

LEARNING TO WORK

STANDARDS:	COMPETENCY INDICATORS:
Students will understand the relationships among personal qualities, education and training, and the world of work	• Identify different kinds of work. • Recognize that men and women can have the same work. • Recognize and identify workers in various work settings. • Identify work and skills of family members.
Students will demonstrate decision-making, goal-setting, problem-solving, and communication skills	• Recognize the importance of making decisions. • Recognize the importance of setting goals. • Describe how choices are made. • Make simple choices. • Understand consequences of decisions.
Students will explore careers and the connection of school to work	• Identify careers in the community. • Distinguish which work activities in the school environment are done by specific people. • Describe what they like to do and why.
Students will demonstrate a positive attitude toward work and the ability to work together	• Define what work/job/career means. • Define the importance of adults and children working. • Describe the process of being a good worker.
Students will understand how community awareness relates to Work	• Describe responsibilities one has at home and school. • Describe the workers in their community.

GRADE THREE - GRADE FIVE

LEARNING TO LIVE

STANDARDS:	COMPETENCY INDICATORS:
Students will understand and appreciate self	◦ Describe personal feelings. ◦ Describe positive characteristics about self. ◦ Practice self control and individual responsibility. ◦ Recognize and explain personal boundaries, rights, and needs.
Students will understand and respect others	• Explain and respect similarities and differences among others. • Relate the process of making and keeping a friend. • Model effective communication skills. • Apply conflict resolution skills.
Students will understand and appreciate home and family	◦ Describe the responsibility of family members. ◦ Explain necessary skills for family harmony.
Students will develop a sense of community	• Tell about school and community roles. • Demonstrate cooperative behavior in groups. • Describe and demonstrate ways to listen and express feelings that enhance effective communication. • Recognize and understand various cultural groups in a community.
Students will make decisions, set goals, and take actions	◦ Know how to use decision-making, problem-solving, and goal-setting processes. ◦ Identify possible solutions to a problem.

GRADE THREE - GRADE FIVE

LEARNING TO LIVE (Cont'd.)

STANDARDS:	COMPETENCY INDICATORS:
Students will make decisions, set goals, and take actions (cont'd.)	◦ Explain effective coping skills for dealing with problems. ◦ Identify and outline consequences of decisions and choices.
Students will develop safety and survival skills	◦ Identify and explain appropriate and inappropriate touching. ◦ Identify and understand the role of resource people in the school and community. ◦ Understand how to seek the help of resource people in school and the community. ◦ Practice personal safety habits. ◦ Explain the effects of unsafe substances.

LEARNING TO LEARN

STANDARDS	COMPETENCY INDICATORS:
Students will develop personal qualities that contribute to being an effective learner	◦ Describe why listening is important in learning. ◦ Describe their responsibilities as students. ◦ Describe types of situations that make learning easy and/or difficult. ◦ Recognize that people learn in different ways.
Students will employ strategies to achieve school success	◦ Describe and set short- and long-term goals. ◦ Identify and practice ways they talk with friends and acquaintances. ◦ Develop and apply listening, speaking, and writing skills necessary for academic success.

GRADE THREE - GRADE FIVE

LEARNING TO LEARN (Cont'd.)

STANDARDS:	COMPETENCY INDICATORS:
Students will understand the interrelationship of life in the school, home, community, and society	◦ Describe the benefits of learning both in and out of school. ◦ Relate skills and hobbies to career choices. ◦ Explain ways others listen and express thoughts and feelings about school and home.

LEARNING TO WORK

STANDARDS:	COMPETENCY INDICATORS:
Students will understand the relationships among personal qualities, education and training, and the world of work	◦ Explore career interests and related occupations. ◦ Explore nontraditional career choices. ◦ Explore personal skills and talents.
Students will demonstrate decision-making, goal-setting, problem-solving, and communication skills	◦ Know how to use decision-making, problem-solving, and goal-setting processes. ◦ Identify possible solutions to a problem. ◦ Develop effective coping skills for dealing with problems. ◦ Identify and recognize consequences of decisions.
Students will explore careers and the connection of school to work	◦ Identify career clusters. ◦ Identify and describe skills learned in school that are applied at home and in the community. ◦ Identify resources for career planning. ◦ Identify how personal activities and interests influence career choices. ◦ Explain why people choose certain careers and leisure activities.

GRADE THREE - GRADE FIVE

LEARNING TO WORK (Cont'd.)

STANDARDS:	COMPETENCY INDICATORS:
Students will explore careers and the connection of school to work (cont'd.)	◦ Recognize that flexibility in career choices is necessary in the career planning process.
Students will demonstrate a positive attitude toward work and the ability to work together	◦ Recognize the personal qualities of responsibility, dependability, punctuality, and integrity in the work place. ◦ Demonstrate cooperative work habits in a group. ◦ Demonstrate being a positive team member.
Students will understand how community awareness relates to work	◦ Describe how parents, relatives, adult friends, and neighbors can provide career information. ◦ Describe products and services of businesses/industries in the local community.

GRADE SIX - GRADE EIGHT

LEARNING TO LIVE

STANDARDS:	COMPETENCY INDICATORS:
Students will understand and appreciate self	◦ Demonstrate positive personal characteristics. ◦ Recognize and explain the relationship of physical, emotional, and intellectual changes and the effects on self-concept and control. ◦ Utilize the knowledge and skills to maintain personal health and hygiene. ◦ Distinguish between appropriate and inappropriate influences and behaviors.
Students will understand and respect others	• Relate an awareness, understanding, and respect for others. • Recognize that all people have rights and responsibilities. • Define and explain the influence of attitudes and behaviors on interpersonal and peer relationships. • Increase use of effective communication skills with peers and adults. • Identify the roadblocks to communication and model ways to overcome them. • Recognize and respect individual differences. • Explain and interpret interaction and cooperation between peers and adults.
Students will understand and appreciate home and family	◦ Study and analyze the concepts of family relationships and roles. ◦ Practice effective ways to get along with family and participate in family harmony.

GRADE SIX - GRADE EIGHT

LEARNING TO LIVE (Cont'd.)

STANDARDS:	COMPETENCY INDICATORS:
Students will understand and appreciate home and family (cont'd.)	◦ Identify ways in which home and school life influence attitude, behavior, emotions, and interests.
Students will develop a sense of community	◦ Identify resource people in the school and the community and know how to seek help. ◦ Demonstrate an understanding of different cultures, attitudes, and abilities. ◦ Seek opportunities to participate in community service.
Students will make decisions, set goals, and take actions	◦ Use decision-making skills. ◦ Apply effective problem-solving and decision-making skills to make appropriate and responsible choices. ◦ Demonstrate responsible behavior.
Students will develop safety and survival skills	◦ Model behavior demonstrating knowledge of the effects of unsafe substance abuse. ◦ Identify the effects of stress and explain ways of managing it. ◦ Develop and implement effective coping skills. ◦ Practice personal safety habits. ◦ Summarize the difference between appropriate and inappropriate touching.

GRADE SIX - GRADE EIGHT

LEARNING TO LEARN

STANDARDS:	COMPETENCY INDICATORS:
Students will acquire knowledge, skills, and attitudes which contribute to effective learning in school and across the life span	◦ Demonstrate increased responsibility for learning independently. ◦ Demonstrate decision-making and goal-setting skills. ◦ Recognize how studying influences learning and how attitudes influence what they achieve. ◦ Explain and develop personal capabilities and cooperation in learning with others. ◦ Relate how character traits have an effect on career and educational choices.
Students will employ strategies to achieve school success	◦ Describe study skills and how they prepare for tests. ◦ Locate and analyze how to find and/or request academic assistance or information. ◦ Describe ways to study for different types of learning situations. ◦ Locate and use available academic resources (computers, books, television, teachers). ◦ Increase knowledge of personal interests and aptitude. ◦ Identify and use available resources to explore post-secondary education possibilities. ◦ Develop a tentative education plan and career plan to be reviewed each year.
Students will understand the relationship of academics to the world of work and to life at home and in the community	◦ Explain the value of cooperation and teamwork and display the ability to work in teams as well as independently. ◦ Explain and demonstrate the role of a good citizen in middle school.

GRADE SIX - GRADE EIGHT

LEARNING TO LEARN (Cont'd.)

STANDARDS:	COMPETENCY INDICATORS:
Students will understand the relationship of academics to the world of work and to life at home and in the community (cont'd.)	◦ Identify and participate in activities that demonstrate good citizenship. ◦ Describe and relate the relationship between work and learning, and the importance of lifelong learning. ◦ Analyze and explain how educational performance relates to achievement of goals. ◦ Seek and participate in co-curricular and community opportunities to enhance the school learning experience.

LEARNING TO WORK

STANDARDS:	COMPETENCY INDICATORS:
Students will understand the relationships among personal qualities, education and training, and the world of work	◦ Identify personal interests and abilities. ◦ Describe how responsibility and punctuality in school relate to the world of work. ◦ Identify aptitudes, interests, and strengths through career assessments and/or checklists. ◦ Explain the relationship between personal qualities, school success, life-style, and career choices. ◦ Identify a variety of traditional and nontraditional occupations.
Students will demonstrate decision-making, goal-setting, problem-solving, and communication skills	◦ Identify strategies for managing personal resources (e.g., talents, time, money) to achieve career goals. ◦ Demonstrate decision-making skills used to develop career/education paths. ◦ Practice effective listening and communication skills.

GRADE SIX - GRADE EIGHT

LEARNING TO WORK (Cont'd.)

STANDARDS:	COMPETENCY INDICATORS:
Students will demonstrate decision-making, goal-setting, problem-solving, and communication skills (cont'd.)	◦ Identify secondary and post-secondary opportunities in local community.
Students will explore careers and the connection of school-to-work	◦ Define the education and training opportunities needed to achieve career goals. ◦ Explain knowledge of career clusters and career resources. ◦ Explain awareness of career choices through job shadowing or mentoring. ◦ Explore career choices and career clusters to develop realistic career goals. ◦ Demonstrate decision-making skills to select a career/education path and complete a plan for high school and beyond. ◦ Identify the need for balance among school, work, and leisure time.
Students will demonstrate a positive attitude toward work and the ability to work together	◦ Define the importance of responsibility, dependability, punctuality, and integrity in the workplace. ◦ Translate the importance of interpersonal relationships and demonstrate positive interaction with others. ◦ Respect the uniqueness of individuals in the workplace.
Students will understand how community awareness relates to work	◦ Identify sources of employment in the community. ◦ Relate how economic development influences employment.

GRADE NINE - GRADE TWELVE

LEARNING TO LIVE

STANDARDS:	COMPETENCY INDICATORS:
Students will understand and appreciate self	◦ Demonstrate a positive attitude toward self. ◦ Apply appropriate ways to handle experiences and daily problems of life. ◦ Distinguish between appropriate and inappropriate behaviors. ◦ Relate the need for self-control and how to practice it. ◦ Describe personal attitudes and beliefs. ◦ Identify and appreciate the physical, emotional, and intellectual factors that influence self-concept. ◦ Become aware of change as a part of growth. ◦ Analyze and interpret interests, abilities, aptitudes, and limitations as components of personal uniqueness.
Students will understand and respect others	◦ Identify, recognize, accept, respect, and appreciate individual differences. ◦ Explain interaction and cooperation between peers and adults. ◦ Use and interpret effective communication skills. ◦ Demonstrate how to apply conflict resolution skills. ◦ Identify and explain the positive or negative aspects of peer pressure. ◦ Demonstrate cooperative behavior in groups. ◦ Respect and accept alternative points of view as components of personal uniqueness.

GRADE NINE - GRADE TWELVE

LEARNING TO LIVE (Cont'd.)

STANDARDS:	COMPETENCY INDICATORS:
Students will understand and appreciate home and family	◦ Recognize and explain differences and similarities in family units. ◦ Identify rights and responsibilities that parents and children have as family members. ◦ Analyze and evaluate the role of the family in personal development.
Students will develop a sense of community	◦ Demonstrate ways to recognize and respect differences in communities. ◦ Recognize that all people have responsibilities. ◦ Broaden opportunities and resources to participate in community service.
Students will make decisions, set goals, and take action	◦ Demonstrate and analyze decision-making, problem-solving, and goal-setting processes. ◦ Understand consequences of decisions and choices. ◦ Demonstrate possible solutions to problem-solving, choices and goals. ◦ Practice effective coping skills for dealing with problems. ◦ Know when, where, and how to seek help for solving problems and making decisions. ◦ Apply effective problem-solving and decision-making skills to make safe and healthy choices.
Students will understand safety and survival	◦ Assert boundaries when rights and personal privacy are threatened. ◦ Identify resources in the school and community, and know how to seek their help. ◦ Apply knowledge about the emotional and physical dangers of substance abuse.

GRADE NINE - GRADE TWELVE

LEARNING TO LIVE (Cont'd.)

STANDARDS:
Students will understand safety and survival (cont'd.)

COMPETENCY INDICATORS:
- Demonstrate assertive skills used in pressure situations.
- Explain the causes of stress and demonstrate ways of managing it.
- Demonstrate ways for using coping skills in managing life events.
- Practice knowledge of and skills for developing and maintaining good emotional, physical, and mental health as part of responsible citizenship.

LEARNING TO LEARN

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

COMPETENCY INDICATORS:
- Demonstrate how to be responsible for actions.
- Examine how prejudices are formed and examine their consequences.
- Demonstrate personal capabilities, attitudes, and behaviors which facilitate learning.
- Display cooperation in learning and in responding to adult leadership.
- Evaluate how effective study efforts can contribute to effective habits in the future.
- Display positive interest in learning and work.
- Explain and analyze how successes and mistakes are a natural part of the learning process.
- Demonstrate high work standards through producing quality school work.

GRADE NINE - GRADE TWELVE

LEARNING TO LEARN (Cont'd.)

STANDARDS:	COMPETENCY INDICATORS:
Students will acquire knowledge, skills, and attitudes, which contribute to effective learning in school and across the life span (cont'd.)	◦ Update and revise both educational and career plans for choosing post-secondary opportunities that support careers and match interests, opportunities, and abilities.
Students will employ strategies to achieve school success	◦ Establish and practice realistic academic goals. ◦ Analyze ways to demonstrate the relationship between classroom performance and school success. ◦ Learn and apply higher-level thinking skills in learning processes. ◦ Identify and evaluate assessment tools and how to use them for educational and career goal setting. ◦ Analyze how current educational performance will enhance or hinder their achievement of desired goals. ◦ Identify resources available. ◦ Learn and apply effective study and work skills. ◦ Upgrade study skills and apply them to new learning situations. ◦ Develop and demonstrate time management skills, and maintain a balance between academic responsibilities, extracurricular activities, and family life. ◦ Evaluate how good study skills can contribute to effective work habits in the future. ◦ Update and refine the program of study annually. ◦ Practice problem-solving and decision-making skills to assess progress toward educational goals.

GRADE NINE - GRADE TWELVE

LEARNING TO LEARN (Cont'd.)

STANDARDS:	COMPETENCY INDICATORS:
Students will employ strategies to achieve school success (cont'd.)	◦ Analyze and evaluate post-secondary options that support interests, achievement, aptitude, and abilities. ◦ Apply knowledge of aptitudes and interests to goal setting.
Students will understand the relationship of academics to the world of work and to life at home and in the community	◦ Practice academic and study skills at home and in the community. ◦ Recognize and demonstrate the relationship between learning and work. ◦ Identify and participate in community experiences that enhance academic learning. ◦ Describe how school success prepares one to make the transition from student to community member. ◦ Describe how school success enhances future career and vocational opportunities. ◦ Identify and evaluate their ability to generate alternatives, gather information on choices they have made and how those affect their future decisions and goals.

LEARNING TO WORK

STANDARDS:	COMPETENCY INDICATORS:
Students will understand the relationships among personal qualities, education and training, and the world of work	◦ Demonstrate a positive attitude towards self. ◦ Demonstrate a positive attitude toward learning and work. ◦ Demonstrate an awareness of personal abilities, skills, interests, and motivations.

GRADE NINE - GRADE TWELVE

LEARNING TO WORK (Cont'd.)

STANDARDS:	COMPETENCY INDICATORS:
Students will understand the relationships among personal qualities, education and training, and the world of work (cont'd.)	◦ Identify the relationship between educational achievement and career planning. ◦ Describe how personal qualities relate to achieving personal, social, education and career goals. ◦ Be aware that work can help to achieve personal success. ◦ Identify how personal preferences and interests influence career choices and success. ◦ Demonstrate a positive attitude toward learning and work. ◦ Demonstrate the importance of dependability, integrity, punctuality, and interpersonal skills in the work environment. ◦ Be aware of the continuous change of nontraditional roles and how this relates to career choices. ◦ Demonstrate the ability to apply personal skills, interests, abilities, and aptitudes to future career decisions.
Students will demonstrate decision-making, goal-setting, problem-solving and communication skills	◦ Apply the decision-making process to real-life situations. ◦ Demonstrate positive, assertive communications skills. ◦ Identify ways that the changing workplace requires lifelong learning and upgrading of skills. ◦ Apply decision-making skills to career planning and career transitions. ◦ Apply job readiness skills to seek employment opportunities. ◦ Demonstrate the importance of planning and goal-setting.

GRADE NINE - GRADE TWELVE

LEARNING TO WORK (Cont'd.)

STANDARDS:	COMPETENCY INDICATORS:
Students will demonstrate decision-making, goal-setting, problem-solving and communication skills (cont'd.)	• Develop an educational plan to support career goal. • Demonstrate marketable skills for employment.
Students will explore careers and the connection of school to work	• Demonstrate decision-making skills to career planning. • Demonstrate awareness of the career planning process. • Identify the transition and transfer of skills from school to work. • Utilize time management skills to balance school, work, and leisure activities. • Become aware of the education, skills, and training needed to achieve career goals. • Develop skills to locate, evaluate, and interpret career information. • Become aware of different occupations and nontraditional roles. • Identify ways in which individual abilities, interests, work values, and personalitytraits influence career options. • Identify ways in which occupations can be organized into career clusters. • Become aware of resources for obtaining information about career clusters. • Participate in a work-based exploration experience.
Students will demonstrate a positive attitude toward work and the ability to work together	• Demonstrate effective listening and communicating skills. • Interact positively with peers and adults.

GRADE NINE - GRADE TWELVE

LEARNING TO WORK (Cont'd.)

STANDARDS:	COMPETENCY INDICATORS:
Students will demonstrate a positive attitude toward work and the ability to work together (cont'd.)	• Demonstrate the interpersonal skills required for working with/for others. • Respect and understand individual uniqueness. • Learn responsible behavior skills. • Demonstrate the importance of managing feelings. • Demonstrate the importance of working cooperatively with others at home, in school, and in the work environment. • Identify the rights and responsibilities of employers and employees. • Demonstrate how to use conflict management skills with peers and adults. • Acquire employability (SCANS) skills necessary to obtain and maintain jobs.
Students will understand the relationship between community and work	• Identify how economic and societal needs influence the nature and structure of work. • Identify ways in which the needs of the community influence the supply and demand of goods and services and how they affect employment. • Identify how occupational and industrial trends relate to training and employment. • Become aware of the products and services utilized by local employers. • Understand how community awareness relates to work.

SECTION VI

Guidelines for Evaluating a Comprehensive Developmental Guidance and Counseling Program

Guidelines for Evaluating a Comprehensive Developmental Guidance and Counseling Program

Rationale and Purpose

Evaluation is a critical component of a comprehensive developmental guidance and counseling program and ensures accountability. The purpose of evaluation is to determine the value of the program, its activities, and staff in order to make decisions or take actions regarding the future. The evaluation will measure the delivery of services (the process evaluation) and outcomes (product evaluation). This ongoing process provides information to ensure continuous improvement of the guidance program and gives direction to necessary changes.

Evaluation is a process that includes eight steps:

- stating the evaluation questions,
- determining the audiences/uses for the evaluation,
- gathering data to answer the questions,
- applying the predetermined standards,
- drawing conclusions,
- considering the context,
- making recommendations, and
- acting on the recommendations.

Counselors and the counseling program play a vital role in assisting teachers and other staff in the integration of school guidance objectives with other instructional goals and objectives. Therefore, the evaluation should be a collaborative effort among all those involved in the program. Evaluation activities enable counselors and others to

- determine the impact of the guidance program on students, faculty, parents, and school climate;
- identify accomplished goals;
- identify effective components of the program;
- eliminate or improve less effective components of the program;
- adapt and refine the guidance program and implementation process;
- identify consequences of the program (both positive and negative);
- identify other areas that need to be addressed;
- establish goals for the counselors' professional development;
- determine staffing needs and workload adjustments;
- determine additional resources required to adequately carry forward the program;
- provide accountability information to educators and the community.

Basis of the Evaluation

The program definition and design provides clear standards for evaluation of both the program and the staff. The program definition identifies the students, persons, and groups served by the program; identifies the competencies acquired as a result of participation in the program; and describes the organization of the program delivery system. The definition also dictates the appropriate roles for the school counselor, as well as the job description particulars for carrying out each counselor's specific responsibilities. The design outlines the program's structure and priorities including the identification of students' primary outcomes to be achieved, and the establishment of weightings for resource allocation.

Questions to Be Answered Through Evaluation

In this section, four categories of evaluation questions are suggested as a minimum number for evaluating the effectiveness of the comprehensive guidance program.

1. Have effective program improvements been made?
2. Does the program meet and/or exceed the program standards?
3. Have students become competent in the high-priority content areas?
4. Are counselors performing their roles?

At the local level, additional questions may be generated.

Considerations for answering the four categories of questions in evaluating the comprehensive guidance program and the school counselor staff are provided below.

1. Have effective program improvements been made?

Program improvement identifies the objectives and strategies to be accomplished through implementation of a list of tasks within an expressed timeline. It provides a basis for determining whether the objectives and the timelines were met. Further, it supports judgments as to the effectiveness of the improvements in attaining goals and provides the basis for the next set of program improvements.

As a result of designing program improvements, new expectations for counselor performance emerge. These expectations form the basis for the setting of professional growth goals by school counselors. Similar to program improvement plans, professional growth plans establish the objectives for developing specific skills or knowledge, identify the strategies for attaining the objectives, and specify the time lines.

2. *Does the program meet and/or exceed the program standards?*

A fully implemented and supported guidance program will have a measurable impact on students, parents, faculty, and the school climate. Data collection and analysis will describe the level of implementation of the program, the effectiveness of the guidance program, and the level of goal attainment.

The program standards can be categorized into two types: (a) qualitative design standards and (b) quantitative design standards. Examples of qualitative design standards for each component of the guidance program are:

- *Guidance Curriculum:* The specific curriculum standards to be emphasized, the specific competencies to be developed, and the age-appropriate outcomes to be reached by students.
- *Responsive Services:* The systematic and timely response to requests from students.
- *Individual Planning:* The listing of activities that facilitate individual planning at all grade levels.
- *System Support:* The listing of activities and programs that best meet the school community's needs and use the counselors' professional skills.

Examples of quantitative design standards are the same for each component of the guidance program. The standards are expressed in terms of (a) the numbers of students/staff/parents served by each program component, (b) the percentage of counselor time allocated to each component, and (c) the amount of time counselors use each of their professional competencies.

A data-gathering process is indicated in order to ascertain whether the program standards have been met. Assessment by pre-activity versus post-activity comparisons, short answer questionnaires, essays, improved attendance, scores and grades, and improved student behaviors provides quantitative data. Attitude surveys, verbal feedback, parent and teacher observations, case studies, and checklists provide qualitative data about the impact of the program.

Data to demonstrate implementation of the **guidance curriculum** activities might include information about the guidance curriculum schedule, the number of students and classes that received services, and the demonstrated standards achieved by the students.

Responsive services performed by the counselor may include a tally of students seen individually and in groups, the kinds of concerns they had, and the number of referrals to other agencies and alternative programs. The number of parent consultations and the kinds of concerns also should be collected. Information regarding client satisfaction and time lapse between request and follow-through is useful in determining the optimum student/counselor ratio.

Individual planning can be demonstrated by listing the types of information and activities provided for each grade level, and the student plans and/or schedules that result from those activities.

System support can be demonstrated by a listing of involvement in school-wide or district-wide activities; the number of clients served; the kinds of consultation provided and level of satisfaction; and the individual professional development plan developed by the counselor.

3. ***Have students become competent in the high priority content areas?***

Evaluating student competency development in a guidance program is critical to keeping the program efforts on target and efficient while making the best use of the resources available. Effective evaluation should include needs assessment and development of standards and competencies by grade level, and objectives for specific activities.

Methods of Data Generation

The measurement of students' learning in a guidance program can be done both quantitatively and/or qualitatively. Data can be gathered both formally and informally. The measurement technique must be appropriate to the objective being measured.

Learning Domain	The Measurement Technique
Cognitive	Tests: objective, true-false, multiple choice, matching, short answers, essays, academic grades
Affective	Structured reaction questionnaires, open-ended questions, ratings, checklists, rankings, multiple choice, inventories, art work, attitude surveys

Other methods that can be used to gather multifaceted data about student growth include case studies, pretest-post-test comparisons, participant-nonparticipant (control group) comparisons, goal-attainment scaling, and follow-up studies.

4. ***Are counselors performing their roles?***

The quality of the guidance program is inextricably linked with the performance of the school counselor. Therefore, counselor performance evaluation is critical to the improvement and maintenance of the comprehensive guidance program. The comprehensive guidance program framework also includes standards for the counselor's job performance, expressed in the roles of the professional school counselor and in each counselor's specific job description in the local program.

Using the counselor's job description as a guide, a relevant performance evaluation system and instrument should be used. School counselors should be appropriately supervised. Whenever possible, evaluations of school counselors' performance should be the responsibility of certified counselors or someone specifically trained in school counselor supervision and evaluation.

The goal of performance evaluation is for each staff member to reach optimum competence in using their professional skills. Delineating these skills and using them as indicators of quality performance are critical to meaningful counselor evaluation. Based on the standards and on observable and measurable behaviors, counselors' performance is rated from: *Needs Improvement, Satisfactory, or Exceptionally Well Done.*

As with the other kinds of evaluation, the purpose of a counselor performance evaluation system and the evaluation instrument is to provide the data and the vehicle for drawing conclusions and making decisions/recommendations/plans. A primary use of a counselor performance evaluation is to identify competencies that are strong and those that need strengthening for each counselor, with the latter becoming targets for professional growth plans.

A counselor performance evaluation is based on roles and related competencies needed to implement a comprehensive guidance program. The evaluation instrument used should be tailored to fit the local guidance program and designated roles and responsibilities of the counselors.

Outline for counselor performance evaluation:

- State the evaluation question.
- Determine the audience and uses for the evaluation.
- Gather data to answer the questions.
- Apply predetermined standards.
- Draw conclusions.
- Consider the context.
- Make recommendations.
- Act on recommendations to address performance improvement.

Audience/Uses for the Evaluation

Once questions to be answered by the evaluation have been developed, the next step in the evaluation process is to determine who will receive the evaluation results and who will use the evaluation results.

The evaluation results should be reported to:

- those who have been recipients of the program such as students, parents, and teachers;
- those who have implemented the program such as counselors and guidance program managers;
- those who have administered or set policy such as administrators, superintendents, school board members;
- those who have supported the program, either financially or personally such as taxpayers, volunteers, and community groups.

Evaluation results should be used to make further program improvements. Counselors and administrators will use the results to make modifications to the program and to compare the implemented program with the program standards. Administrators and policymakers will utilize the evaluation to make decisions about the content, quality, and effectiveness of the services and to allocate financial and staffing resources for the program. They also will utilize the information to describe the program to the community or to seek the community's support for program improvements.

Conclusion

In summary, evaluation is a process of program renewal that begins with the development of questions to be answered by the evaluation and ends with making and acting on the recommendations generated by the findings. An evaluation

- is based on explicitly stated standards;
- uses data to answer the evaluation questions;
- draws conclusions after analyzing the data and the context in which the data was gathered;
- answers questions about the effectiveness of the whole guidance program and of the four individual components of the program;
- provides the basis for making decisions about future program improvements and directions.

Accountability Instruments Counselors Can Use

Accountability instruments must be chosen carefully with consideration for the type of accountability data that will be produced. School counselors have a variety of choices:

- **Surveys** are data collection tools to solicit answers to questions from participants. A survey can ask questions or take measurements. Surveys may be done with parents, teachers, school staff, and community members. They may be school-oriented or for the use of the professional association. Surveys are classified by the method of gathering information: personal interview, telephone interview, mail questionnaire, panel or a combination of methods.

- **Qualitative Questionnaires** are used to measure a participant's opinion after an activity or intervention, such as a series of group counseling sessions. Qualitative research seems to obtain information about the quality of a program or service. Questionnaires vary in length and format and may include open-ended questions.

- **Case Studies** constitute a brief description of a particular counseling case, interventions used and results obtained. It is important to maintain the confidentiality of student names and particular details which might identify the student. Case studies assist school counselors to improve their counseling techniques and to serve as examples of school counselors' effectiveness.

- **Behavioral Observations** are planned in advance and usually refer to behaviors that can be observed and are most likely counted. **Informal** observations may consist of a running account of what a particular student is doing in class. **Formal** behavioral observations may be made by using a checklist and looking for particular behaviors that will qualify a student for a special program.

- **Needs Assessments** are conducted to determine specific needs, in terms of school counseling programs and services.

- **Self-Audit** is a specialized needs assessment where an audit is used as a self-appraisal instrument to determine strengths and weaknesses. The American School Counselor Association has prepared three self-audits (available at ASCA headquarters) for elementary, middle, and secondary school levels.

- **Experimental (Quantitative)** research designs include many variations of pre-test and post-test assessments where a cause or independent variable is present in the study. This type of research is used effectively to measure change as a result of counseling in areas such as classroom behavioral interventions, small group interventions and individual counseling interventions.

- **Biographical or Portfolio Data** may be collected during an interview, from a written form or from student work samples. School counselors use this type of data to write college and scholarship recommendations.

Accountability Data

School counselors gather data from many sources to use in evaluating the effectiveness of counseling programs. Accountability data is often used by school counselors on a daily basis. Some practical and accessible sources of accountability data include:

- **School Counselor Logs** are used to record data on the amount of time spent in a variety of guidance and counseling activities.
- **School Counselor Record Forms** provide data on types of counseling interventions and referrals.
- **Appointment Sheets** indicate the number of students seen on a daily basis and the length of time for each appointment.
- **Student Profiles** show student progress toward achieving standard, graduation, or college requirements; career/life planning; and student activities.
- **Student Records** such as student transcripts and cumulative folders include grades, test scores, health data and sometimes teacher reports.
- **Standard Test Scores** indicate student achievement in relation to local, state and national norms.
- **Student Assessment Portfolios** provide samples of student work and major projects undertaken for course or graduation requirements.
- **Anecdotal Records** are brief comments on a particular counseling case.

SECTION VII

Appendices

Needs Assessment

A needs assessment instrument is a locally developed survey intended to provide information for evaluation or change of the guidance program. A properly developed instrument allows the community, parents, students, and staff to give feedback to program managers or department supervisors as to the degree they need and/or value various components of the total guidance program and services.

The results may be used to establish priority, eliminate or create services as suggested by the needs analysis. They may be used to emphasize different components at different levels.

An additional benefit of the needs analysis or assessment process is one of informing the population we serve regarding the scope of our services. Many are surprised and enlightened by the items appearing on the survey as they did not associate that service with the guidance department.

Some cautions in developing a needs assessment:

1. Include only items that you are willing to deliver.
2. Use statistically acceptable means of sampling.
3. Solicit help if needed to analyze results and make conclusions from the data that are statistically valid.
4. Keep surveys simple to understand and complete to promote a high return rate.
5. Use a five-point rating scale to help differentiate opinion. Provide self-addressed, stamped envelopes for return.
6. Make sure the needs assessment instrument is designed to give you the types of information needed for change.
7. Pilot the instrument with a small sample to test it for accuracy and comprehension.
8. If the population is small, try to assess everyone. If under 500, try for at least a 20 percent return.
9. Consider use of computer or scan scoring of data.
10. Make sure all communications are attractive and professional in appearance.

A sample follows that may serve as the core of a needs assessment for your district or school. In addition to the comments and cautions listed above, you should take particular care to consider this to be the basic model, without adornment. School districts and/or schools may want, or even need, to include additional items to adequately assess their particular situation.

Be cautious in development so that a needs assessment will not "lock you in" to a specific service delivery option (i.e., curriculum, night program, consultation, etc.).

PRIMARY NEEDS ASSESSMENT
(Grades PreK - 2)

Grade Level _____

This is a sad face.....

This is the way I feel about ice cream.....

1. Most of the time this is the way I feel about myself.....

2. This is how I feel about coming to school .....

3. This is how I feel about the work I do in school .....

4. This is how I think my teacher feels about me .....

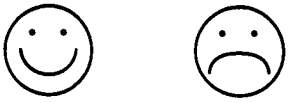
5. This is how I feel about making friends.....

Developed by North Carolina Department of Public Instruction

6. This is how other children feel about me .....

7. This is how I feel about talking with my teacher.....

8. This is how I feel about talking in show and tell .....



9. This is how I feel about my family .....

10. This is how I feel when I think about my dad .....

11. This is how I feel when I think about my mom .....

12. This is how I feel when I think about my brothers/sisters.....

ELEMENTARY NEEDS ASSESSMENT
(Grades 3-5)

NAME: _____

SCHOOL: _____ GRADE: _____ SEX: ____ M ____ F

The teachers, the counselor and others want to find better ways to help you in school. They can do this if you will tell them what you want. You will do it as shown in the example below. The teacher or counselor will read the items out loud as you read them silently.

EXAMPLE: ENJOY SCHOOL (Check the box that is most likely you.)

Enjoying school means you have friends and others don't make fun of you.
I am happy with my grades. I know how to use the computers.

☐ a. I would like someone to help me enjoy school more.

☐ b. I can do the things mentioned above.

Do the following as you did in the example:

1. Understand, Accept and Respect Yourself

I can tell people what is important to me. I can describe good things about me and name the feelings I have. I try new things and ask for what I need. I know what things about me to change and how to improve them.

☐ a. I would like help to understand myself better.

☐ b. I can do the things mentioned above.

2. Understand, Respect and Get Along With Others

I can work well in a group. I share, take turns, listen and avoid arguments. I can say good things about myself and others. I know how to make a friend and keep them a friend. I know how my actions affect the feelings of others. I can like different kinds of people.

☐ a. I would like help to understand and get along with others.

☐ b. I can do the things mentioned above.

3. Communicate Effectively

I know how to listen and speak correctly. I know how what I say affects the actions and feelings of others. I know that talking and listening are important in relationships. I know when I'm being told something.

☐ a. I would like help to communicate effectively.

☐ b. I can do the things mentioned above.

4. Behave Responsibly in the Family

I can get along with my brothers and sisters. I am helpful at home. I know my family members are different in the things they like and do. I know why family rules are important. I know what parents are supposed to do in the family.

☐ a. I would like help to learn how to behave responsibly in a family.

☐ b. I can do the things mentioned above.

5. Develop Group and Leadership Skills

If I want, I can be a leader in the classroom. I can be a good group member. I know why every one can't be the leader at once. I know what the leaders in the community and the school are supposed to do.

☐ a. I would like help to develop group and leadership skills.

☐ b. I can do the things mentioned above.

6. Making Appropriate Decisions about Drugs & Alcohol

I can say "No" when my friends want me to use drugs. I know the effects and penalties for drug and alcohol abuse. I know how TV, magazines and other media try to make the use of drugs and alcohol look great. I know how drugs and alcohol can affect a family.

☐ a. I would like help to know more about drugs and alcohol.

☐ b. I can do the things mentioned above.

7. Make Appropriate Decisions about Personal Safety

If there was abuse at home, I could find safe adults to help me. I know the difference between good touches and bad touches. I know what to do in an emergency. I know how to get safely to and from school. I know how to be safe at home. I know the rules about talking to strangers.

☐ a. I would like help to learn about personal safety.

☐ b. I can do the things mentioned above.

8. Set Goals, Plans and Prepare for the Future

I know what type of activities interest me. I know what a goal is. I know what a "value" is and why it is important in plans and goals. I can make five goals of my own and tell how I could reach them.

☐ a. I would like help to set goals, plan and prepare for the future.

☐ b. I can do the things mentioned above.

9. Explore, Plan and Prepare for a Career

I can describe different kinds of jobs, job groups, and workers. I know why work is important. I know there are different reasons people work. I know how school is like a job.

☐ a. I would like help to explore, plan, and prepare for a career.

☐ b. I can do the things mentioned above.

10. Use Appropriate Decision Making Skills

I think about what I want. When I make a decision. I know the good and bad things that could happen. I do what I decide to do. I don't get angry if I make a bad decision. I just make a new one.

☐ a. I would like help to make better decisions.

☐ b. I can do the things mentioned above.

11. Solve Problems

I know when I have a problem. I know where to get help if I have a problem. I can tell you the problem-solving process. If I have a school problem I can find ways to solve it. I know what "stress" is and how to relieve it.

☐ a. I would like help to solve problems.

☐ b. I can do the things mentioned above.

12. Develop Positive Attitudes Toward School and Learning

I can work on my own. I share and cooperate in a group. I know trying to do my best is important. I know my responsibilities in school. I know what makes learning fun. I know making mistakes is a normal part of learning.

☐ a. I would like help to develop positive attitudes toward school and learning styles.

☐ b. I can do the things mentioned above.

13. Make Decisions About Educational Opportunities

I can explain how the grade I'm now in is different from the grade I was in last year. I can tell you what next year in school will be like. I know what "future" means. I have a school goal for next year. I know there are different ways to learn.

☐ a. I would like help to make decisions about educational opportunities.

☐ b. I can do the things mentioned above.

14. Behave Responsibly in School

I know how to treat school property and the property of others correctly. I know why we have rules in school. I know why it is important to be responsible in school. I know either good or bad things will happen, depending on how I act. I know that as I grow up I need to be more responsible for my life.

☐ a. I would like help to understand and get along with others.

☐ b. I can do the things mentioned above.

Which of the three (3) above areas are most important to you? Please put the numbers of the important goals and any comments below.

Thank you for helping make your school a better place to be.

MIDDLE SCHOOL NEEDS ASSESSMENT
(Grades 6-8)

NAME (Optional) : _____
SCHOOL:_____ GRADE: _____ SEX: ____ M ____ F

The purpose of this survey is to provide information that will be used in determining ways for the school to be of more benefit to you. Therefore, it is necessary that you respond to the survey statements honestly and thoughtfully.

PART 1
Look at the sample items in the box below and ask yourself, "Which of these do I need help with?" Blacken the circle or check the items that apply. ***Leave those blank that do not apply.***

○ 1. To set goals in life.
○ 2. To understand my interests and abilities.
○ 3. To know more about the kinds of decisions that I will face as an adult.
○ 4. To find courses that fit my needs.

Always ask yourself, "Do I need help with this?" You may blacken all, some, or none of the circles under each goal statement. Do not hesitate to ask questions if necessary.

GOAL 1: Understand, Accept, and Respect Self
I need help:

○ 1. To think about how I can improve my changing characteristics and abilities.

○ 2. To see how I'm similar to or different than others and accept the differences I see.

○ 3. To tell the difference between things that are helpful and those that are harmful to my health (mentally, physically, and emotionally).

○ 4. To identify and think about ways I could use in taking care of my health (mentally, physically, and emotionally).

GOAL 2: Understand, Respect and Get Along with Others
I need help:

○ 1. To think about the skills I need to select and keep friends.

○ 2. To understand how to judge my present relationships.

○ 3. To understand the various ways I interact with people my age and with adults.

○ 4. To see how I am similar to and/or different than others.

GOAL 3: Communicate Effectively

I need help:

- ○ 1. To think about how communication skills improve my relationships with others.
- ○ 2. To use listening and talking skills in situations where friends are trying to talk me into doing something.
- ○ 3. To recognize how listening and talking helps me to make decisions, set goals, and solve problems.
- ○ 4. To think about how I can use communication skills to improve my mental health.

GOAL 4: Behave Responsibly in the Family

I need help:

- ○ 1. To know that different family members are different in their likes, dislikes, strengths, weaknesses, and goals.
- ○ 2. To respect individual family members' rights and responsibilities and at the same time, know how the family system works.
- ○ 3. To think about good family relationships, their importance, and how they are formed.
- ○ 4. To think about the good and/or bad I contribute to my family.

GOAL 5: Develop Group and Leadership Skills

I need help:

- ○ 1. To practice being a leader or helper in group situations within the classroom.
- ○ 2. To compare and contrast the various styles of leadership.
- ○ 3. To think about my own leadership potential and style.
- ○ 4. To know what activities I can do in the school and community.

GOAL 6: Make Appropriate Decisions About Drugs & Alcohol

I need help:

- ○ 1. To know other things to do besides alcohol and drug use.
- ○ 2. To handle pressure from friends who might want me to use drugs and alcohol.
- ○ 3. To say "no" appropriately.
- ○ 4. To list the effects of alcohol and drugs on relationships between people.

GOAL 7: Make Appropriate Decisions about Personal Safety

I need help:

- ○ 1. To identify harmful situations and act correctly.
- ○ 2. To say "no" appropriately.
- ○ 3. To use appropriate skills to end a disagreement or fight.
- ○ 4. To identify the qualities of a healthy relationship.

GOAL 8: Set Goals, Plan and Prepare for the Future

I need help:

- ○ 1. To think about how my interests, capabilities, and values influence what I do.
- ○ 2. To explain the satisfaction I get from achieving goals.
- ○ 3. To know that things I can't control may affect my ability to achieve a goal.
- ○ 4. To explore careers and identify my interests.

GOAL 9: Explore, Plan and Prepare for a Career

I need help:

- ○ 1. To describe characteristics of the world of work.
- ○ 2. To take an interest inventory and be exposed to a career information system (such as SCOIS, Discover).
- ○ 3. To make a four-year plan based on career interests/goals.
- ○ 4. To use interest inventories and testing information to make a four-year high school plan.

GOAL 10: Use Appropriate Decision-Making Skills

I need help:

- ○ 1. To use and understand a decision-making process that has options.
- ○ 2. To think about the role my character traits play in a decision-making process.
- ○ 3. To predict what will happen using each option that was created while using a decision-making process.
- ○ 4. To think about my options and determine the possible results of each before making a decision.

GOAL 11: Solve Problems

I need help:

- ○ 1. To understand what "stress" means and to describe correct methods for dealing with it.
- ○ 2. To think about how listening and talking helps to solve problems.
- ○ 3. To think about how accepting responsibility helps me manage my life and solve problems.
- ○ 4. To use a decision-making process to solve a problem.

GOAL 12: Develop Positive Attitudes Toward School and Learning Styles

I need help:

- ○ 1. To explain how changing needs relate to continued learning and training.
- ○ 2. To describe how continued learning makes it more likely I'll achieve my career goals.
- ○ 3. To think about personal learning styles and study skills and plan to improve and expand them.
- ○ 4. To make use of opportunities while I'm in school.

GOAL 13: Make Decisions about Educational Opportunities

I need help:

- ○ 1. To think about the responsibilities that I have to have to be successful in middle school and how these are similar to/different than those in elementary school.
- ○ 2. To understand that success and failure in school subjects are important parts of learning.
- ○ 3. To develop a four-year high school plan putting together the requirements for graduation and post-secondary goals.
- ○ 4. To make a plan of high school classes that fits my needs and interests.

GOAL 14: Behave Responsibly in School

I need help:

- ○ 1. To identify examples of responsible, self-directed behaviors.
- ○ 2. To compare/contrast the consequences that occur when I am a responsible, self-directed person and when I'm not.
- ○ 3. To understand that accepting responsibility makes my school experience better and that avoiding responsibility makes it worse.
- ○ 4. To accept responsibility for my actions.

GOAL 15: Prepare to Find a Job

I need help:

○ 1. To list the characteristics of a responsible worker.

○ 2. To identify community job resources.

○ 3. To know how supply and demand affects the number of employees in different careers at local, state and national levels.

GOAL 16: Other Areas

I need help:

○ 1. List here any other things the advisory or counseling program could help you with.

_____

_____

_____

_____

Part 2

Check the Three (3) goals from the whole list *you most need help with.*

- ❑ 1. Understand, accept and respect self.
- ❑ 2. Understand, respect and get along with others.
- ❑ 3. Communicate effectively.
- ❑ 4. Behave responsibly in the family.
- ❑ 5. Develop group and leadership skills.
- ❑ 6. Make appropriate decisions about drugs & alcohol.
- ❑ 7. Make appropriate decisions about personal safety.
- ❑ 8. Set goals, plan and prepare for the future.
- ❑ 9. Explore, plan and prepare for a career.
- ❑ 10. Use appropriate decision-making skills.
- ❑ 11. Solve problems.
- ❑ 12. Develop positive attitudes toward school and learning styles.
- ❑ 13. Make decisions about educational opportunities.
- ❑ 14. Behave responsibly in school.
- ❑ 15. Prepare to find a job.

Rank the three (3) most important goals you checked above. Number 1 is the most important. Number 3 is the least important.

	Rank #	Goal #
Most Important	1	_____
	2	_____
Least Important	3	_____

HIGH SCHOOL NEEDS ASSESSMENT
(Grades 9-12)

NAME (Optional) : _____
SCHOOL:_____ GRADE: _____ SEX: ____ M ____ F

The purpose of this survey is to provide information that will be used in determining ways for the school to be of more benefit to you. Therefore, it is necessary that you respond to the survey statements honestly and thoughtfully.

PART 1
Look at the sample items in the box below and ask yourself, "Which of these do I need help with?" Blacken the circle or check the items that apply. ***Leave those blank that do not apply.***

- ◯ 1. To set goals in life.
- ◯ 2. To understand my interests and abilities.
- ◯ 3. To know more about the kinds of decisions I will face as an adult.
- ◯ 4. To find courses that fit my needs.

Always ask yourself, "Do I need help with this?" You may blacken all, some, or none of the circles under each goal statement. Do not hesitate to ask questions if necessary.

GOAL 1: Understand, Accept and Respect Self
I need to help:

- ◯ 1. To find the best ways to take care of my mental, physical, and emotional health.
- ◯ 2. To understand my interests and abilities.
- ◯ 3. To know more about the kinds of decisions I will face as an adult.
- ◯ 4. To find courses that fit my needs.

GOAL 2: Understand, Respect and Get Along with Others
I need help:

- ◯ 1. To understand and appreciate differences between myself and others.
- ◯ 2. To evaluate the importance of having friendships with others.
- ◯ 3. To work in situations where I might have to let others have their way.
- ◯ 4. To get along with others and to make friends.

GOAL 3: Communicate Effectively

I need help:

- ○ 1. To analyze how to use communication skills to improve my mental health.
- ○ 2. To use communication skills to solve problems and help others.
- ○ 3. To analyze and evaluate the effectiveness of my communication skills in solving problems and helping others.

GOAL 4: Behave Responsibly in the Family

I need help:

- ○ 1. To understand how my behavior affects my family in good or bad ways.
- ○ 2. To improve communication skills with my family.
- ○ 3. To look at my current family relationships and evaluate their effectiveness.
- ○ 4. To plan for a happy and effective family system of my own.

GOAL 5: Develop Group and Leadership Skills

I need help:

- ○ 1. To know what activities I can do in the school and community.
- ○ 2. To use group and leadership skills in different group activities.
- ○ 3. To use my ability to make an important contribution to society.

GOAL 6: Make Appropriate Decisions About Drugs & Alcohol

I need help:

- ○ 1. To understand how alcohol and drugs affect relationships between people.
- ○ 2. To identify the characteristics of a person who is denying a problem with drugs and alcohol.
- ○ 3. To know where to find help for alcohol and drug abuse.
- ○ 4. To understand the consequences and penalties of drug and alcohol abuse.

GOAL 7: Make Appropriate Decisions about Personal Safety

I need help:

- ○ 1. To identify the qualities of a healthy relationship.
- ○ 2. To explain positive and negative effects of peer pressure.
- ○ 3. To judge how risk-taking behaviors might hurt me or others.
- ○ 4. To know how to get help from others when I need it.

GOAL 8: Plan and Prepare for a Satisfying Life

I need help:

- ○ 1. To explore careers and identify my interests.
- ○ 2. To decide which careers would provide me a chance to achieve my goals.
- ○ 3. To design what would be a good life for me 10 years from now.

GOAL 9: Explore, Plan and Prepare for a Career

I need help:

- ○ 1. To use interest inventories and testing information to make changes in a four-year plan.
- ○ 2. To list the work demands that relate to my career interests.
- ○ 3. To decide my tentative career goal and plan for it.

GOAL 10: Use Appropriate Decision-Making Skills

I need help:

- ○ 1. To learn how to determine the possible results of each choice before making a decision.
- ○ 2. To accept responsibility for the decisions I make.
- ○ 3. To think about the consequences of decisions made by others.
- ○ 4. To decide the best post-secondary options and/or career plan for me.

GOAL 11: Solve Problems

I need help:

- ○ 1. To use a decision-making process in solving a problem.
- ○ 2. To reduce stress.
- ○ 3. To make a plan for solving my problems.

GOAL 12: Develop Positive Attitudes Toward School and Learning Styles

I need help:

- ○ 1. To make use of opportunities while I'm in high school.
- ○ 2. To improve test-taking skills.
- ○ 3. To understand the relationship between academic and vocational skills in the world of work.
- ○ 4. To understand that there are different learning styles.
- ○ 5. To understand that learning may continue throughout life.

GOAL 13: Make Decisions about Educational Opportunities

I need help:

- ○ 1. To make a plan of high school classes that fits both my needs and interests.
- ○ 2. To know how to evaluate the advantages and disadvantages of my post-secondary options (college, vocational programs, military) and the world of work.
- ○ 3. To know how to choose post-secondary options that would prepare me for a career that best suits my interests, aptitudes, and abilities.
- ○ 4. To know that our changing world demands lifelong learning.

GOAL 14: Behave Responsibly in School

I need help:

- ○ 1. To recognize that accepting responsibility for my behavior improves my schooling.
- ○ 2. To recognize that avoiding responsibility for my behavior hinders my schooling.
- ○ 3. To plan how to better accept responsibility for my behavior in school.
- ○ 4. To judge how taking responsibility for my actions affects my future.

GOAL 15: Prepare to Find a Job

I need help:

- ○ 1. To know how supply and demand affects the number of employees in different careers at local, state, and national levels.
- ○ 2. To complete a job application in a satisfactory manner.
- ○ 3. To demonstrate the skills and attitudes that are essential for a successful job interview.
- ○ 4. To develop a resume.

GOAL 16: Other Areas

I need help:

○ 1. List here any other things the counseling program could help you with.

_____

_____

_____

_____

Part 2

Check the <u>three</u> (3) goals from the whole list *you most need help with.*

- ❑ 1. Understand, accept and respect self.
- ❑ 2. Understand, respect and get along with others.
- ❑ 3. Communicate effectively.
- ❑ 4. Behave responsibly in the family.
- ❑ 5. Develop group and leadership skills.
- ❑ 6. Make appropriate decisions about drugs & alcohol.
- ❑ 7. Make appropriate decisions about personal safety.
- ❑ 8. Set goals, plan and prepare for the future.
- ❑ 9. Explore, plan and prepare for a career.
- ❑ 10. Use appropriate decision-making skills.
- ❑ 11. Solve problems.
- ❑ 12. Develop positive attitudes toward school and learning styles.
- ❑ 13. Make decisions about educational opportunities.
- ❑ 14. Behave responsibly in school.
- ❑ 15. Prepare to find a job.

Rank the three (3) most important goals you checked above. Number 1 is the most important. Number 3 is the least important.

	Rank #	Goal #
Most Important	1	_____
	2	_____
Least Important	3	_____

EXAMPLE OF A PROGRAM EVALUATION

Area and Criteria	Needs Improvement	Satisfactory	Exceptionally Well Done
I. PLANNING			
The Comprehensive Guidance and Counseling Program:			
A. Maintains a schedule of comprehensive guidance and counseling activities.			
B. Establishes goals and standards for the year, develops plans to work on goals and standards, and assesses programs at end of year.			
C. Validates the value and use of guidance and counseling activities through intermittent feedback from students, teachers, administrators, and parents.			
D. Centers counselor activities around a Master Calendar of guidance activities that are built with a high degree of involvement of administrators and teachers.			
Other:			

Suggestions to improve this area: Time Line:

Strengths:

PROGRAM EVALUATION

Area and Criteria	Needs Improvement	Satisfactory	Exceptionally Well Done

II. GUIDANCE CURRICULUM

The Comprehensive Guidance and Counseling Program:

A. Focuses on student standards in the learning to live, learning to learn, and learning to work through planned curricular activities. _____ _____ _____

B. Spends the predetermined amount of time on the curriculum component. _____ _____ _____

C. Maintains a schedule of classroom presentations/activities. _____ _____ _____

D. Has written plans for structured group experiences used in classroom activities with goals and student standards. _____ _____ _____

E. Provides guidance curriculum activities to all students. _____ _____ _____

F. Provides opportunities for parent education. _____ _____ _____

Other:

_____

_____

_____

Suggestions to improve this area: Time Line:

_____ _____

_____ _____

_____

Strengths:

_____

_____

_____

PROGRAM EVALUATION

Area and Criteria	Needs Improvement	Satisfactory	Exceptionally Well Done
III. RESPONSIVE SERVICES			
The Comprehensive Guidance and Counseling Program:			
A. Focuses on student standards in learning to live, learning to learn, and learning to work responding to specific student needs.			
B. Spends the predetermined amount of time on responsive services.			
C. Maintains a schedule of individual and group counseling appointments.			
D. Establishes and disseminates to staff and parents specific procedures for identification and referral of students for counseling.			
E. Maintains a current list of school/community referral resources.			
F. Follows up on students referred.			
G. Plans for schedule flexibility to deal with any crisis counseling that may be needed.			
H. Develops methods for consulting with teachers with a minimum of interruptions in work schedules.			
I. Conducts groups outside the classroom to respond to students' identified interests and needs.			
J. Identifies and provides both individual or group counseling to students.			

Other: _____

_____

Suggestions to improve this area: Time Line:

_____ _____

_____ _____

Strengths:

_____

_____

PROGRAM EVALUATION

Area and Criteria	Needs Improvement	Satisfactory	Exceptionally Well Done

IV. INDIVIDUAL PLANNING

The Comprehensive Guidance and Counseling Program:

A. Focuses on student standards in the learning to live, learning to learn, and learning to work individual planning. _____ _____ _____

B. Spends the predetermined amount of time on the individual planning component. _____ _____ _____

C. Provides individual planning to all students. _____ _____ _____

D. Through individual planning, reinforces the learning that students have achieved in classroom and group involvement. _____ _____ _____

E. Assists students to assess and interpret their abilities, interests, skills and achievement. _____ _____ _____

F. Helps students to select course work and other curricular and extra-curricular activities that lead to realization of their personal educational and career plans. _____ _____ _____

G. Assists students in decision-making that accompanies transitions from one educational program to another, from one school to another, or from school to work. _____ _____ _____

H. Assists students in securing information to explore career and life role possibilities, to plan personal, educational, and career goals, and to revise such plans as fits their current stages of development. _____ _____ _____

I. Helps provide orientation to students and parents.

Other: _____

_____

Suggestions to improve this area: Time Line:

_____ _____

_____ _____

Strengths:

_____

_____

PROGRAM EVALUATION

Area and Criteria	Needs Improvement	Satisfactory	Exceptionally Well Done
V. SYSTEM SUPPORT			
The Comprehensive Guidance and Counseling Program:			
A. Spends the predetermined amount of time on the system support component.			
B. Maintains a well-organized and functional guidance information resource center.			
C. Submits and maintains a guidance program budget that is separate from the school's program administration.			
D. Meets periodically with the administration to monitor or evaluate the effectiveness of the comprehensive guidance program.			
E. Provides in-service programs and/or staff development for faculty and staff.			
F. Conducts a planned program of public relations for staff, parents, and community.			
G. Has an active Advisory Committee that holds periodic meetings and makes recommendations at the planning, implementation, and evaluation stages of the program.			
H. Provides and or supports professional development for the guidance and counseling staff.			

Other: _____

_____

Suggestions to improve this area: Time Line:

_____ _____

_____ _____

Strengths:

_____

_____

PROGRAM EVALUATION

Area and Criteria	Needs Improvement	Satisfactory	Exceptionally Well Done

VI. PROGRAM ADMINISTRATION

The Comprehensive Guidance and Counseling Program:

A. Maintains professional staff who are certified school counselors through the South Carolina Department of Education. _____ _____ _____

B. Provides for student/counselor ratio as funded by the state:
   Elementary School - 1:800 _____ _____ _____
   Middle School - 1:500 _____ _____ _____
   High School - 1:500 _____ _____ _____

C. Provides adequate clerical support. (Recommendation: one secretary for the first 500 students thereafter.) _____ _____ _____

D. Provides an adequate budget for curricular materials, supplies, professional library, professional development, etc. _____ _____ _____

E. Provides an adequate facility including sufficient space, privacy to conduct individual and small group counseling, and conduct conferences; contains guidance and career materials, and a telephone. _____ _____ _____

F. Provides for confidential management and storage of student records. _____ _____ _____

Other: _____

_____

Suggestions to improve this area: Time Line: _____

_____ _____

_____

Strengths:

_____

_____

COUNSELOR PERFORMANCE EVALUATION FORM

Name _____
School _____
Review Period: From _____ To _____ Date Completed

EVALUATION: FALL SPRING	Needs Improvement	Satisfactory	Exceptionally Well Done
1. Implements the GUIDANCE CURRICULUM through effective instructional skills and careful planning of student group sessions (classroom activities, group activities), including:			
a. effective use of instructional techniques	_____	_____	_____
b. effective use of learning activities	_____	_____	_____
c. contributes to interdisciplinary curriculum team effort to integrate competencies and or standards	_____	_____	_____
d. active involvement of students in learning	_____	_____	_____
e. selection of competencies consistent with identified student needs and standards	_____	_____	_____
f. evidence of student competency attainment	_____	_____	_____

Comments:_____
_____
_____

2. Implements INDIVIDUAL STUDENT PLANNING through effective use of guidance/counseling skills (individual appraisal, individual advisement and placement) including:			
a. careful planning of sessions	_____	_____	_____
b. presentation of accurate, relevant, unbiased information	_____	_____	_____
c. involvement of students in personalized educational and career planning	_____	_____	_____
d. accurate and appropriate test result interpretation	_____	_____	_____
e. selection of individual planning activities consistent with identified student needs and district goals	_____	_____	_____

Comments:_____
_____
_____

COUNSELOR PERFORMANCE EVALUATION FORM

	Needs Improvement	Satisfactory	Exceptionally Well Done
3. Implements RESPONSIVE SERVICES (consultation, personal counseling, crisis counseling, and referral skills) including:			
a. proper identification of problems and issues to be resolved	_____	_____	_____
b. selection and use of counseling, consulting and referral interventions appropriate to students' problems and circumstances	_____	_____	_____
c. works with parents to help them better understand their children and provide effective guidance	_____	_____	_____
d. conducts well-planned and goal-oriented sessions	_____	_____	_____
e. use of small group and individual techniques that are appropriate to the topic and to students' needs and abilities	_____	_____	_____
f. active involvement of clients in the counseling, consulting and referral process	_____	_____	_____
g. timely follow-up	_____	_____	_____
h. provision of services consistent with identified student needs and district goals	_____	_____	_____

Comments: _____

_____

_____

4. Implements SYSTEM SUPPORT through effective program monitoring and management, as well as providing necessary support for other programs, such as:			
a. providing a comprehensive and balanced counseling program	_____	_____	_____
b. selecting program activities that meet identified, priority areas and are consistent with building and district goals	_____	_____	_____
c. collecting evidence that students achieve meaningful outcomes from program activities	_____	_____	_____
d. operating within established procedures, policies and priorities	_____	_____	_____
e. working cooperatively with school staff and community to garner support for the counseling program	_____	_____	_____
f. implementing programs that explain the school counseling program	_____	_____	_____
g. attending to ideas and concerns regarding the counseling program	_____	_____	_____

Comments: _____

_____

_____

COUNSELOR PERFORMANCE EVALUATION FORM

	Needs Improvement	Satisfactory	Exceptionally Well Done
5. Non-Guidance Issues			
a. contributing to organizational solutions outside of assigned responsibilities	_____	_____	_____
b. providing leadership in building or district in-service activities and sharing skills, training, and knowledge	_____	_____	_____
c. supporting building administration policies and goals	_____	_____	_____
d. supporting district policies and goals	_____	_____	_____

Comments:_____

_____

_____

Counselor Strengths:

_____

_____

_____

_____

_____

Areas for Counselor Improvement:

_____

_____

_____

_____

_____

SECTION VIII

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