



South Carolina

School Counseling and Career Guidance

LEARNING TO LIVE

LEARNING TO LEARN

LEARNING TO WORK

Leadership/Advocacy/Collaboration/Systemic Change

The South Carolina Comprehensive School Counseling & Career Guidance Model

A GUIDE FOR SOUTH CAROLINA SCHOOL COUNSELING AND CAREER GUIDANCE PERSONNEL

Pre-K-12



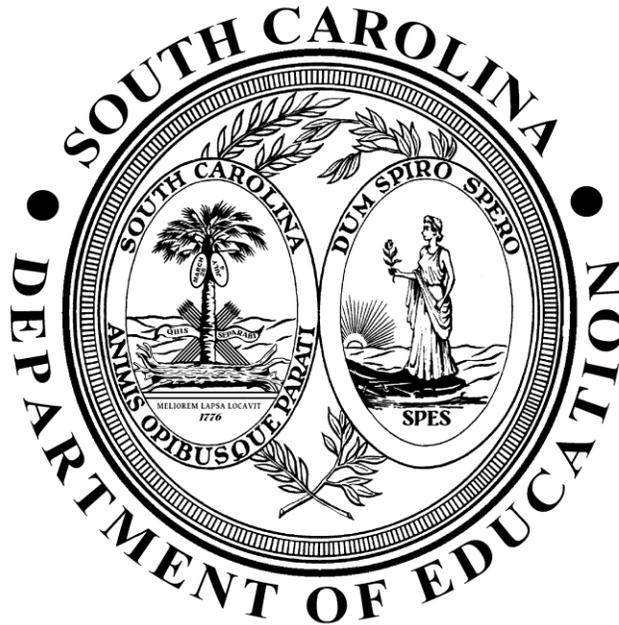
SOUTH CAROLINA DEPARTMENT OF EDUCATION



STATE OF SOUTH CAROLINA

DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION



Comprehensive School Counseling and Career Guidance Model

October 2018 (revised)

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Foreword

School counselors and career guidance educators have a tremendous responsibility in helping every public school student in our state meet the characteristics imbedded in the Profile of the South Carolina Graduate. As student advocates, each member of the school counseling team works tirelessly to address the personal/social, academic, and career needs of all students to ensure that they learn to live, learn to learn, and learn to work successfully.

The South Carolina Comprehensive School Counseling and Career Guidance Model (SC Comprehensive Model) establishes the guidelines necessary to ensure a consistent statewide developmental framework that defines standards and competencies needed to deliver a comprehensive school counseling and career guidance program to all students.

Since 1999, school counselors in South Carolina have been guided by a well-developed program model, endorsed by the State Board of Education. As our state continues to emphasize the importance of all students being college- and career-ready, it is important for school counseling personnel to remain in the forefront. The SC Comprehensive Model is designed to ensure that school counseling personnel statewide are aware of current trends and best practices related to program planning, development, implementation, and assessment.

I commend and appreciate all of the individuals who served on the 2018 SC Comprehensive Model Revision Team. Because of their efforts, our state will take its school counseling program to the next level.

Molly Spearman
State Superintendent of Education

Acknowledgments

The South Carolina Department of Education wishes to express its sincere gratitude to the individuals and organizations who have contributed to the creation of the state's Comprehensive School Counseling and Career Guidance Program Model. The agency is grateful not only to the members of the 2017-2018 revisions team but also to the 1999 and 2008 writing teams, as well as to the many school counselors and counselor educators worldwide, who have laid the groundwork for the state's adoption of universally accepted counselor-related concepts, terms, and frameworks as the basis for our model.

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Introduction

School counselors are certified/licensed counselors and educators with a minimum of a master's degree in counselor education and/or school counseling, making them uniquely qualified to address all students' academic, career, and social/emotional development needs by designing, implementing, evaluating, and enhancing a comprehensive school counseling program that promotes and enhances student success. School counselors are employed in elementary, middle/junior high, and high schools; in district supervisory positions; and counselor education positions. School counselors serve a vital role in maximizing student success (Lapan, Gysbers & Kayson, 2007; Stone & Dahir, 2006).

Through leadership, advocacy, and collaboration, school counselors promote equity and access to rigorous educational experiences for all students. School counselors support a safe learning environment and work to safeguard the human rights of all members of the school community (Sandhu, 2000) and address the needs of all students through culturally relevant prevention and intervention programs that are a part of a comprehensive school counseling program (Lee, 2001).

It is imperative for school administrators, faculty, parents, and the community to have a clear understanding of the role of a school counselor in implementing a school counseling program. School counselors meet the state certification/licensure standards and abide by the laws of the states in which they are employed. They uphold the ethical and professional standards of the American School Counseling Association (ASCA) and other applicable professional counseling associations (e.g., American Counseling Association) and promote the development of the school counseling program based on the following areas of the South Carolina Comprehensive School Counseling and Career Guidance Model (SC Counseling Model): **foundation, management, delivery, and accountability.**

To assist school counselors in implementing effective programs in support of the *Profile of the South Carolina Graduate*, South Carolina's Education and Economic Development Act of 2005 (EEDA), and State Board of Education Regulation § 43-205 require a student-to-guidance personnel ratio of three hundred to one. Guidance personnel include certified school counselors and career specialists. Additionally, the EEDA stipulates that school counselors and career specialists limit their activities to guidance and counseling and not perform administrative tasks (S.C. Code Ann. § 59-59-120).

Foundation

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

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

Student Competencies – Enhancing the learning process for all students, the “ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career Readiness for Every Student” guides the development of effective school counseling programs around three domains: academic, career, and social/emotional development. School counselors also consider how other state and district standards and initiatives complement and inform their school counseling program.

Professional Competencies – The ADEPT (South Carolina's system for assisting, developing, and evaluating professional teaching) for School Guidance Counselors outlines the knowledge, attitudes, and skills that ensure school counselors are equipped to meet the rigorous demands and performance expectations of the profession. The ASCA Ethical Standards for School Counselors specify the principles of ethical behavior necessary to maintain the highest standard of integrity, leadership, and professionalism. They guide school counselors’ decision-making and help standardize professional practice in order to protect both students and school counselors.

Management

To manage the effectiveness of their programs, school counselors use organizational assessments and tools that are concrete, clearly delineated, and reflective of the school’s needs. Assessments and tools include

- school counselor competency and school counseling program assessments to self-evaluate areas of strength and improvement for individual skills and program activities;
- use-of-time assessments to determine the amount of time spent toward the recommended 80 percent or more of the school counselor’s time to direct and indirect services with students;
- needs assessment to identify the needs of all stakeholders within the school community (e.g., students, teachers, staff, administration, parents/guardians, community members);
- annual agreements developed with and approved by administrators at the beginning of the school year addressing how the school counseling program is organized and what goals will be accomplished;
- advisory councils comprised of students, parents, teachers, school counselors, administrators, and community members to review and make recommendations about school counseling program activities and results;
- data assessments to measure the results of the program as well as to promote systemic change within the school system so every student graduates college- and career-ready;
- curriculum, small-group, and closing-the-gap action plans, which include developmental, prevention and intervention activities and services, to measure the desired student competencies and the impact on achievement, behavior, and attendance; and
- annual and weekly calendars to keep students, parents, teachers, and administrators informed and to encourage active participation in the school counseling program.

Delivery

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

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

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

Individual Student Planning – Individual student planning allows school counselors to coordinate ongoing, systemic activities designed to assist students in establishing personal goals and developing future plans.

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

Indirect Services for Students – Indirect services, which include referrals for additional assistance, consultation, and collaboration with parents, teachers, other educators and community organizations, are provided on behalf of students as a result of the school counselor’s’ interactions with others.

Accountability

To demonstrate the effectiveness of the school counseling program in measurable terms, school counselors analyze school and school counseling program data to determine how students’ actions and behaviors change as a result of the school counseling program. School counselors use data to show the impact of the school counseling program on student achievement, attendance, and behavior and analyze school counseling program assessments to guide future action and improve future results for all students. During the ADEPT process, the performance of the school counselor is evaluated on basic standards of practice expected of school counselors implementing a comprehensive school counseling program.

Counseling Roles

School counselors provide academic, career, and social/emotional services at each level pertaining to the specific developmental needs of the populations they serve. All counselors hold a master’s degree and required state certification in school counseling. They maintain certification by participating in professional development designed to keep them current with education reform and challenges facing today’s students. Some school counselors join various professional associations to further enhance their knowledge and effectiveness.

The primary function of school counselors in South Carolina is to provide a comprehensive developmental school counseling program to all students at all grade levels, from prekindergarten through grade twelve by incorporating:

- [Mindsets and Behaviors](#)

- [Profile of the South Carolina Graduate](#)

Elementary School Counselors

Elementary school years set the tone for developing the knowledge, attitudes, and skill necessary for children to become healthy, competent, and confident learners. Through a comprehensive developmental school counseling program, school counselors work as a team with the school staff, parents, and the community to create a caring climate and atmosphere. By providing education, prevention, early identification, and intervention, school counselors can help all children achieve academic success. Elementary school counselors enhance the learning process and promote academic achievement. School counseling programs are essential for students to achieve optimal personal growth, acquire positive social skills and values, set appropriate career goals, and realize full academic potential to become productive, contributing members of the world community.

Middle School Counselors

Middle school students are characterized by rapid physical growth, curiosity about their world, and an emerging self-identity. Through a comprehensive developmental school counseling program, school counselors work as a team member with school staff, parents and the community to create a caring, supportive climate and atmosphere whereby young adolescents can achieve academic success. Middle school counselors enhance the learning process and promote academic achievement. School counseling programs are essential for students to achieve optimal personal growth, acquire positive social skills and values, set appropriate career goals, and realize full academic potential to become productive, contributing members of the world community.

High School Counselors

High school years are full of growth, promise, excitement, frustration, disappointment, and hope. It is the time when students begin to discover what the future holds for them. Secondary school counselors enhance the learning process and promote academic achievement. School counseling programs are essential for students to achieve optimal personal growth, acquire positive social skills and values, set appropriate career goals, and realize full academic potential to become productive, contributing members of the world community.

Counseling Responsibilities

Implementation of Services

School counselors provide services to students, parents, school staff, and the community through direct and indirect student services.

It is recommended that 80 percent or more of the school counselor's time be spent on delivery of services to students.

School counselors provide the following types of services (these examples are not intended to be all-inclusive):

Individual Planning

- Academic support, including organizational, study and test-taking skills
- Goal setting and decision-making
- Career awareness, exploration and planning
- Work-Based Learning Planning
- Education on understanding self and others
- Peer relationships, coping strategies and effective social skills
- Communication, problem-solving and conflict resolution
- Substance abuse education
- Multicultural/diversity awareness
- Transition Planning
- Postsecondary planning

Academic planning

- Goal setting/decision-making
- Education on understanding of self, including strengths and weaknesses
- Academic plans
- Transition plans

Responsive Services

- Individual and small-group counseling
- Individual/family/school crisis intervention
- Conflict resolution
- Consultation/collaboration
- Referrals

System Support

- Professional development
- Consultation, collaboration and teaming
- Program management and operation

Collaboration

Parents/Guardians

- Parent education
- Communication/networking
- Academic planning/support
- College/career awareness programs
- One-on-one parent conferencing
- Interpretation of assessment results
- Resource referrals
- College/career exploration
- Postsecondary planning
- Scholarship/financial search process
- Work-based learning programs

Teachers

- Career portfolio development
- Assistance with students' academic plans
- Academic support, learning style assessment and education to help students succeed academically
- Classroom career speakers
- At-risk student identification and implementation of interventions to enhance success
- Classroom guidance lessons on post-secondary planning, study skills, career development, etc.
- Work-based learning programs

Administrators

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- School climate
- Behavioral management plans
- School wide needs assessments
- Student data and results
- Student assistance team building
- Leadership
- Academic support interventions

Students

- Peer education
- Peer support
- Academic support
- School climate
- Career Development
- Leadership development
- Program planning
- Crisis management
- Transition program
- Work-based learning opportunities

Community

- Work-based learning opportunities
- Crisis interventions
- Referrals
- Parenting classes
- Support groups
- Career education

The Education and Economic Development Act

The Education and Economic Development Act of 2005 (S.C. Code Ann. § [59-59-10](#)) is student-focused legislation, which requires significant involvement by school counseling personnel. Key components of the sixteen counselor-related sections of the legislation include responsibilities for providing a career development plan for prekindergarten through twelfth-grade students; implementing individual graduation plans (IGPs) that integrate academic and career goals of students in grades eight through twelve; providing career awareness and exploration activities that lead to career cluster and major selections by students; supervising career specialists who are funded for employment in middle schools and high schools; and utilizing the South Carolina Comprehensive School Counseling and Career Guidance Model as a guide for all school districts in the development and implementation of a comprehensive guidance and counseling program.

The Role of School Districts in Career Development

Career development is an important function of a comprehensive school counseling program. As such, districts should

- deliver a comprehensive school counseling and career guidance program consistent with the state model;
- make available to all students a comprehensive system of academic and career development that includes career awareness, career exploration, and career preparation, and work-based learning experiences;
- provide sequential curriculum activities that relate directly to lifelong career development, the career decision-making process, and integration of career development and choices (career awareness/career exploration/career preparation). Standards-based curriculum activities, educational opportunities, career information resources, and career development programs must be developmentally and age appropriate;

- seek the active participation of school personnel, parents/guardians, community members, and representatives from business and industry in the career development of students. Appropriate career decision-making information must be disseminated to these groups in the effort to develop their understanding and involvement and to gain their input; and
- emphasize and promote the participation of all students in career development activities, regardless of the student’s race, color, national origin, sexual orientation, or disability.

The Career Development Process, Prekindergarten through Grade 12

Elementary: Prekindergarten through Grade 5

- Integrate school guidance and counseling program along with career awareness and exploration activities into the curricula for students in grades PreK–5.
- Establish a foundation for career planning in grades PreK–5 that will facilitate a successful transition into the middle grades.

Middle/High Grades

- Provide counseling and career awareness programs on clusters of study for sixth, seventh, and eighth grades; selection of preferred cluster of study; and development of IGP by eighth grade.
- Through collaboration with school level career specialist and other career guidance personnel, beginning in grade six, initiate the process of creating and updating developmentally appropriate career plans for each student. Parents/guardians, as well as students, must be directly involved in the process.
- Assist students in setting career goals. Before the end of the second semester of the eighth grade, students in consultation with their parents/guardians must select a preferred cluster of study and develop an IGP. By grade 10, assist students in selecting a major in alignment with their career goal. A certified school counselor must sign the IGP. The career specialist should assist to provide employability and labor workforce resources.
- Provide guidelines and curricula that will enable students to complete successfully their IGPs, preparing them for a seamless transition to relevant employment, military, and/or post-secondary study.
- Develop strategies to involve parents/guardians in the career guidance process and in facilitating a successful transition into high school.

The Role of School Counselors in Career Development

As referenced in S.C. Code Ann. § [59-59-70](#), school counselors plan, develop, implement, and assess the school counseling program to support the personal, social/emotional, academic, and career development of all students. As such, districts should ensure that district- and school-level policies and practices allow school counselors to implement the SC Counseling Model effectively and be continuously available to fulfill the duties for which they have been trained.

More specifically, school counselors should be available to

- lead individual student academic and career planning meetings and serve as an advocate for students at individual education plan meetings, student study teams, and school attendance review boards;
- interpret cognitive, aptitude, and achievement tests data to provide interventions and goals for student improvement;

- provide counseling to students with attendance or disciplinary issues, and provide individual and small-group counseling services to students;
- collaborate with teachers to present the school counseling core curriculum lessons and provide suggestions for effective classroom management; and
- analyze disaggregated data, interpret student records, and ensure student records are maintained as per state and federal regulations.

The development of the student's IGP provides a catalyst for informed decision-making for academic and career planning. In this process, school counselors

- counsel students to further define their career cluster goals and ensure that before the end of the second semester of the tenth grade, all students have declared an area of academic focus (a major) within the cluster of study;
- provide counseling activities and career awareness programs that combine counseling on career options and work-based learning with academic planning to assist students in fulfilling their IGP;
- support and encourage the participation of parents/guardians in career planning and the development of the IGPs; and
- coordinate career services and activities with school-based career specialists, work-based learning coordinators, and other essential career guidance personnel.

The Role of the School-Level Career Specialists in Career Development

An individual employed by school districts to provide career services must meet certification requirements pursuant to S.C. Code Ann. § [59-59-100](#) and work to ensure the coordination, accountability, and delivery of career awareness, development, and exploration to students in kindergarten through twelfth grade. Under the supervision of a school counselor, career specialists

- coordinate and present professional development workshops in career development and guidance for teachers, school counselors, and work-based constituents;
- assist schools in promoting the goals of quality career development of students in kindergarten through twelfth grade;
- assist school counselors and students in identifying and accessing career information and resource material;
- provide educators, parents, and students with information on career and technology education programs offered in the district;
- support students in the exploration of career clusters and the selection of an area of academic focus within a cluster of study;
- learn and become familiar with ways to improve and promote career development opportunities within the district;
- attend continuing education programs on the certified career development facilitator curriculum sponsored by the state;
- assist with the selection, administration, and evaluation of career interest inventories;
- assist with the implementation of the district's student career plan or IGP;
- assist schools in planning and developing parent information on career development;
- coordinate with school counselors and administration career events, career classes, and career programming;

- coordinate community resources and citizens representing diverse occupations in career development activities for parents and students; and
- assist with the usage of computer assisted career guidance systems.

Additional information on the process and requirements for obtaining Global Career Development Facilitator (GCDF) certification is available from the [Center for Credentialing and Education](#).

The Role of the Regional Work-Based Learning Coordinators in Career Development

Regional Work-Based Learning Coordinators perform the following duties:

- Partner with administrators, faculty, and school counseling staff to provide career guidance activities while building business/industry partnerships for student work-based learning placements.
- Deliver direct career and technology education and career guidance services to educators, students, and parents to meet the initiatives set forth by the CATE Office in support of the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) and Education and Economic Development Act of 2005.
- Assure state level compliance as a CATE liaison in relation to accountability measures, by providing technical assistance and continuous monitoring of career guidance as it meets the goals of Perkins IV and data quality compliance for reporting of work-based learning activities in the statewide student reporting system.
- Provide regional professional development for educators and school counseling staff as it pertains to Perkins IV, CATE/career guidance, contextual methodology, academic integration, work-based learning, and GCDF certification training.

The Foundation of the Model

The foundation of the South Carolina Comprehensive School Counseling and Career Guidance Model is comprised of four areas:

- Program Focus (beliefs, vision statement, mission statement, and program goals);
- Program Functions;
- Student Competencies; and
- Professional Competencies.

Program Focus

Program focus addresses the beliefs, vision statement, mission statement, and program goals. Although the SC Counseling Model has a program focus, it is necessary for each individual school counseling program to develop its own in alignment with the school’s need and to determine the vision, mission, and goals for their program.

The SC Counseling Model is designed to assist the state’s school districts and communities with the planning, development, implementation, and assessment of a school counseling program that supports the personal, social, educational, and career development of all the state’s public school students from prekindergarten through grade twelve. In addition, the SC Counseling Model will assist school districts in their effort to comply with the requirements of South Carolina laws and

regulations regarding the function, design, and implementation of this vital program.

This guide, which outlines the standards and strategies schools should follow in developing and implementing a comprehensive school counseling program, is intended for the following professionals:

- School counselors—to help them establish, implement, and manage the counseling program that will benefit all students.
- Teachers—to help them understand the goals of the school counseling program and maintain a teacher-school counselor partnership for the maximum benefit of students.
- Principals—to help them collaborate with school counselors to design and deliver a quality school counseling program and to assist school counselors in implementing the program.
- District administrators such as superintendents, assistant superintendents, school counseling and curriculum directors—to help them provide appropriate support for the school counseling program development efforts, and to establish procedures that enhance the effectiveness of the school counseling program.
- Boards of education—to help them set policies for effective school counseling programs in their schools.
- School counselor educators—to help them with the instruction and development of potential school counselors.

South Carolina Program Domains

The SC Counseling Model provides developmental opportunities and experiences that address three central student-development areas:

- Learn to Live (personal/social);
- Learn to Learn (academic); and
- Learn to Work (career).

It includes sequential activities designed to address the needs of all students by helping them to acquire competence in the knowledge of self and others, in identifying their educational goals, and in their own career development. The program is implemented in each school by the certified school counselor with the support of the career specialists, teachers, administrators, students, and parents/guardians.

School Counseling Program Beliefs Statement

Beliefs should be discussed early in the development of a comprehensive program. These beliefs should focus on students, families, teachers, as well as the education process. Each member of the school counseling program should be included in the dialogue regarding beliefs to explore complex issues and obtain suggestions from various viewpoints. Effective school counseling belief statements should

- indicate agreed-upon beliefs about the ability of all students to achieve;
- address how the school counseling program meets students' developmental needs;
- address the school counselor's role as an advocate for every student;
- identify persons to be involved in the planning, managing, delivery, and evaluation of school counseling program activities;

- include how data inform program decisions; and
- include how ethical standards guide the work of school counselors.

The SC Counseling Model is based upon the following beliefs:

- All children are unique and should be treated with respect and dignity.
- Every student can succeed.
- Learning is a lifelong process.
- Fostering a positive self-image is the collaborative effort of the school, home, and community that leads to responsible and productive citizenship.
- The diverse needs of all students must be addressed at all educational levels through the school counseling program.
- Every student needs appropriate personal and social skills to achieve optimum benefits from the educational program.
- A comprehensive developmental school counseling program is not a support service but an integral part of the total education program.
- A developmentally appropriate school counseling program provides important benefits to individual students by addressing their intellectual, emotional, social, and psychological needs.
- A comprehensive developmental school counseling program is an essential component of an instructional program that provides all students the opportunity for optimum development.

In developing beliefs, school counseling team members should consider the following questions:

- What do we believe about the ability of all students to achieve?
- How do we address developmental needs of all students?
- What is the school counselor's role as an advocate for every student?
- Who do we believe is involved in the planning, managing, delivery, and evaluation of program activities?
- How are the data used to inform programs decisions?
- How do ethical standards guide the work of school counselors?

Examples of a Belief Statement

- All students can achieve and meet high standards that will result in college and career success.
- School counselors must be leaders, advocates, and collaborators who create equitable access to rigorous curriculum and opportunities for self-directed personal growth for every student.
- Student developmental needs are best met by implementing a comprehensive school counseling program.

School Counseling Program Vision Statement

The school counseling vision statement communicates what school counselors hope to see for students five to fifteen years in the future. It aligns with the school and district vision statements (if available) and is informed by the school counseling program's beliefs.

Example of a School Counseling Vision Statement

The XYZ Middle School students are goal-oriented, competitive 21st century prepared learners who pursue college and career opportunities confidently in our global world. Every student participates in a high quality, caring environment where each student receives the necessary academic and personal support through the implementation of a comprehensive school counseling program that strategically partners with stakeholders that advocate for students to be successful citizens and life-long learners.

School Counseling Program Mission Statement

The school counseling mission statement provides the focus and direction to reach the vision, creating one focus in the implementation of the comprehensive school counseling program.

The school counseling mission statement

- aligns with the school's mission statement and may show linkages to district and state department of education mission statements;
- is written with students as the primary focus;
- advocates for equity, access and success of every student; and
- indicates the long-range results desired for all students.

Example of a School Counseling Mission Statement

The mission of the XYZ Counseling Department is to provide a proactive, comprehensive, and developmentally appropriate program to address students' academic and career goals in addition to supporting their personal and social needs. This is accomplished through a partnership with parents/guardians, staff, and community members to enable all students to become successful, productive citizens and lifelong learners in a diverse and changing world.

Program Goals

Program goals determine how the vision and mission will be accomplished. Program goals address the three student competency domains (academic, career, and social/emotional) and are based on school data concentrating on achievement, opportunity, and attainment gaps. The direct services (i.e. school counseling core curriculum, small groups, etc.) which school counselors develop and provide are guided by the program goals. The goals should be developed at the beginning of the school year. Effective program goals

- promote achievement, attendance, behavior and school safety;
- address school-wide data, policies, and practices to address closing-the-gap issues;
- address academic, career, and or personal/social development; and
- are specific, measurable, attainable, results-oriented, and time bound ([SMART](#)).

The process of goal setting, begins with questions about the beliefs of student learning and inequalities that arise from school data (i.e. student enrollment pattern in rigorous classes, discipline, attendance, etc.). After the school counseling team has reviewed the data, goals should then be developed utilizing the SMART goal format (Doran, 1981).

Goal-Setting Considerations

- School Data Profile Review–Identifying academic gaps by categories such as race/ethnicity, gender, age, or grade level.
- Current Strategies–Listing current academic, career, social/emotional domain activities and interventions provided to all students.
- School Improvement Plan–Identifying a specific school improvement plan goal and considering the school counseling program activities that align with the school’s instructional accountability goals. Having discussion with the principal about his/her goals.
- SMART Goal Development.

Examples of a School Counseling Program Goal

By _____, (end date) _____ will increase/decrease (identified students) (choose one) _____ (achievement, attendance, or behavior) by _____ (measure of change).

- By the end of the year, the school’s average SAT and ACT score will increase by 10 percent.
- By the end of year two, the achievement gap in mathematics for African-American students will decrease by 50 percent.
- By the end of year three, the school’s average score on SAT and ACT exams will exceed the national average for all subgroups in the school.
- Students with 10 or more absences in the previous year will have fewer than eight absences this year.

At the elementary level, the school counseling program promotes personal, social, and academic skills that are necessary to be successful. It emphasizes responsible decision making, coping strategies, self-understanding, and career development.

The middle school 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 balancing the demands for academic, career, and social competencies. The programs initiated at the elementary level are expanded to fit the special needs of the middle school students. Counselors will work with the students to develop an individual graduation plan. The plan will take into account students’ interests as well as educational and career plans.

Building on the goals of the elementary and middle school, the school counseling program in the high school assists students in becoming responsible adults who can develop realistic and fulfilling life plans based on clear understanding of themselves and their needs, interests, and skills. The individual graduation plans developed in middle school move with the students to high school and are reviewed and updated annually in accordance with the students’ postsecondary educational and occupational goals. Continued attention is given to assisting students to develop competence in decision making, career development, working with others, and taking responsibility for their own behavior.

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Program Functions

To accomplish the program goals, the comprehensive developmental school 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.

- School counselors and career specialists work with all students, parents, teachers, administrators, and the community through a balanced program of school counseling services. Large-and small-group structured learning units provide systematic instruction for all students in all grade levels.
- School counselors and career specialists plan and deliver classroom guidance lesson 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 expanded in the middle and high school years.
- School counselors make available individual, small-group, personal, and crisis counseling to all students. Consultation services concerning student behavior and academic progress are provided for parents, teachers, and administrators. Referrals to other professionals in the school district or to agencies and institutions outside of the district are made as required or requested.
- School counselors and career specialists support the overall district's educational program through general consultation activities and committee work. They also support their local school program through management and research activities, community outreach, business and industry partnerships, and professional development.

Program Components

The comprehensive developmental guidance and counseling program components organize the work of school counselors into four major components: school counseling curriculum, individual planning, responsive services, and system support.

School counseling curriculum includes structured experiences presented systematically through large- and small-group activities from prekindergarten through grade twelve. The curriculum emphasizes decision making, self-understanding, career development, and the improvement of study skills.

Individual planning includes counseling activities to assist all students in planning, monitoring, and managing their own academic achievement as well as their personal and career development. Individual planning emphasizes test interpretation and educational counseling including postsecondary and career planning.

Responsive services address the immediate needs and concerns of students. Such services include personal counseling; crisis counseling; agency referral; consultation with parents, teachers, and other professionals; and support groups.

System support includes indirect school counseling management activities that maintain and enhance the total school counseling program. The responsibilities of school counselors in this component encompass staff and community relations, special research

projects, committees, professional development, and student-support teams.

Student Competencies

School counselors are expected and encouraged to consider the *Profile of the South Carolina Graduate* in creating and implementing school counseling core curriculum as it addresses the social/emotional, academic, and career development needs of all students. To further support this work, prototype competencies for the *Profile of the South Carolina Graduate* are currently being developed and piloted in schools across the state. Additionally, the SC Counseling Model utilizes “Mindsets & Behaviors for Student Success: K-12 College and Career Readiness Standards” for every student as the major guide in the implementation of effective school counseling services. Thus, the creation of the areas “Learning to Live,” “Learning to Learn,” and “Learning to Work” are aligned to the Mindsets & Behavior domains: social/emotional, academic, and career development.

Learning to Live (Social/Emotional Development)

The development of social/emotional standards is an integral part of a student’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 social/emotional development provide the foundation for personal growth, as well as enhance the academic and career development of the student. Students acquire skills to foster relationships with self, others, family, and the community in line with the *Profile of the South Carolina Graduate*.

Learning to Learn (Academic Development)

The development of academic and educational standards is an integral part of a student’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 in line with the *Profile of the South Carolina Graduate*. See the [South Carolina Academic Student Standards](#).

Learning to Work (Career Development)

A comprehensive career development program is designed to assist students in making and implementing informed educational and career choices. It develops an individual’s competencies in self-knowledge, educational and career exploration, career planning, and work-based learning placement. Each help individuals acquire the knowledge, skills, and experience to identify options, explore alternatives, and succeed in a global economy. It also helps better prepare individuals for the changing workplace of the 21st century by preparing each to be career ready. The development of career standards is an integral part of a student’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 is 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 in line with the *Profile of the South Carolina Graduate*.

Mindsets and Behaviors Student Competencies

The [Mindsets & Behaviors](#) were developed from a review of the literature, as well as from best practices regarding student achievement, and can be aligned with district, state, and national initiatives. There are 35 standards which are based on the specific attitudes, knowledge, and skills students should be able to exhibit after receiving the services of a comprehensive school counseling program. The [ASCA Mindsets & Behaviors Program Planning Tool](#) is a recommended resource for school counselors.

In conducting individual and small group counseling or school counseling core curriculum activities, school counselors should select the standards and domains (Social/Emotional, Academic, and Careers) based on the needs of the school. Each standard can be applied to any of the three domains.

Once the domains and standards are determined, school counselors identify the appropriate grade-level competencies. These competencies can be found in the [Mindsets & Behaviors Database](#) by searching for keywords. The competencies are specific and measurable expectations and can be aligned with South Carolina's academic state standards to assist school counselors in helping students meet college and career readiness standards in conjunction with academic content (ASCA, 2014). School counselors are encouraged to collaborate with teachers to determine the alignment or conduct their own pairing by viewing the [South Carolina Academic Student Standards](#) for all subject areas. Below is an example of such an alignment:

Domain: Career Development
Grade level: 6–8
Standards: M2: Self-confidence in ability to succeed

- B-LS1:** Demonstrate critical thinking skills to make informed decisions
- B-LS4:** Apply self-motivation and self-direction to learning
- B-SMS2:** Demonstrate self-discipline and self-control
- B-SMS3:** Demonstrate ability to work independently
- B-SS1:** Use effective oral and written communication skills and listening skills

Competency:

Present claims and findings about how to achieve career success, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Communication: Meaning and Context

Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

For specific instructions on how to align student competencies to the academic standards, view Dr. Eric Sparks' webinar: [Focus on the Competencies: ASCA Mindsets & Behaviors for Student Success](#).

Professional Competencies

School Counselor Competencies

The South Carolina Counselor Standards and Competencies detail the expected knowledge, abilities and skills, and attitudes of all school counselors. Additionally, these standards center on the four components – foundation, management, delivery, and accountability, as well as the four themes – Leadership, Collaboration, Advocacy, and Systemic Change. The standards can be used to evaluate school counselors in the areas of program implementation, program maintenance, and program effectiveness.

Standard 1: School Counselors should be knowledgeable of their professional competencies and student competencies to make certain they are capable of accurately handling the expectations of the profession along with providing effective services.

- 1.1. The school counselor should read and become familiar with the [ASCA School Counseling Competencies](#).
- 1.2. The school counselor should read and become familiar with the [ASCA Ethical Standards for School Counselors](#).
- 1.3. The school counselor should read and become familiar with [ASCA Mindsets & Behaviors](#) Student Success: K-12 College- and Career Readiness for Every Student Standards.
- 1.4. The school counselor should read and become familiar with the [ASCA Position Statements](#).

Standard 2: School counselors should create and implement a comprehensive school counseling program that promotes student achievement.

- 2.1 The program should be designed to meet the needs of all students.
- 2.2 The program should teach student competencies and focus on student outcomes
- 2.3 The program should consist of school counselors' beliefs, a vision statement, and a mission statement aligned with their school's mission statement.
- 2.4 The program should consist of specific goals defining how student outcomes, the vision, and the mission will be measured.

Standard 3: School counselors should design tools and assessments to manage their comprehensive school counseling program.

- 3.1. The school counselor should use a master/annual calendar to plan the program's school year activities.
- 3.2. The school counselor should share this master/annual calendar with administration, teachers, parents, and students.
- 3.3. The school counselor should create a use-of-time assessment to determine the amount of time needed to provide direct and indirect services with students.
- 3.4. The school counselor should develop an annual agreement at the beginning of the year. This document highlights how the school counseling program will be organized for the

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- school year and what goals will be accomplished and should be shared with and approval by administration.
- 3.5. The school counselor should establish a school counseling advisory council consisting of all stakeholders (students, parents, teachers, administrators, community members, higher education representatives, businesses, board members, etc.).
 - 3.5.1. The school counselor should share program activities and results with the advisory council.
 - 3.5.2. The school counselor should consider the recommendations of the advisory council regarding the program activities and results.
 - 3.5.3. The school counselor should schedule advisory council meetings at least twice per school year.
 - 3.5.4. The school counselor should record the meetings' information.
 - 3.6. The school counselor should collect and analyze data to develop appropriate delivery services to ensure that every student is college and/or career ready upon graduation.
 - 3.6.1. The school counselor should review documents such as the school's profile data and standardized test results (i.e., PASS, PSAT, ACT, SAT).
 - 3.6.2. The school counselor should disaggregate the data to determine if certain groups are not performing as well as others, and create programs to close those gaps.
 - 3.7. The school counselor should create and administer needs assessments (student, parent, teacher, etc.) to determine what additional topics should be address as a part of the delivery services.
 - 3.8. The school counselor should design action and lesson plans for the delivery of school counseling core curriculum activities, small groups, and closing-the-gap programming.

Standard 4: School Counselors should provide direct services to students and indirect services on behalf of the students to parents, school staff, and the community. These services must meet the academic, social/emotional, and career needs of all students.

- 4.1. The school counselor should research evidence-based (and design) structured lessons to help students achieve the desired competencies as described in ASCA's Mindsets & Behaviors.
- 4.2. In providing the school counseling core curriculum activities, the school counselor should collaborate with classroom teachers to align student competencies and, when possible, with the state's academic standards.
- 4.2. The school counselor should ensure that the direct services provide all students with the knowledge, attitudes, and skills appropriate for their developmental level.
- 4.3. The school counselor should conduct school counseling core curriculum activities and small groups based on the data obtained (school profile data, standardized test results, needs assessments).
- 4.4. The school counselor should teach the school counseling core curriculum activities and facilitate the small groups effectively.
- 4.5. The school counselor should encourage school staff involvement when possible to ensure effective implementation of the school counseling core curriculum.
- 4.6. The school counselor should have in place ongoing activities designed to assist students with their personal and post-secondary goals (i.e., Individual Graduation Planning conferences).

- 4.7. The school counselor should be able to provide appropriate interpretation of assessment data with significant and just information.
- 4.8. The school counselor should monitor student progress and develop appropriate interventions as needed.
- 4.9. The school counselor should provide appropriate responsive services such as individual counseling, small-group counseling, or crisis counseling based on the immediate needs and concerns of students.
- 4.10. The school counselor should develop an extensive resource directory to make appropriate referrals as needed (i.e. Department of Mental Health, Department of Social Services, etc.)
- 4.11. The school counselor should consult and collaborate as needed with parents, teachers, administrators, and other pertinent individuals to ensure effective and quality programming.
- 4.12. The school counselor should work in conjunction with the school system and provide support and assistance for other school programs.

Standard 5: School counselors should determine the effectiveness of the comprehensive school counseling program and show how students are different because of the program.

- 5.1. The school counselor should review the program goals identified at the beginning of the year.
- 5.2. The school counselor should review the program results data (process, perception, and outcome) from the various activities (school counseling core curriculum, small groups, and closing-the-gap) implemented throughout the year.
- 5.3. The school counselor should create a program results report to determine the value of the current year's activities on student achievement.
- 5.4. The school counselor should share the program results report with administration and stakeholders.
- 5.5. Based on the outcome, the school counselor should use the results as a guide for planning the comprehensive school counseling program and calendar for the following school year.

Standard 6: School counselors should possess leadership, advocacy, and collaboration skills to bring systemic change.

- 6.1. The school counselor should take a leadership role within the school counseling program as well as in the school environment, and outside community.
- 6.2. The school counselor should promote academic, social/emotional, and career success of all students.
- 6.3. The school counselor should utilize the [ASCA Advocacy Competencies](#) as a framework to meet the needs of all students.
- 6.4. The school counselor should collaborate effectively with teachers, administrators, and all other educational stakeholders to ensure fair and just outcomes for all students.
- 6.5. The school counselor should serve as a system's change agent.

Career Specialist Competencies

To meet the needs of all students and ensure that school counselors adhere to a comprehensive counseling model, it is necessary to include other school counseling personnel standards and

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ethics. These standards are aligned with GCDF competencies addressed by the NCDA Career Development Facilitator Curriculum. The competencies include helping skills, labor market information and resources, assessment, diverse populations, ethical and legal standards, career development models, employability skills, training clients and peers, program management/implementation, promotion and public relations, technology, and consultation (GCDF competencies established by NCDA are accessible at [GCDF Competencies](#)). The Global Career Facilitator Code of Ethics is accessible at [GCDF Code of Ethics](#).

Program Management Tools

The management component of the South Carolina Comprehensive School Counseling and Career Guidance Model also provides tools designed for managing a school counseling program.

Annual Agreement

Annual agreements describe the organization and focus of the school counseling program. It facilitates a formal discussion between the school counselor and administrator about the school counseling program goals. It is completed and signed by each school counselor and administrator and can initiate conversations that improve administrators' understanding of school counseling programs.

Components of the [Annual Agreement](#)

- A clear statement of the school counseling program mission and goals that are aligned with the school's mission and goals;
- SMART Goals;
- A "Planned Use of Time" tool that includes Direct and Indirect Services and Program Planning and Support;
- Planning/Results Documents (Action Plans & Results Reports);
- Professional development plans;
- Office organizational structure and school counselor availability;
- Roles/responsibilities of other school counseling personnel (career development facilitators, registrar, etc.); and
- A list of counseling duties directly related to the effective implementation of a comprehensive school counseling and career guidance program.

Advisory Council

The purpose of the school counseling advisory council is to review and make recommendations about school counseling program activities and results. Advisory councils are made up of students, parents/guardians, teachers, school counselors, administrators and community members. The council should meet at least two times per year.

Considerations for Creating an Advisory Council

School counselors are responsible for helping members understand the council's goals and objectives. There should be a broad representation of members. For example: school counselors, students, teachers, parents, administrators, school board members, community leaders, etc. Additionally, it is important to ensure diversity of perspectives and experiences in inviting individuals to participate in the council. Consider an appropriate group size (8–20) that will be

conducive to informed, constructive discussion. Meetings should be conducted with an agenda, goals and minutes kept.

The Advisory Council can help a school counseling program meet program goals by discussing needs and challenges. The diversity of the advisory can be beneficial in helping to identify resources to meet the needs. It is important to be open to feedback from the advisory members. The Advisory Council is also a way to communicate and promote the goals and progress of the school counseling program to the various groups represented.

Lesson Plans

The importance of lesson planning cannot be overstressed. Lesson plans provide a school counselor with a road map of classroom lessons and activities related to the school-counseling core curriculum. The direction of the lesson plan will depend upon to whom the lesson will be delivered, how it will be delivered, and how student learning will be assessed. Consistent with the [Lesson Plan Template](#).

Lesson plans should include the following:

- national and state student standards;
- modifications for English language learners and students with special needs;
- clear, measurable learning objectives;
- required materials;
- Procedures (How are you going to deliver the lesson?);
 - Lesson introduction
 - Content presentation
 - Assess for student understanding
- an evaluation or assessment of student learning (Did the student meet the objective?); and
- follow-up activities
 - If all students did not master the objective, how will you follow up with those students?
 - What will you do next with the students that did not master the objective?

Calendars

School counselors create calendars based on their assigned level(s). Following state-identified competencies, school counselors should list the activities to accomplish in each program component on the calendar for the elementary, middle, and high school levels.

Publication of the school counseling program calendar promotes awareness amongst staff, parent, student and community stakeholders. It develops complete, timely, and visually appealing opportunities and expectations for the school and community. The useful tool of a calendar provides the following:

- Formats to build awareness;
- Consistency in timelines for implementation methods;
- Detail and innovative designs;
- Identification of age-appropriate activities;
- Distribution and implementation guidelines; and
- Comparison of use of time with consideration of delivery.

Yearly calendars provide school counselors a blueprint to organize and manage the activities of the program. Yearly calendars provide a time frame for scheduling resources to include students, staff and stakeholders. With well-organized yearly calendars, school counselors develop a systematic way to implement and deliver the state’s school counseling comprehensive plan.

The yearly calendar includes the following activities:

- School counseling lessons;
- Parent/student workshops;
- Back-to-school bash;
- College and Career fairs; and
- School and community events.

Weekly calendars are created to enable school counselors to organize their time to meet students’ needs and to communicate the goals of the state’s school counseling comprehensive plan to students, staff, parents/guardians, and the community. Weekly calendars help to integrate the state’s school counseling comprehensive plan with other school activities and encourage total staff involvement. The weekly calendar ultimately guides the school counselor to balance time with emphasis on the four program components: foundation, management, delivery and accountability.

The weekly calendar includes the following activities:

- Classroom lessons;
- Responsive services;
- Small and individual counseling sessions;
- Data updates;
- Committee meetings; and
- Advocacy planning.

Use of Data

The ultimate goal of the comprehensive school counseling program is geared to promote thorough reviews of school data that correlates to “Learning to Live,” “Learning to Work,” and “Learning to Learn.” The expectation of utilizing and disaggregating data is pertinent in ensuring equitable services in school counseling programs.

School counselors implement data-informed strategies to address student achievement, attendance, and discipline. In developing data-informed strategies, school counselors consider the following objectives in data-informed practice:

- Monitoring student progress;
- Identifying student difficulties and barriers;
- Identifying discrepancies in equity and access;
- Closing achievement, opportunity, and attainment gaps;
- Accessing and evaluating the school counseling program;
- Promoting change in student progress; and
- Advocating for program effectiveness.

School Data Profile

An integral component of data driven programs is the accountability and evaluation of school entities that support student achievement, which include school counseling programs. Data provides a framework the mission, vision and best practices of the School Counseling Comprehensive Program. School counseling data driven programs are equipped to improve academic results, disaggregate data to utilize research-based best practices, and develop students into lifelong learners.

While examining factors and trends for schools, the ultimate impact is to develop and manage the district's comprehensive guidance and counseling program. Factors and data trends to consider including an evaluation of current practices; existing resources; yearly activities and events; student, staff and stakeholder surveys; and improving the school and district's comprehensive school counseling plan. Ensuring student achievement for all students involves a well-developed school counseling comprehensive program.

School counselors are equipped to disaggregate data by examining student achievement data and developing action plans to help students succeed. School counselors are able to separate data by variables to determine if there are subgroups of students requiring additional support to meet school and state standards. Disaggregated data warrants specific areas of change and allows school counselors to utilize student competencies aligned with critical areas in examining equity and access issues, particularly race/ethnicity and socioeconomic status. Other critical areas may include sex/gender, disability, ELL status, etc.

Student-achievement data, which include the following, are measures of academic progress:

- grade-point averages;
- standardized test data including ACT, SAT, AP scores;
- graduation rates;
- promotion/retention rates;
- college entrance rates; and
- five-year college completion rates.

Achievement-related data are measures correlated to academic success including

- suspension and expulsion rates;
- alcohol, tobacco, and other drug violations;
- attendance rates; and
- extracurricular activity participation rates.

Short and long-range data analysis pinpoints trends from year to year while allowing for updates to be implemented based on student needs.

[School Data Profile Template](#)

Program Data

A quality comprehensive school counseling program is student centered and driven by data. The use of data to effect change within the school system is integral to ensuring that *every* student benefits from the school counseling program.

School counselors are expected to routinely collect and analyze process, perception, and outcome data to show the school counseling program has attained goals and to answer the question “How are students different as a result of the school counseling program?” School counselors must demonstrate that each activity, intervention, and/or program implemented as part of the school counseling program was developed from a careful analysis of student needs.

Data is also utilized to identify areas of concern and is included in all program activity results reports. A clear understanding of the types of process, perception and outcome data, and how to utilize this data is critical to establishing and maintaining a quality comprehensive school counseling program.

Process Data answers the question “*What did you do for whom?*” It provides evidence that a program, activity, or intervention, occurred, how the activities were conducted, and the number of students, parents, staff etc. involved.

Examples of Process Data:

- 25 second-grade students participated in eight core curriculum classroom lessons.
- 6 seventh-grade students participated in a study skills group that met for eight sessions for 30 minutes weekly.
- 250 parents attended the Sophomore Individual Graduation Plan Family meeting night.
- 63 juniors attended the SAT prep session.

Perception Data answers the question “*What do people think they know, believe, or can do?*” It can be collected through surveys such as pre-posttests, needs assessments, program evaluation surveys, or a variety of other methods. The development of effective measures is critical in collecting meaningful data. Counselors must structure questions around attitudes, knowledge, and skills. This data allows counselors to answer the question of “*How are students different because of school counselor involvement?*”

Surveys

Surveys can be used to gather perception data, such as student, staff and parent attitudes towards the school counseling program, the need for a character education program or student experiences with bullying. Surveys can also be used to gather information that will contribute to understanding an issue. Basic survey development and administration tips include the following:

- Conduct pre and post surveys for core curriculum activities, small groups, presentations, workshops and programs. Administer at the beginning to assess knowledge (what do students, parents, staff etc. already know) and at the end to assess learning (how did the program activity, group, etc. benefit the student).
- Use a simple format with as few questions as possible.
- Have a clear purpose. Every question should be related to what you want to learn or need to know or understand.

- Make the measure easy to administer, easy to score, and easy to analyze.
- Use language that requires positive or negatively phrased statements. Do not combine the two types of questions.
 - Ex: “I like school.” I have friends at school.” or “I do not have many friends at school.” “I do not know how to solve problems with friends.”
- Be prepared for challenges.
- Plan to rewrite and adjust measures over time.

Types of Surveys

Pre-Post	Given before and after a program, intervention, or activity to measure <i>knowledge gained or a change in perception</i>
Needs assessment	Given to students and/or stakeholders to <i>gather perception</i> of program needs
Program/Intervention/Activity Evaluation	Given after a program, intervention, or activity to <i>gather opinions about the value</i> of the Program, Intervention, or Activity
Opinion Survey	Given to students and other stakeholders to <i>understand their perceptions</i> of the school counseling program, activities, events, and interventions.

Perception Data: Attitudes -What students *believe or think* about the presenting need, issue, or concern.

Attitude statements can be written as beliefs.

- I believe how much time I spend studying for a test affects my grade.
- I believe coming to school on time every day will enable me to get a better job.
- I believe being able to cooperate with others is an important skill.

There are a variety of methods to measure attitude. Some of which include

Scaling Techniques

- Number lines, thermometers, or other graduated image (staircase, mountain, etc.) upon which the opposite ends of the scale/image are labeled with words reflecting the intensity or values.

Likert Scales

- When creating a Likert scale indicating beliefs, it is best when an even number is used, forcing a positive or negative (rather than neutral) response.

Card Sorts

- Sets of cards that are sorted according to the belief evaluated: not at all like me, very much like me, sometimes like me/sometimes not or yes, no, maybe.

Perception Data: Knowledge - Information students need to learn. Knowledge statements can be written as information needed and relevant to the presenting need, issue, or concern.

- I know how to organize my materials for class and homework.
- I know how to get to school if I miss the bus.
- I know how to make decisions that will enable me to do my best.

There are several ways to measure knowledge, including

Likert scale - ask students to rate their own level of knowledge using a scale of 1–4.

Recount fact - ask a question requiring a specific answer.

Define- ask the students to define important terms or concepts.

Describe- ask the students to write a paragraph describing something.

List - ask students to make a list of steps or components relevant to the topic or have students check items on a list of things one needs to know.

Perception Data refers to the skills acquired that lead to a behavioral change for students. The skill is the behavior that should lead to the change in achievement, attendance, and/or behavior. School counselors should carefully consider what students need to be able to do differently in order to produce the desired outcomes.

For example, if the outcome is to reduce discipline referrals, then one of the skills students would need to be able to demonstrate is conflict management. If the outcome is to ensure that 80 percent of a target group of students in jeopardy of retention meet promotion criteria, then students may need to demonstrate effective time management and organization skills.

Skills assessments can be collected through multiple methods, some of which are listed below. It is important when assessing any skills, that the counselor creates checklists and rubrics, when necessary, to determine the accuracy of responses.

Likert scale: Students rate their ability, from 1–5, on a particular skill that begins with an “I can” statement.

Demonstrate: Students complete an assigned task. This might be presented as a competition, game, etc.

Role play: Students role play the new skill or behavior.

Illustrate the skill: Students write, draw cartoon strips, explain a pictures, etc. to demonstrate knowledge.

Give an example: Students provide a written response to a question/prompt.

Solve a problem: Students explain how the problem in a given scenario could be solved.

Examples of Perception Data

<p>Changes in Attitudes/Beliefs</p>	<ul style="list-style-type: none"> ● 75 percent of parents report benefiting from an IGP Family Night Meeting ● 82 percent of eighth grade students report feeling safe in the hallways at school. ● 89 percent of fifth graders believe fighting is not an
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	appropriate method to solve problems with classmates.
Gains in Knowledge	<ul style="list-style-type: none"> ● 84 percent of seventh graders can identify three career interests. ● 91 percent of second graders can identify three trusted adults at school to assist them if they need to report bullying.
Skills/Competencies Attainment	<ul style="list-style-type: none"> ● 79 percent of sixth graders can describe what to do when they see someone being bullied. ● 89 percent of ninth graders can demonstrate knowledge of graduation requirements.

Using Program Goals, Data, and Standards to Create Perception Data Statements

School Counseling Program Goals:

By May 2017, the number of discipline referrals involving “threaten, intimidate, and/or physical contact with another student” will decrease by at least 20 percent from 54 (2015-2016) to 43 (current school year).

Data to consider: What have you learned about this issue and the needs of this population after collaboration and gathering relevant data from parents, teachers, students, administration, etc.? Surveys and needs assessments provide the following data:

- Parents report it is important that children stand up for themselves when they are bullied or disrespected. Parents believe teachers aren’t always helpful or available.
- Teachers report that students think fighting is the only way to solve issues. Teachers do not indicate bullying or disrespect to be an issue. Administrators reported similar issues and concerns.
- Students report they are unable to identify other strategies when problems develop with classmates. Students do not like the consequences of fighting, but it is important that they appear strong.

Mindsets & Behaviors

- B-SMS 2 Demonstrate self-discipline and self-control.
- B-SMS 7 Demonstrate effective coping skills when faced with a problem.

Based on what you want this target group of students to learn, write one or two sentences describing what you want students to *believe, know, or be able to do*.

Attitude/Belief I believe...	Knowledge I know...	Skill I can...
Fighting is not an appropriate way to solve problems.	Consequences of threatening, intimidating, or fighting another student.	Use conflict resolution strategies with peers and classmates.

Walking away from a fight shows I am a strong person.	How to seek help from an adult at school.	
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Convert the above statements into a measurement- such as a Likert-scale or brief answer assessment

Example

1= strongly disagree 2= disagree 3= agree 4=strongly agree

Statement	Scale			
I believe fighting is not an appropriate way to solve problems.	1	2	3	4
I believe someone who walks away from a problem or conflict without fighting is strong.	1	2	3	4
I know the consequences of fighting at school.	1	2	3	4
I know how to seek help from an adult at school.	1	2	3	4
I can name three conflict resolution strategies to use with peers and classmates.	1	2	3	4

Outcome Data

This data answers the question, “So what?” While process and perception data are necessary components of a comprehensive school counseling program, it is not sufficient alone to effectively evaluate the impact of the programs, activities, interventions, etc. Outcome data allow school counselors to discuss and provide evidence of how the school counseling program has impacted students’ ability to utilize knowledge, attitudes, and skills to effect change within the school system.

Outcome data is typically available in the school’s database systems. These systems provide the school counselors with the ability to monitor student progress. School counselors must prioritize activities and data to monitor each year based on school and district goals and school counseling program goals. Conversations with administration and key stakeholders early in the academic year should provide direction on setting program goals and determining what data school counselors can have the most direct impact on in effecting change for students.

While outcome data is critical to providing evidence that the school counseling program has impacted students, collecting and analyzing data does not imply that the school counselor is the data analyst of the school. Data collection and analysis does take time, however, counselors should collaborate and consult with all stakeholders (administrators, data clerks, behavior interventionists, school psychologists, math and literacy coaches, etc.) at the school and district level to assist in the collection and management of this information.

Examples of Existing Outcome Data

- Course Pass/Failure Rate
- Retention Rates
- Promotion Rates
- Attendance Rates
- Tardy Rate
- Suspension/Discipline Rates
- Special Ed Placement
- Standardized Test Scores (MAP, SCREADY, SCPASS, etc.)
- Graduation Rates
- Freshman Pass/Fail Rates
- Dropout Rates
- Course Taking Patterns
- Honors/AP Enrollment
- GPA/Class Rank

All of these data points should be disaggregated by gender, race/ethnicity, and socio-economic status.

Examples of Outcome Data Results Include:

Achievement	<ul style="list-style-type: none"> • 75 percent of identified group of 15 fifth grade students met their target growth score on the spring assessment of Math MAP. • 90 percent of identified ninth graders increased their GPA from a 2.0 to a 3.0 between the first quarter and the final quarter of 2016–17.
Attendance	<ul style="list-style-type: none"> • Target group of 13 tenth students decreased average number of days absent from 16 from the 2015–16 to 7 during 2017–18. • Average daily attendance increased from 91 percent in 2015–16 to 94 percent in 2016–17.
Behavioral	<ul style="list-style-type: none"> • Discipline referrals decreased by 25percent in 2016–17 for students who had three or more in-school suspension referrals in 2015–16. • The number of sixth grade students referred for incidents of disrespect during the first quarter decreased by 15 percent by the end of the school year.

Developing Action Plans

School Counseling Curriculum Action Plan

To efficiently and effectively deliver the school counseling program, there must be a plan detailing how the school counselor intends to achieve the desired results. The [curriculum action plan template](#) helps school counselors create an effective plan to help students develop the knowledge, attitudes and skills appropriate for their developmental level within the domains of academic, career and personal/social development. School counseling curriculum activities are presented systematically in the school through classroom and group activities. The template assists school counselors in the design, documentation and implementation of the school counseling curriculum.

- Include all activities delivered to large groups, grade levels, or all students. The number and content of your core curriculum are determined by your setting, your population, and program goals.

- Link all activities to Mindsets & Behaviors and student competencies. Consider the developmental needs of students within each grade level.
- Include activities linked to school counseling program goals.
- Measure and include process, perception and outcome data.
- Include lessons delivered by other personnel (career specialists, teachers delivering lessons through advisory groups, school psychologists).
- Don't include lessons or activities targeted towards small groups.
- Don't include activities targeted towards parents, faculty/staff or other school partners.

Small Group Action Plan

Small group counseling is a short-term intervention, similar to individual counseling; however, it typically involves four to eight sessions organized to meet specific, prevention, or intervention goals. The [small-group action plan template](#) is imperative in providing organization and focus in the areas of attendance, academics and behavioral goals as it assists school counselors in the design, documentation and implementation of small groups.

Design– Students are identified to participate in small groups by school counselors based on academic, behavior or attendance needs as reflected in the school data. Specific competencies addressing student needs are selected from, or aligned with, the ASCA Student Standards and state standards. The lessons or activities selected should be geared toward helping students attain the knowledge, attitudes or skills specified in the plan.

Documentation– This is the means through which the small group is documented. Documentation includes the lessons and activities, competencies and standards addressed, curriculum used, timelines, number of students, evaluation methods and the school counselor responsible.

Implementation– Implementation of the small group occurs by using counseling skills and techniques appropriate for the student group. It also occurs through the incorporation of a variety of materials and/or techniques. Pre-tests and post-tests are conducted to assess student mastery or competencies and standards as well as to determine the group's progression toward established goals.

Closing-the-Gap Action Plan

Closing achievement gaps that exist between student groups is an integral part of a progressive comprehensive school counseling program. The [closing-the-gap action plan template](#) provides guidance to address discrepancies, also known as gaps, in academics or behavior among student groups. Counselors identify gaps that have been identified through a review of disaggregated data. Then, they develop detailed action plans outlining activities and resources that can be leveraged to close the identified gaps.

Because closing-the-gap activities should be data driven, activities may change each year as the student needs data changes. The [closing-the-gap action plan template](#) is imperative in designing, documenting and implementing of closing-the-gap action plans.

Design– Students are identified to participate in closing-the-gap activities by school counselors based on academic, behavior or attendance needs as reflected in the school data. Specific competencies addressing student needs are selected from, or aligned with,

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the ASCA Student Standards and state standards. Interventions and activities selected should be geared toward helping students meet the goals specified in the plan.

Documentation– This is the means in which the closing–the-gap action plan is documented. The plan includes interventions and activities, competencies and standards addressed, curriculum used, timelines, number of students, evaluation methods and the school counselor responsible.

Implementation– Implementation of the closing–the-gap action plan occurs by using counseling, advocacy, referrals and a collaboration appropriate for the student group identified. Pretest and post tests are conducted to assess student mastery of competencies and standards as well as to determine improvement in attendance, behavior and achievement as outlined in the plan.

Delivery

The delivery component is focused on implementing the school counseling program with students. This section includes a variety of services and strategies school counselors use in their work with and on behalf of students, or direct and indirect services.

School 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 expanded in the middle and high school years. Individual, small-group, personal, and crisis counseling are available to all students. Consultation services concerning student behavior and academic progress are provided for parents, teachers, and administrators. Referrals to other professionals in the school district or to agencies and institutions outside of the district are made as required or requested.

School 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 partnerships and professional development.

The South Carolina Comprehensive School Counseling and Career Guidance Model has two major components: **direct services to students and indirect services**. These two components organize the delivery of the work of school counselors.

Direct Services to Students

Consist of school counseling core curriculum, individual student planning and responsive services.

School Counseling Core Curriculum consists of structured lessons designed to help students attain the desired competencies and to provide all students with knowledge, attitudes and skills appropriate for their developmental level. School counseling core curriculum component includes structured experiences presented systematically through large (classroom lessons) and small group activities from prekindergarten through grade twelve. Planned lessons are delivered to all students within a grade level or school. The curriculum emphasizes decision making, self-understanding,

career development, and the improvement of study skills. EEDA identifies the school-level career specialist as the individual who executes career development in a school as a member of the School Counseling Personnel Team. Other members of the school counseling personnel team may include the work-based learning coordinator, job coach, transition specialist, and career counselor.

Core curriculum consists of a planned, written instructional program that is comprehensive in scope, preventive in nature and developmental in design. School counselors plan, design and evaluate the curriculum. School counselors provide direct instruction, team teach or assist teaching the school counseling core curriculum, learning activities or units. They may also provide instruction to small groups of students or individual students.

Group activities are planned activities outside the classroom to promote academic, career and social/emotional development such as college and career fairs, post-secondary visits, student team building, leadership workshops and community/business tours.

Estimated Time Allocations (Districts and schools may adjust time allocations when supported by data):

Elementary school	35–45 percent
Middle school	20–30 percent*
High school	10–20 percent*

*Note: Percentages adjusted due to Individual Graduation Plans

Individual Student Planning consists of ongoing systemic activities designed to assist students in establishing personal goals and developing future plans. The individual planning component includes counseling activities to assist all students in planning, monitoring, and managing their own learning as well as to achieve academic, career and social/emotional competencies aligned with the school counseling core curriculum. Individual planning emphasizes test interpretation and educational counseling, including postsecondary and career planning. Although the EEDA prohibits career specialists from leading an IGP meeting (unless serving a dual role as the school counselor and career specialist), the career specialist is expected to share information to prepare students and parents for the IGP meeting to be led by the certified school counselor. Such preparatory information may include, but is not limited to, information about career clusters, majors, work-based learning opportunities in the district, and college and career-readiness information.

Through individual planning, school counselors assist students as the students evaluate educational, career and personal goals. School counselors promote individual student planning to help students make the transition from elementary to middle, middle to high, and high to postsecondary education or careers. Parents or guardians and other school personnel, **specifically career specialists**, are often included in these activities.

- **Appraisals:** Working individually with each student to analyze and evaluate individual abilities, skills, and achievement. Test information may provide the basis for immediate and long-range plans.
- **Advisement:** Working individually with each student to make decisions for future plans based on academics (learning to learn), career (learning to work), and social/emotional

(learning to live) data.

Estimated Time Allocations: (Districts and schools may adjust time allocations when supported by data):

Elementary school	5–10 percent
Middle/junior high school	20–30 percent
High school	30–40 percent

*Note: Percentages adjusted due to Individual Graduation Plans

Responsive Services consist of activities designed to meet the students' immediate needs and concerns. This component is available to all students and may be initiated by students, teachers, school counselors, administrators, or parents.

School counselors provide counseling sessions in individual or small group settings to help students overcome issues impeding achievement, success or personal needs (Maslow's Hierarchy). The counseling process helps students identify problems, causes and alternatives and possible consequences so the student can make decisions and take appropriate actions.

Counseling is planned, goal-focused, and short-term in nature. School counselors do not provide therapy, long-term counseling in schools to address psychological disorders or maintain treatment plans. However, school counselors are prepared to recognize and respond to student mental health crises and needs to address these barriers to student success by offering education, prevention, crisis, and short-term interventions until the student is connected with available community resources. When students require long term counseling or therapy, school counselors make referrals to appropriate community resources.

Individual counseling: Sessions in which the school counselor's unique training and expertise guides the discussion around an individual's needs and goals. It may include, but is not limited to, solution-focused or brief counseling sessions (usually six to eight sessions).

Small group counseling: A small group of students, three to ten, meeting four to eight times, with each session lasting approximately 20–45 minutes to address specific issues or needs.

Crisis response and/or crisis counseling: Providing support and assistance to students as they navigate critical and emergency situations. It includes intervention and follow-up. Sessions are designed to prevent situations from becoming more severe. There are often written procedures provided by the school district to be used in these situations.

Estimated Time Allocations: (Districts and schools may adjust time allocations when supported by data)

Elementary school	30–40 percent
Middle/junior high school	30–40 percent
High school	25–35 percent

Indirect Services

Indirect services consist of interactions with others to provide support for student achievement and success. These activities will count and be recorded as part of the 80 percent for direct student services. Generally, the student is not present and the school counselor is working on behalf of the student or serving as a student advocate.

Referrals: Directing students and/or parents to school or community resources for additional assistance or information such as: academic (support referrals or tutoring), career support (college planning websites, employment training) and social/emotional support (community agencies that treat health issues including suicidal ideation, violence, abuse, juvenile or social services, and depression).

Consultation: Sharing strategies that support student achievement with parents, teachers, other educators and/or community organizations; also includes using consultation to receive information on student needs and possible strategies to promote student achievement. School counselors serve as student advocates.

- **Conference:** Any meeting between the school counselor and another individual, directly or indirectly, involved with a student, lasting 15 minutes or more, with discussion centered on helping the student navigate school more effectively.
- **Collaboration:** Two or more individuals working toward a single goal; working with other educators, parents and the community to support student achievement and to advocate for equity and access for all students.
- **Teaming and partnering:** working with staff, parents, business, and community organizations.
- **School/district committees:** being a voice and advocate for student programs and assisting in generating school wide and district support for the school counseling program.
- **Parent workshops:** facilitating or organizing informational sessions about student developmental issues for parents/guardians to address needs of the school community.
- **Check-In:** A brief meeting between the school counselor and other individuals (parent, teacher, administrator, etc.) lasting fewer than 15 minutes with a primary purpose of collecting/disseminating updated information.
- **Multi-Tier Systems of Support or other student support teams:** Meeting involving various professionals along with parents and student (if age appropriate) to discuss needs and plans to remediate/address those needs. (Note: the scheduling and maintenance of these meetings is a school system support or non-school counseling duties.

Estimated Indirect Time Allocations: (Districts and schools may adjust time allocations when supported by data):

Elementary school	15–20 percent
Middle/junior high school	15–20 percent
High school	15–20 percent

Accountability

Based on national and professional accountability standards, all educators, including school counselors, are required to systematically collect and analyze student data and to use this data to S.C. Comprehensive School Counseling and Career Guidance Model

develop goals focused on student achievement and strategies to enhance overall student success. By using data to both drive their programs and to measure the effectiveness of school counseling interventions, school counselors can answer the question, “How are students and the school environment different because of our school counseling program?” Accountability provides a way for school counselors to show they are making a difference.

Additionally, the *Ethical Standards for School Counselors* (ASCA, 2016) state that school counselors are obligated to use data to make programmatic decisions and to measure the effectiveness of their programs. Furthermore, the *Ethical Standards* also emphasize the school counselor’s obligation to ensure the maximum development of all students, whose needs may be overlooked without the use of data. By using measurable outcomes, school counselors can show how their programs make a difference for students.

Accountability involves responsibility for professional actions. In the context of a school counseling program, this may involve

- identifying and collaborating with stakeholder group;
- collecting data and assessing needs of students, staff, and community;
- setting goals and establishing objectives based on data;
- implementing effective interventions;
- measuring the outcomes of interventions;
- using results for program improvement; and
- sharing results with major stakeholders.

Guidelines for Implementing an Accountability Plan

- Step 1: Align with school’s mission
- Step 2: Identify critical data elements
- Step 3: Analyze the data to identify gaps
- Step 4: Develop an action plan with goals
- Step 5: Reanalyze data to determine if goals were met
- Step 6: Share Results with stakeholders (principal, teachers, parents,)

Framework for Accountability

The framework for accountability provides examples of specific types of data and results that school counselors can use to establish, improve, and enhance their school counseling programs.

- Data Analysis
 - School Data Profile Analysis
 - Use-of-Time Analysis
- Program Results
 - Curriculum Results Analysis
 - Small-Group Results Analysis
 - Closing-the-Gap Results Analysis
- Evaluation and Improvement
 - School Counselor Competencies Assessment Analysis
 - Program Assessment Analysis
 - School Counselor Performance Appraisal

- Program Goal Analysis

Data Analysis

Data Analysis refers to analyzing the data that school counselors collect to establish their school counseling program and continue to collect over time. The data informs school counselors about student needs and school and community needs. Two examples of documents that present data that can be analyzed to evaluate and improve school counseling programs are: the *school data profile* and the *use-of-time assessment*.

School Data Profile: The school data profile is a summary of the school's achievement, attendance, behavior, and safety record over a multiyear period that reflects the trends of a school. It provides school counselors a tool to identify gaps (achievement, opportunity, and attainment) within the school, and can be used to develop school counseling program goals. The first school data profile is the baseline for data collection, and yearly updates are made to assess the school counseling program's effectiveness. It is the responsibility of all school counselors to be able to interpret the data.

The school data profile should include overall profile data such as: enrollment, race/ethnicity, students with disabilities, ELLs, socioeconomic status school safety. Additionally, school data profile should include both achievement data and behavioral data. Examples of achievement data include: promotion and retention rates, graduation rates, drop-out rates, standardized test data, grade-point averages, at or above grade/achievement level, passing classes, completion of academic programs. Examples of behavior data include counseling referrals, mental health concerns, discipline referrals, suspension rates, substance abuse rates, attendance rates course enrollment patterns, post-secondary education attendance rates, parent/guardian engagement, participation in extracurricular activities, homework completion. [School Data Profile Template](#)

When reviewing the school data profile, school counselors should consider the following areas:

- Strengths and concerns
- Student profiles
- Achievement gaps
- Changes in attendance rates
- Safety data
- What is currently being done to address gaps in the data?
- What can be done to address gaps in the data?
- What other data is needed?

Use-of-time Analysis: School counselors should complete a use-of-time assessment twice a year for one week to determine how their time is spent. An example of a use-of-time analysis can be found in [Use of Time Assessment Template](#). School counselors should spend 80 percent of their time in direct and indirect student services and 20 percent or less of their time in program management. After completing the use-of-time analysis, school counselors can examine how close they are to the ideal 80 percent of direct time. Decisions about how to allocate school counselors time are based on student needs as demonstrated in the school data profile and alignment with the school's mission and school counseling program goals. The use-of-time analysis can be used in discussions with administrators and school counseling program evaluations.

Program Results

School counselors develop action plans as part of the management component. There are three types of actions plans:

1. [School Counseling \(SC\) Curriculum Action Plan](#)
2. [Small Group Action Plan Template](#)
3. [Closing-the-Gap Action Plan Template](#)

As part of each action plan, school counselor's collect process, perception, and results data. School counseling programs produce measurable outcomes in student development, specifically academic, career, and emotional/social development. Analyzing and sharing these reports with stakeholders provides more focused programming, more effective interventions and more responsive school counseling programs.

There are three types of data that are collected as part of an action plan:

Type of Data	Definition	Examples
Process	what was done and who participated	number of students who participated
Perception	participant's attitudes, opinions, and beliefs	pre-post surveys, needs assessments, program evaluation surveys
Outcome	objective and measurable outcomes that show the impact of an intervention	achievement outcome data, behavioral outcome data, attendance outcome data

Consider the following example questions when analyzing each data report:

1. Process Data: What can be learned from analyzing the process data?
2. Perception Data: What can be learned from analyzing the perception data?
3. Outcome Data: What can be learned from analyzing the outcome data?
4. After Analysis: What are the implications or recommendations?

For additional information related to data analysis, refer to the following resources:

American School Counselor Association. (2012). ASCA national model: A framework for school counseling programs. Alexandria, VA: Author. Available at www.schoolcounselor.org; print and digital editions \$34.95 members, \$44.95 nonmembers.

Kaffenberger, C. & Young, A. (2013). Making DATA work (3rd ed). Alexandria, VA: American School Counselor Association. Available at www.schoolcounselor.org; print edition \$19.95 members or \$24.95 nonmembers; digital edition \$19.95 members/nonmembers.

Skrla, L., Scheurich, J.J., Garcia, J., & Nolly, G. (2004). Equity audits: A practical leadership tool for developing equitable and excellent schools. *Education Administration Quarterly*, 40(1), 133-161. Available at <http://eaq.sagepub.com/content/40/1/133>; \$36 (download PDF).

Consider sharing data via the following venues:

- Websites
- Social media
- One-page handouts
- Part of a larger district- or school-level report to administrators and school board members
- Presentations to the faculty, parents, and other stakeholders

Evaluation and Improvement

School counselors as well as others (i.e. administrators, district supervisors) evaluate the performance of the school counselors, the effectiveness of the school counseling program, and areas for improvement or attention in the future. Through program evaluation, school counselors provide data as a vehicle for drawing conclusions and making decisions, recommendations, and plans to improve and revise the school counseling program. Some elements of the evaluation process are self-assessments, and others include observation and input from other evaluators. The evaluation process should be systematic, comprehensive and ongoing.

Evaluation and improvement has four components:

- Analysis of School Counselor Competencies;
- Analysis of School Counseling Program Assessment;
- Appraisal of School Counselor Performance; and
- Review and Analysis of School Counseling Program Goals.

Analysis of School Counselor Competencies

The *School Counselor Competencies* focus on the competencies of the school counselor himself or herself. The *Competencies* were developed through ASCA by school counselors, district supervisors, and counselor educators; they align with the roles and duties of school counselors as outlined in the *National Model*. School counselors, school administrators, district supervisors, and counselor educators can use the *Competencies* in a variety of ways. The *Competencies* are not required to be used as an assessment, but do have an assessment format one can use for this purpose. School counselors may use the [ASCA School Counselor Competencies](#) as a self-evaluation tool, a means of making their professional development plans, and/or a form of documentation for evaluation purposes.

Analysis of School Counseling Program Assessment

The purpose of the *School Counseling Program Assessment* is for school counselors to evaluate the school counseling program according to the four domains of the *National Model* (foundation, delivery, management, and accountability). This assessment is completed once a year, typically towards the end of the school year. The *Program Assessment* outlines programmatic benchmarks within each domain and criteria for implementation. The evaluator selects from three options for each item: (a) no (criterion is not in place), (b) in progress (the criterion is being developed or implemented), or (c) yes (the criterion is in place or implemented). Upon completing the

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assessment, one can analyze the responses to determine strengths, areas for improvement, short-term goals, and long-term goals for the school counseling program. Furthermore, tracking annual data using the ASCA Data Profile allows school counselors to observe trends over time.

Appraisal of School Counselor Performance

School counselor appraisal or evaluation is conducted by an administrator at least once a year. While school districts generally develop their own appraisal documents, several recommendations for school counselor evaluation are provided:

- Evaluations should include three components: school counselor self-evaluation, administrative evaluation, and assessment of programmatic goal attainment.
- Persons evaluating school counselors should be trained regarding the appropriate roles and duties of school counselors and in the appropriate methods for gathering data to support the evaluation.
- Forms, tools, and evaluation procedures should be specifically designed for use with school counselors; teacher evaluations are inadequate for evaluating school counselor performance.
- Persons developing school counselor evaluations are encouraged to use the [ASCA School Counselor Competencies Template](#) in doing so.

Review and Analysis of School Counseling Program Goals

At the end of the school year, school counselors review the program goals they identified at the beginning of the year. Review any reports associated with program goals (e.g. Closing-the-Gap Action Plan) to consider implications for the school counseling program and future program goals.

School counselors may consider the following questions in reviewing each of the program goals:

- Did they use SMART goals?
- Was the goal a closing-the-gap goal?
- Was the goal met? If not, why?
- What are the implications for goal setting for the following year?
- What implications do these results have for the school counseling program?

In closing, the South Carolina Comprehensive School Counseling and Career Guidance Model provides a framework for PreK–12 grade programming and utilizes the skills of school counselors and career specialists in the areas of leadership, advocacy, and collaboration. Through their unique roles in schools, school counseling personnel positively impact student achievement and systemic change to ensure equity and access for all students in South Carolina as they “Learn to Live, Learn to Learn and Learn to Work” in the evolving 21st century.

Appendix A



School Counseling Program Assessment

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

ASCA Mindsets & Behaviors			
a. Standards are identified and align with program mission and goals			
b. Standards and competencies selected from other standards (state/district, 21st Century, Character Ed, etc.) align with ASCA Mindsets & Behaviors, program mission and goals as appropriate			
School Counselor Professional Competencies and Ethical Standards			
a. ASCA School Counselor Competencies have been reviewed			
b. ASCA Ethical Standards for School Counselors have been reviewed			
PROGRAM MANAGEMENT			
CRITERIA	No	In Progress	Yes
School Counselor Competencies Assessment			
School counselor competencies assessment has been completed			
School Counseling Program Assessment			
School counseling program assessment has been completed			
Use-of-Time Assessment			
a. Use-of-time assessment completed twice a year			
b. Direct and indirect services account for 80 percent of time or more			
c. Program management and school support activities account for 20 percent of time or less			
Annual Agreement			
a. Created and signed by the school counselor and supervising administrator within first two months of school			
b. One agreement per school counselor			
c. Provides rationale for use of time based on data and goals			
d. Reflects school counseling program mission and program goals			
e. Lists school counselor roles and responsibilities			
f. Identifies areas for school counselor professional development			
Advisory Council			
a. Membership includes administrator and representatives of school and community stakeholders			
b. Meets at least twice a year and maintains agenda and minutes			
c. Advises on school counseling program goals, reviews program results and makes recommendations			
d. Advocates and engages in public relations for the school counseling program			
e. Advocates for school counseling program funding and resources			
Use of Data			
a. School data profile completed, tracking achievement, attendance and behavior data			

b. School data inform program goals			
c. School counseling program data (process, perception, outcome) are collected and reviewed and inform program decisions			
d. Organizes and shares data/results in a user-friendly format (e.g., charts)			
Action Plans (Curriculum, Small Group and Closing the Gap)			
a. Data are used to develop curriculum, small-group and closing-the-gap action plans using action plan templates			
b. Action plans are consistent with the program goals and competencies			
c. Projected results (process, perception and outcome) data have been identified			
d. Projected outcome data are stated in terms of what the student will demonstrate			
Curriculum Lesson Plan			
Curriculum lesson plan templates are used to develop and implement classroom activities			
Calendars (Annual and Weekly)			
a. Indicate activities of a comprehensive school counseling program			
b. Reflect program goals and activities of school counseling curriculum, small-group and closing-the-gap action plans			
c. Are published and distributed to appropriate persons			
d. Indicate fair-share responsibilities			
e. Weekly calendar aligns with planned use of time in the annual agreement			
DELIVERY			
CRITERIA	No	In Progress	Yes
Direct student services are provided (Strategies to include instruction, group activities, appraisal, advisement, counseling and crisis response)			
a. Deliver school counseling curriculum lessons to classroom and large groups			
b. Provide appraisal and advisement to assist all students with academic, career and personal/social planning			
c. Provide individual and/or group counseling to identified students with identified concerns or needs			
Indirect student services are provided to identified students (Strategies to include referrals, consultation, collaboration)			
Direct and indirect service provision amounts to 80 percent or more of the school counselor's time			
ACCOUNTABILITY			
CRITERIA	No	In Progress	Yes
Data Tracking			
a. School data profile is analyzed, and implications for results over time are considered			

b. Use-of-time assessment is analyzed and implications are considered			
Program Results (Process, Perception and Outcome Data)			
a. Curriculum results report is analyzed, and implications are considered			
b. Small-group results reports are analyzed, and implications are considered			
c. Closing-the-gap results reports are analyzed, and implications are considered			
d. Program results are shared with stakeholders			
Evaluation and Improvement			
a. School counselor competencies assessment informs self-improvement and professional development			
b. School counseling program assessment informs program improvement			
c. School counselor performance appraisal is conducted and informs improvement			
d. Program goal results are analyzed, and implications considered			