Nebraska School Counseling Guide

For Planning and Program Improvement

2000

NEBRASKA DEPARTMENT OF EDUCATION

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Dear Nebraska School Counselor:

As America enters the twenty-first century, the importance of life-long learning, in its fullest context, is essential if all Americans are to be successful in the new millennium. A comprehensive, age-appropriate school counseling program can provide the multi-faceted approach to meet the academic, career, social and personal needs and aspirations of children and adolescents.

The Nebraska School Counseling Guide provides the tools to assist school districts in developing, implementing and revising their guidance programs. The Select Writing Committee and the Steering Committee have dedicated many hours of their professional expertise in constructing this guide. They have designed a functional process to guide teams of counselors, administrators, parents, community members and students in this developmental process.

The core components of age-appropriate curriculum, focused student planning, necessary responsive services and dynamic system support combine to enhance the other curricula in the students' learning environment. In addition this program continues to positively impact students into their adult years by imparting necessary life skills and an optimistic disposition toward learning.

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Policy for School Counseling in Nebraska

(Adopted October 8, 1999, by the Nebraska State Board of Education)

The primary function of school counselors is to work directly with students. The State Board of Education encourages the development and implementation of local school counseling programs, involving the family (especially parents), the school (students and staff), and the community.

The primary areas of school counseling activities, programs and services are:

- educational development
- career planning and exploration
- self knowledge and the skills to interact positively with others

The goals of school counseling programs are to:

- help all students understand the importance of effective career decision making and planning
- assist all students in developing an on-going educational plan
- improve student achievement at all levels by integrating school counseling information into other relevant curricular areas

School counseling programs should include:

- age-appropriate curriculum, matching activities to the needs of elementary, middle, and high school students and their families
- individual planning with students and parents, supporting them with academic and career information
- responsive services for crisis situations, assisting students and families, and teachers and/or referring them for further help, if necessary
- support for teachers, administrators, parents and community with regard to school counseling issues by providing consultation, information, and/or referral.

Career Guidance and Counseling
Nebraska Department of Education

Mission

The mission of school counseling programs in Nebraska is to empower all students to reach their maximum potential in the areas of academic, career, personal and social development.

Beliefs:

We believe effective school counseling programs:

- teach life skills
- are for all students
- are proactive and preventative
- are competency based and goal oriented
- provide a safe place for problem solving
- help children develop into successful adults
- are an integral part of a total school program
- understand and value the students' capabilities
- facilitate and support the reciprocal integration of curriculum
- include career, academic, personal and social issues and are age-appropriate in nature
- promote a healthy school culture which is supportive and collaborative among parents, students and staff

We further believe that:

- learning is life-long
- all students can learn
- students who believe in themselves are more open to learning
- society as a whole benefits from a comprehensive school counseling program

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Section I:

CONCEPTUAL FRAMEWORK

CONCEPTUAL FRAMEWORK

Beliefs:

Beliefs are the guiding principles that provide the foundation for the mission and vision and the entire school counseling program. They are the deep-seated assumptions that drive the development of the mission and ultimately the entire program. They answer many of the following questions:

- What do we believe about the purpose of school counseling?
- What do we believe about students and learning?
- What do we believe about how the school counseling program and curriculum interacts with the other curricula in our school?
- What do we believe about the scope of school counseling programs?
- Who benefits from school counseling programs?
- How important is the school counseling program to student success?

These beliefs must truly be valued and lived. If they are espoused, but not followed, they may undermine the credibility of the school counseling program and the work of the counselors. These assumptions are not written and related in a flip fashion. If they are communicated to one's publics, they must be followed.

Examples:

(1) School counseling programs teach life skills.
(2) School counseling programs are for all students.
(3) School counseling programs must be competency based.
(4) School counseling programs are an integral part of a total school counseling program.
(5) School counseling programs promote a healthy school culture which is supportive and collaborative among parents, students, and staff.

Your Beliefs:

Mission Statements:

Mission statements answer three basic questions:

- what the program is to accomplish
- how the program will accomplish it
- who are the receivers of the program

The mission statement should be short, concise, descriptive and inspirational. It becomes the backbone of the school counseling program and relates to the four major program components:

- curriculum
- responsive services
- student planning
- system support

Counselors need to know and own the mission statement and use it as a "touchstone" for the development and revision of all facets of the school counseling program. They need to work with all of their constituency groups, especially administrators, to understand this guiding statement and how it dictates the direction and the parameters of the program. A solid connection must be established with the district's mission statement.

Sample mission statements:

(1) To provide students, parents, educators and community with the career, academic, and personal and social knowledge and skills necessary to lead meaningful and productive lives.

(2) To support the school community in developing and integrating personal and social, academic and career knowledge and skills into the entire school system.

(3) To facilitate the academic, career, personal and social growth of all students by collaborating with teachers, parents, community and the students themselves in building a healthy, productive, meaningful and safe learning environment.

Your Mission Statement:

Benefits of an Effective School Counseling Program:

Students:

- guarantees services to all students
- focuses on students' needs
- develops proactive skills for all students
- provides age-appropriate levels of interaction and instruction
- helps students become more resourceful in decision making

Parents:

- encourages involvement of parents in students' learning environment
- provides parents timely, appropriate support and resources when needed
- increases opportunities for parent, student and counselor interaction
- brings about better understanding of the guidance and counseling program

Teachers:

- promotes a team effort to address school counseling competencies
- increases teacher accessibility to counselor as a multiple resource
- integrates curricula and associated competencies
- integrates interdisciplinary approach with all curricular areas

Administrators:

- creates a structured program with specific school counseling competencies
- provides accountability to school counseling program
- facilitates team approach between administration and school counseling program
- encourages better understanding of the role of counselors and the total guidance program

Local Boards of Education:

- provides a rationale for school counseling as a comprehensive program in the school system
- serves as a source of data regarding competencies in school counseling
- creates greater school-community interaction
- promotes better understanding of the role of the guidance program and of counselors

Your Benefits of an Effective School Counseling Program:

Benefits of an Effective School Counseling Program: (cont.):

Business, Industry and Labor:

- increased opportunity for collaboration among counselors, students, and business/industry/labor
- provides a potential workforce with necessary career, human relations and decision-making skills
- enhances the role of the counselor as resource
- promotes collaboration in preparing students for the world of work

Counseling Staff:

- provides a clearly defined set of functions
- integrates the school counseling program with other school curricula and programs
- articulates competencies students are expected to achieve as a result of participating in a comprehensive, developmental school counseling program

Benefits of an Effective School Counseling Program (cont.):

Section II:

PROGRAM COMPONENTS

PROGRAM COMPONENTS

Curriculum:

Curriculum is the center of the comprehensive, developmental school counseling program. One essential part of the curriculum is the essential learnings that define what students need to know, be able to do and be like in the areas of academic, career, personal and social development. A way of further describing these essential learnings is through indicators. These indicators clearly and concisely describe the outcomes in observable terms, which can be more readily measured. Children and adolescents do not all progress at equal rates; therefore setting essential learnings and indicators in intervals (PK-6, 7-8, 9-12) allows for lapses and spurts of growth.

The instructional activities are chosen based on the essential learnings and indicators. They may be delivered by the counselor, the classroom teachers, community members and even the students themselves. One key concept to remember: "the counselor is not the program." Sources of instructional activities abound, but need to be grounded in the essential learnings and indicators, be age-appropriate, allow/encourage curriculum integration and provide for follow up and continuity. (See Appendix G, Activity Sources, V-29.)

The curriculum may also influence and drive the other three program components. Every interaction that is part of the responsive services, system support and student planning also may relate to the curriculum. Every connection to students, parents, educators and community can potentially be a learning experience, which directly relates back to the essential learnings in the curriculum.

Appendix B, V-3 is a recommended framework of essential learnings to guide local teams, highlighting the following key areas:

- career
- academic
- social
- personal

See INNOVATIVE CONFIGURATION FOR CURRICULUM in Appendix E, V-22.

Notes:

Responsive Services:

The second element is the responsive services, assisting those with immediate issues, whether these needs or concerns require counseling, consultation, referral or information. School counselors are trained in intervention, brief counseling, group counseling and referral. Many have extensive work in various forms of counseling. With large numbers of students and many diverse responsibilities, counselors are required to make judgments regarding the most appropriate services. Beyond that, and particularly when the potential problems involve the family, referral may become an important task of the counselor.
As part of a comprehensive school counseling program, counselors need effective referral sources in the school and community. Counselors, if they are to be effective in linking the needy students and his/her family to the right sources of assistance, need to know the agencies: the personnel, the intake procedures, the costs and specific problems they handle most effectively.

In addition school counselors may have trained student groups such as peer helpers, peer mediators, student ambassadors for new students and big brothers/big sisters. Members of these groups undergo rigorous training in communication skills, intervention tactics and referral procedures. These programs offer students a chance to give back to the school and their peers, in addition to experience that may lead to a future career.

See INNOVATION CONFIGURATION FOR RESPONSIVE SERVICES in Appendix E, V-23.

Notes:

Student Planning:

With student planning, the counselor works in helping young people develop a healthy sense of future. Student planning includes counseling activities to assist students in planning, monitoring and managing their own learning as well as their personal and career planning. Another integral part of this service is assisting students in making transitions, such as starting elementary school, moving to a middle/high school or post-secondary education. Each interaction should have as its base the curriculum essential learnings and indicators, assisting the student in reaching one of the essential learnings in the curriculum.

Individual planning should be used only when necessary. Counselors should consider alternatives to individual meetings to disseminate information: written information, websites, bulletin boards, small group gatherings or large group meetings.

Student planning may not be solely within the realm of the school counselor. The counselor may provide opportunities for other staff members to become involved such as advisor-advisee and mentor-protégé programs. The counselor's leadership can extend the school counseling program to other resources, such as teachers, administrators, support staff, community/business members and other caring students.

See INNOVATION CONFIGURATION FOR STUDENT PLANNING in Appendix E, V-24.

Notes:

System Support:

The fourth element of a comprehensive school counseling program is **system support.** The counselor is a resource to the school community:

- Consulting with staff and administration.
- Instructing on age-appropriate issues with staff and community.
- Facilitating learning experiences in collaboration with other educators.

The school counselor takes on various roles within the context of the school counseling program. One is as consultant who works collaboratively with parents, educators and community members. Parents and parent groups may solicit advice concerning programs related to community mentoring, diversion programs and civic ventures for young people. Counselors may collaborate with educators about instructional activities that are age-appropriate and effective when interacting with particular students or student groups. The community may need the expertise of school counselors for planning, implementing and evaluating initiatives for young people. School counselors can apply their expertise in conflict resolution, planning, referral, evaluation and problem solving.

As a coordinator, the school counselor extends his/her role through such programs as mentoring, advisor-advisee, big brother/big sister, peer helping, peer mediation and peer tutoring. These programs provide information, skill-building, leadership and encouragement to activities that further promote student development.

Communication is essential to an effective school counseling program. Information must be presented in an organized, timely and thorough fashion to all of the constituency groups: students, school staff, parents and community. Counselors must determine:

- Who needs to know?
- What do they need to know?
- How do they need to know?
- What is the best method to deliver the information?
- When is it to be delivered?
- How does the counselor assess whether the message has been effectively delivered?

There are a variety of ways school counselors can inform all groups, keeping in mind their needs, preferences and access to technology.

Notes:

- A monthly or quarterly newsletter for staff and parents can be an effective way to market the school counselor program and activities.
- A website is becoming a must, as are group emails and list serves.
- A weekly or monthly column in the local newspaper can be an informative way to reach parents and community members.
- More and more communities are providing access to a local cable channel.
- A more personal approach might be to join a speakers' bureau and be available to speak at community and civic functions.
- Student presentations at these events can be a plus.

In all cases, be proactive. Take the time and initiative to contact reporters with a positive message whenever possible.

See INNOVATION CONFIGURATION FOR SYSTEM SUPPORT in Appendix E, V-25.

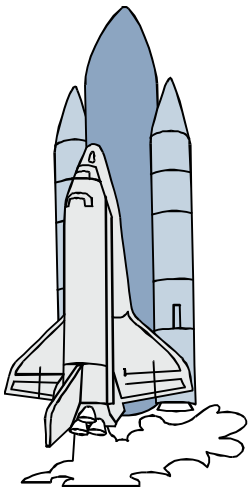
Notes:

Section III:

IMPLEMENTATION PROTOCOL

IMPLEMENTATION PROTOCOL

"A journey of 1,000 miles begins with a single step,"
as does the development or revision of a school counseling program.
Some counselors have equated this process to
"rebuilding the plane while flying it."



With both metaphors, one must begin somewhere. The questions to be asked are the following:

Question #1 "Who are our partners?"

Question #2 "Where do we want to be?"

Question #3 "Where are we now?"

Question #4 "How do we get to where we want to be?"

Question #5 "How will we know when we are there?"

The answers to these five questions will form the basis for the development or revision of a comprehensive, developmental school counseling program. If program development were easy, one might move through them sequentially and with relative ease. However, to construct an effective program, many of the questions must be answered concurrently.

QUESTION #1 "WHO ARE OUR PARTNERS?"		NOTES FOR YOUR DISTRICT:
Task A:	Select members for a Steering Committee and an Advisory Committee. (See Appendix A)	
Task B:	Familiarize your school counseling team, school staff and community with comprehensive, developmental school counseling concepts. (Locate resources/consultants/experts/etc. for information and marketing.)	
Task C:	Secure support from administration on building and district level.	
Task D:	Conduct needs assessment with students, parents and school staff.	

QUESTION #2 "WHERE DO WE WANT TO BE?"	NOTES FOR YOUR DISTRICT:
Task A: Write a mission statement based on the steering committee's beliefs about school counseling which aligns with district mission and beliefs.	
Task B: Adopt, adapt or develop a set of essential learnings and interval indicators.	
Task C: Adopt, adapt or develop program components and the structural framework, describing in as much detail as possible the ideal for each.	

QUESTION #3 "WHERE ARE WE NOW?"	NOTES FOR YOUR DISTRICT:
Task A: Describe/define the current staffing patterns, budget, facilities and space.	
Task B: Using the Innovation Configuration, determine "current reality" with regard to curriculum, responsive services, student planning and system support.	
Task C: Survey your time usage for the four program elements.	

QUESTION #3 "WHERE ARE WE NOW?" (CONT.)	NOTES FOR YOUR DISTRICT:
Task D: List and describe all current counseling activities.	
Task E: Complete curriculum mapping with school staff. (See Appendix D)	

QUESTION #4 "HOW DO WE GET TO WHERE WE WANT TO BE?"		NOTES FOR YOUR DISTRICT:
Task A:	Compare current counseling activities with essential learnings and indicators, assessing level of effectiveness.	
Task B:	Identify new activities necessary to accomplish desired essential learnings and write a description of each. (Including professional development plan for counselors and staff)	
Task C:	Develop and disseminate planning information and calendar of activities.	

QUESTION #4 "HOW DO WE GET TO WHERE WE WANT TO BE?" (CONT.)	NOTES FOR YOUR DISTRICT:
Task D: Write (or adopt) job descriptions.	
Task E: Prioritize activities of school counseling	
Task F: Develop and disseminate time table for implementation of school counseling program.	

QUESTION #5 "HOW WILL WE KNOW WHEN WE ARE THERE?"		NOTES FOR YOUR DISTRICT:
Task A:	Develop (or gather) evaluation protocol to measure program results, effectiveness, progress and accomplishments.	
Task B:	Develop (or gather) evaluation protocol to measure student results.	
Task C:	Implement evaluation processes, gathering information on program results and student growth.	
Task D:	Celebrate successes and revise program to increase effectiveness.	

Section IV:

EVALUATION

COUNSELOR APPRAISAL

Job Description: In establishing a performance-based appraisal system for school counselors, the first step is to establish a written job description based on the school counseling program structure. One job description should be developed for counselors at each level: elementary, middle/junior, and high school.
(See Appendix C)

Counselor Performance Appraisal: A performance appraisal instrument should be developed using the counselor job description. In each area of responsibility, the standards of performance need to be described in observable and measurable terms. The usefulness of this type of appraisal instrument goes beyond making a judgment about past performance. It also helps target future directions and goals.

Counselor Appraisal Samples:

Format A:
(Note: the following format is contingent on a functional job description for school counselors. The sections are based on major job responsibilities, and may vary from district to district.)

Counselor: _____ Date: _____

Administrator: _____

I. Planning: Counselor completes this section and discusses with administrator prior to scheduled appraisal.

- Clarify goals and objectives (What are the outcomes the counselor is hoping to achieve?)

- Anticipate strategies and decisions (What activities will the counselor use and how were decisions made?)

- Determine evidence of student achievement (What student competencies and indicators will be addressed?)

- Identify the administrator's data gathering focus and procedures (How will data be gathered and what are the criteria for using these data?)

II. Counseling: Administrator gathers data by observing:

- Evidence of student achievement (What will the administrator be looking and listening for, based on indicators?)

- Counseling strategies and decisions (What processes are used by the counselor when interacting with students?)

III. Reflecting: Administrator asks the counselor to:

- Summarize impressions and assessments of the interaction (What thoughts and feelings do you have about the interaction, and what did you learn?)

- Recall data supporting those impressions and assessments (What data support your thoughts and feelings?)

- Compare planned with performed counseling decisions, and student learning (How did the planned interaction compare with the actual interaction?)

- Infer relationships between student achievement and counselor decision/behavior (How did what you did work to improve student competency?)

IV. Applying: Administrator asks the counselor to:

- Synthesize counselor learnings and prescribe applications (Overall, what did you learn and how might this influence future interactions?)

- Reflect on the appraisal process; recommend refinements (What concluding thoughts might you have, including possible changes in this process?)

Format B:
(Note: the following format is contingent on a functional job description for school counselors. The sections are based on major job responsibilities, and may vary from district to district.)

Counselor: _____ Date:_____

Administrator: _____

In each of the nine (9) categories, rate the counselor with the following scale:

- **Superior (S):** the counselor excels in this area, going above and beyond expectations (Include a detailed description of exactly what the counselor accomplished and how student competencies were met/exceeded because of his/her efforts.)

- **Meets Expectations (M):** the counselor performs the work in this area in a professional manner

- **Opportunity for improvement (O):** the counselor has a need for improvement (Include a detailed description of the perceived deficit and suggestions for improvement.)

1.__ Implements the school counseling curriculum.

2.__ Works with teachers and parents to meets the needs of students through the development of academic, personal, social and career awareness activities.

3.__ Counsels small groups and individual students.

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

5.__ Refers students with critical needs, in consultation with their parents, to appropriate community

resources.

6.__ Participates in activities that contribute to the effective operation of the school.

7.__ Advocates for all students.

8.__ Plan, implement, evaluate, and revise the school counseling program.

9.__ Demonstrates professional conduct and pursues professional growth.

_____ _____

(Counselor signature) (Administrator signature)

Signing this appraisal indicates that the counselor and the administrator have discussed the information; signatures do not indicate approval of the contents.

_____

(Date for follow-up conference if deficits are noted)

PROGRAM EVALUATION

Program evaluation involves completing a self-study and then conducting an ongoing review of the school counseling program. The self-study is a full, written description of how the counseling program is meeting all the elements of the program:

- conceptual framework
- program components
- evaluation (student and counselor)
- structural framework

School counseling program evaluation asks two basic questions:

- Is there a written school counseling program in the school district?
- Is the written school counseling program the actual implemented program in the building(s) in the district?

Discrepancies between the written program and the implemented program, if present, will come into sharp focus as the program evaluation process unfolds.

Data can be gathered in many ways to validate the success of the school counseling program:

- Interviews with students, parents, administrators, teachers, support staff, etc.
- Focus groups with all of the above groups.
- Surveys, both locally and professionally developed and evaluated.
- Statistical data on the building and district levels.
- Walkabout studies conducted by school and community personnel.

All of the data gathered from the above methods provide information that can be analyzed and utilized for evaluation and improvement of the school counseling program. These data can be compared to data gathered on student growth related to the competencies and indicators. The key is continuous improvement.

STUDENT ASSESSMENT

Assessing student growth is a critical element in a comprehensive, developmental school counseling program. It is the key to proving whether the school counseling program is working. An effective school counseling program reaches all students and assesses the level of attainment of academic and career competencies. It is also a vital tool for the self-reflection process in personal and social development. It is critical that proof of individual student growth is gathered over time correlating with the competencies. Additionally, it is also important to gather cumulative data that support the positive effect of the school counseling program on school climate, school goals, etc. Consider a variety of ways to evaluate the impact of the program on individual students and the school in general.

Sample Methods

Individual Student Assessment Methods:

Educational and Career Portfolio: a collection of information compiled by the counselor, the student and the parents that demonstrates the continued development of the student. A planned process for reflection is begun in elementary school and continued through the student's graduation. The portfolio may be an actual folder or may be an electronic.

Student Self-Assessments: a series of developmentally appropriate activities to assist the individual student in reflecting upon his/her growth. Assessment may include journals, self-surveys, tapes (audio or video) or other methods that help the student plan academic and career goals, and personal/social development. These are maintained by the student and only discussed with the permission of the student.

Parent Conference (including Student-Led Parent Conferences): The process of conferencing with counselor, student and parent(s) may begin in elementary school and continue through graduation. The student-led conference helps the student take charge of his/her own learning and reinforce ownership for learning.

Student Conferences: Individual meetings between the counselor and student(s). The purpose may be to review the student's progress from both academic/career and personal/social perspectives, and to assist the student in goal setting and/or problem solving.

Standardized Tests: beginning in elementary school with such tests is the ITBS, the CAT, or the MAT and culminating with the ACT and/or the SAT. When used in conjunction with other qualitative and quantitative data, these results can provide accurate information to assist the students and parents in making academic and career decisions.

School-wide/District-wide Methods:

Climate Surveys: either professionally or locally developed, administered and evaluated, these tools can provide valuable longitudinal information concerning the learning environment. Information from these instruments can be correlated with the student competencies to determine the impact of the school counseling program.

Statistical Data: the quantitative information that school districts are required to gather and report on an annual basis: graduation rate, average ACT scores, number of dropouts, etc. These data can be compared year by year and correlated with student competencies in the school counseling curriculum to determine impact of the program.

Aligning Achievement Targets to Assessment Methods

Target to Be Assessed	ASSESSMENT METHOD			
	SELECTED RESPONSE	**ESSAY**	**PERFORMANCE ASSESSMENT**	**PERSONAL COMMUNICATION**
KNOWLEDGE MASTERY	Multiple choice, true/false, matching, and fill-in can sample mastery of elements of knowledge	Essay exercises can tap understanding of relationships among elements of knowledge	Not a good choice for this target—three other options preferred	Can ask questions, evaluate answers and infer mastery—but a time consuming option
REASONING PROFICIENCY	Can assess understanding of basic patterns of reasoning	Written descriptions of complex problem solutions can provide a window into reasoning proficiency	Can watch students solve some problems and infer about reasoning proficiency	Can ask student to "think aloud" or can ask follow-up questions to probe reasoning
SKILLS	Can assess mastery of the prerequisites of skillful performance—but cannot tap the skill itself	Can assess mastery of the prerequisites of skillful performance—but cannot tap the skill itself	Can observe and evaluate skills as they are being performed	Strong match when skill is oral communication proficiency; also can assess mastery of knowledge prerequisite to skillful performance
ABILITY TO CREATE PRODUCTS	Can assess mastery of knowledge prerequisite to the ability to create quality products—but cannot assess the quality of products themselves	Can assess mastery of knowledge prerequisite to the ability to create quality products—but cannot assess the quality of products themselves	A strong match can assess: (a) proficiency in carrying out steps in product development and (b) attributes of the product itself	Can probe procedural knowledge and knowledge of attributes of quality products—but not product quality

From Stiggins, Richard J., *Student-Centered Classroom Assessment, 2nd Ed.* (Columbus, Ohio: Merrill, 1996).

Section V:

APPENDICES

Appendix A: STRUCTURAL FRAMEWORK

Steering Committee
The steering committee provides on-site school management for the school counseling program. The committee consists of school staff members who work closely with the school counseling program: the school counselor(s) and others selected from school administrators, student services personnel, special education team leaders, applied technology education team leaders, teachers, other ad hoc faculty members, and students involved in the delivery of school counseling programs and activities. The chair of this committee is usually the school counselor.

Advisory Committee
The advisory committee provides support and assists in establishing a direction and in setting goals for the school's counseling program. The steering committee actively solicits input from the advisory committee. The advisory committee develops broad goals based on an assessment of students needs, whereas the steering committee designs the methods to implement and achieve the goals. The advisory committee provides information on community and parental expectations for the program. This committee provides two-way communication between the school and community. The advisory committee membership includes individuals representing both the school and community: school staff, students, parents, school board members, and the community and business leaders. The members should have an interest and shared enthusiasm for school counseling.

Counseling Resources
To support the goals outlined in the school counseling program, equipment and materials may include such things as computers and printers, NCIS software, audio/visual equipment, curriculum and activities guides, pamphlets, books, and videos. An accessible, up-to-date communication system with such capabilities as faxing, voice mail, computer networking and the Internet is essential. Program needs should be evaluated and updated annually.

Personnel who are key to the school counseling program implementation include counselor(s), teachers, teacher advisors, administrators, school psychologists, special education teachers, other student programs personnel, and district personnel. All staff expertise is involved in the delivery of school counseling programs. Community resources such as Health and Human Services, business and industry, public service organizations, and parents are utilized. In addition, information and materials are made available through the state career guidance and counseling director, as well as at annual, state-sponsored conferences and workshops, sponsored by the state counseling associations.

Staffing Patterns
It is recommended that:

- The school principal and lead counselor assume leadership for the management of the program.
- The program leaders actively seek the advice and support of all staff involved in the delivery of school counseling programs.
- School counseling functions are differentiated according to staff interest and expertise.
- Hours of school counseling programs should be flexible in order to accommodate student and

parent schedules and to provide expertise and resources when needed.

- There be at least one counselor for every 250 students. (Recommended by the American School Counselor Association.)

- Sufficient secretarial help be provided to free counselors from non-counseling duties and assist with clerical management of the program.

Budget

It is critical to establish a budget for the school counseling program. The school counseling team can work with the school principal and the district to establish a budget that adequately supports the program. The program budget should be reviewed annually so the evolving goals of the steering committee can be accomplished.

Facilities and Space

To fully implement the school counseling program, the counseling center is established to provide personal and social, educational and career planning support for students, parents and staff. This center creates the first impressions students, parents, teachers and others have of the school's counseling program. It is important for the school counseling center to promote an inviting and supportive atmosphere and to reflect program goals through visual aids and displays. Other facilities and space requirements may include:

- Access to a computer lab with sufficient computers to accommodate a classroom-size group.

- Properly equipped private offices.

- Adequate space for individual and small-group counseling in addition to facilities and space to accommodate individual and small-group planning conferences.

- Adequate storage space.

- An adequate reception and waiting area.

- Adequate space for a career center or access to space in the media center.

- An available classroom for the delivery of the school counseling curriculum.

- Internet access for counselor(s) and students.

Appendix B: ESSENTIAL LEARNINGS AND INDICATORS

CAREER ESSENTIAL LEARNINGS:

Notes:

Develop an understanding of the world of work.

PK-6
- List different jobs in family, school and community.
- Describe reasons why people work.

7-8
- Name careers in which one may be interested.
- Describe the importance of the world of work.
- Demonstrate a positive attitude toward work.

9-12
- Demonstrate knowledge of the skills needed to be successful in an ever-changing workplace.
- Identify employment/occupational trends in a global economy.

Develop skills to explore and utilize career information.

PK-6
- Name potential school and community resources to learn about jobs.
- List careers in which one is interested.

7-8
- Describe how to prepare for careers in which one is interested.
- Demonstrate an understanding of career clusters and associated job requirements.

9-12
- Demonstrate skills in using school, community and technology resources to learn about occupational groups.
- Participate in school-to-career activities.

Develop career decision making skills.

PK-6
- Articulate what can be learned from making mistakes.
- Demonstrate the basic steps in making decisions.

7-8
- Explain one's interests and abilities and how they help one make a career choice.
- Identify and select high school courses that will help meet one's interests, needs and career goals.
- Demonstrate knowledge of a decision making model.

9-12
- Complete steps for making the transition beyond high school.
- Develop a career plan based on information about self.
- Apply the steps of making decisions in real-life situations.

Develop an awareness and understanding of:

- **changing life roles.**
- **self-knowledge as it relates to career choices.**
- **social/cultural factors.**

PK-6
- List some things that one likes and does well.
- Explain how people are capable of doing different kinds of work.

7-8
- Describe how career development is a continuous process with a series of choices.
- Explain how the expectations of others effect career planning.
- List advantages and problems of entering nontraditional occupations.
- Describe how career and life roles change over time.

9-12
- Identify the relationship between occupational roles and lifestyle.
- Describe how one adjusts to work and life role changes.
- Explain the interrelationships among family, work and leisure decisions.
- Demonstrate knowledge and skills to work effectively with people irrespective of their race, ethnicity, cultural experience, gender, and sexual orientation.

Obtain occupational and educational readiness skills.

PK-6
- Explain why being on time and completing tasks is important.
- Demonstrate ability to follow directions.

7-8
- Demonstrate positive work habits.
- Demonstrate effective learning skills important to work.

9-12
- Develop a plan beyond graduation (job opportunities, training programs, college, vocational-technical schools, financial aid, military, etc.)
- Demonstrate skills necessary to compare educational and occupational opportunities.

ACADEMIC ESSENTIAL LEARNINGS:

Acquire confidence, competence, knowledge and skills that contribute to becoming effective life-long learners.

PK-6
- Demonstrate how to listen and ask for help.
- Describe various methods used to learn in school.
- Develop a plan for improving study skills.

7-8
- Describe the benefits of completing one's education.
- Demonstrate how to ask questions and use materials to enhance learning.

Notes:

9-12
- Apply time and task management skills to balance school, studies, extra-curricular activities, leisure time and family life.
- Use school and community resources to achieve academic goals.
- Seek co-curricular and community experiences to enhance the school experience.

Complete school with the academic preparation essential to chose from a wide range of postsecondary options.

PK-6
- Describe how one makes choices.
- Obtain knowledge of one's learning style to improve school performance.

7-8
- Relate educational achievement to career opportunities.
- Appraise personal strengths and weaknesses in subject areas.
- Evaluate present educational goals and make appropriate changes.

9-12
- Develop a challenging academic plan that prepares one for future goals.
- Understand how school success and academic achievement enhance future career and vocational opportunities.
- Use diverse assessment results (grades from classes, projects, standardized tests, etc.).

Understand the relationship between learning and work.

PK-6
- Explain the connection among positive work habits, effort and goal achievement.
- Describe school subjects related to personal, educational occupational interests.

7-8
- Compare the roles of student and adult worker.
- Explain how to organize work and use time effectively.
- Select school courses related to personal, educational and occupational interests.

9-12
- Demonstrate the importance of time management and organizational skills to academic and future success.
- Evaluate and adapt study skills to enhance learning.

SOCIAL ESSENTIAL LEARNINGS:

Interact positively with others using effective communication skills.

PK-6
- Express feelings and ideas in an appropriate manner.

Notes:

- Listen and then describe the feelings of others.

7-8
- Demonstrate effective ways to communicate with others.
- Respect other people even though they may be different.

9-12
- Apply effective interpersonal relationship skills.
- Learn to use feedback effectively.

Describe how family, school, work and community systems are interdependent.

PK-6
- Communicate care, consideration and respect for others.
- Explain why all people have a need to belong and be accepted by others.

7-8
- Evaluate the impact of values, family and peers on the decision making process.
- Identify environmental influences on attitudes, behaviors and aptitudes.

9-12
- Identify community resources that positively impact families.
- Describe situations which would require outside community resources.

Acknowledge individual differences and common bonds by demonstrating skills related to the positive effects of diversity, inclusiveness and fairness.

PK-6
- Explain how one is a member of a community.
- Describe how one can responsible for oneself and for others.
- List the rights and freedoms each person has as a member of a community.

7-8
- Demonstrate an appreciation for the similarities and differences among people.
- Explain the importance of respecting others.
- Describe how all individuals have value in society.

9-12
- Demonstrate respect for individual and cultural differences.
- Recognize and support positive qualities in others.

Work cooperatively in diverse settings to accomplish a common goal.

PK-6
- Work and play cooperatively.
- Explain how each individual has a role to play in the solution of a problem.

Notes:

7-8
- Demonstrate effective group membership skills.
- Demonstrate effective interpersonal relationship skills.

9-12
- Evaluate personal tolerance and flexibility in interpersonal and group situations.
- Demonstrate tolerance and flexibility in interpersonal and group situations.

Use appropriate methods for reconciling differences.

PK-6
- Identify alternative ways to solve conflicts.
- Demonstrate conflict resolution skills.

7-8
- Describe the influence of feelings on behavior.
- Demonstrate mediation skills.

9-12
- Respond effectively to peer pressure.
- Utilize appropriate conflict resolution/peer mediation skills on a regular basis.

PERSONAL ESSENTIAL LEARNINGS (How We Manage Ourselves):

Recognize personal beliefs and emotions and their effects.

PK-6
- Describe a wide variety of feelings.
- List a wide variety of feelings and their effects.

7-8
- Describe the influence of feelings and behaviors.
- Learn how to respond appropriately to the statements and feelings of others.
- Demonstrate skills to overcome self-defeating behaviors.

9-12
- Demonstrate behavior that enables one to develop and maintain relationships.
- Demonstrate awareness that what one believes and feels effects behavior/actions.

Acknowledge one's self-worth and capabilities.

PK-6
- Identify what one can do.
- Demonstrate a positive attitude toward self as a unique and worthy person.

7-8
- Recognize and value one's own unique abilities.
- Demonstrate a realistic understanding of self.
- Give and receive compliments and criticisms in a socially acceptable manner.
- Learn to develop a feeling of success and accomplishments by setting realistic goals and working to achieve them.

Notes:

9-12
- Demonstrate an understanding of self as it relates to development of a positive self-concept.
- Describe how unique skills, interests and capabilities are important.

Take responsibility for personal integrity and performance.

PK-6
- Describe one's personal responsibilities and be trusted to do them.
- Explain the cause and effect of one's actions toward others.

7-8
- Demonstrate acceptance of consequences of one's actions.
- Develop personal strengths and recognize limitations.

9-12
- Evaluate the importance of assuming responsibility for oneself.
- Demonstrate the ability to make appropriate choices that effect one's environment.

Manage change in a positive manner.

PK-6
- Explain how attitude effects how one deals with change.
- Describe changes experienced by self and others.

7-8
- Demonstrate how personal attitude effects how one deals with change.
- Describe how personal motivations and aspirations may change over time.
- Learn to promote inclusion and acceptance in the group.

9-12
- Demonstrate ability to anticipate change and learn adaptive skills.
- Describe potential changes in self, family and community, and ways of coping with changes.

Learn to balance school, work, family and social life (manage stress).

PK-6
- Identify sources and effects of stress.
- Identify strategies for dealing with stress and peer pressure.

7-8
- Describe the interrelationships among family, work and leisure decisions.
- Identify personal needs that may be satisfied through a combination of work community, social and family roles.
- Describe the effects of peer pressure.
- Recognize when help is needed and how to get help.

Notes:

9 - 12
- Analyze how family, peers and community influence healthy well-being.
- Predict the immediate and long-term impact of choices regarding school, work, family and social involvement.

Learn to make decisions by:
- **setting goals.**
- **planning.**
- **persisting despite obstacles and setbacks.**

PK-6
- List steps in how to make positive decisions and act on them.
- Explain how persistence effects outcomes.
- Describe how to plan to achieve.

7-8
- Describe and apply the steps in making a decision.
- Predict and evaluate the possible consequences of choices.
- Explain how to look at one's decisions and change ineffective ones.

9 - 12
- Demonstrate personally meaningful goals based on identified skills, interest and priorities.
- Analyze how personal attitudes and values influence what one does.
- Evaluate and assess potential consequences of achieving goals.
- Understand the relationship between persistence and achieving goals.

Demonstrate the ability to work independently.

PK-6
- Start and finish a task independently.
- Develop skills in planning and completing school work.

7-8
- Demonstrates skills in planning and completing school work.
- Increase ability to meet deadlines and expectations.

9 - 12
- Successfully initiate, plan, execute and evaluate a given task.
- Practice and evaluate skills in planning and completing school work.

Notes:

Appendix C: SAMPLE COUNSELOR JOB DESCRIPTIONS

ELEMENTARY SCHOOL COUNSELOR

Primary Functions:

An elementary counselor provides a comprehensive, developmental program for students pre-K - 6. The counselor structures activities to meet the needs of students; consults with teachers, staff and parents to enhance their effectiveness in helping students; and works in harmony with school staff to promote the total elementary school program.

Major Job Responsibilities:

1. Implement the elementary school counseling curriculum.
2. Work with teachers and parents to meet the needs of students through the development of academic, personal, social and career awareness activities.
3. Counsel small groups and individual students.
4. Consult with teachers, staff, and parents regarding meeting the developmental needs of students.
5. Refer students with critical needs, in consultation with their parents, to appropriate community resources.
6. Participate in activities that contribute to the effective operation of the school.
7. Advocate for all students.
8. Plan, implement, evaluate and revise the school counseling program.
9. Demonstrate professional conduct and pursue professional growth.

Key Duties:

1. Implement the elementary school counseling curriculum: Conduct developmentally sequenced counseling activities in the classroom (in accordance with the essential learnings and indicators outlined in the local school district model) in cooperation with school administrators and teachers. Facilitate the infusion of counseling activities into the regular education curricula to support the developmental needs of students. These activities may include a variety of resources and materials.

2. Work with teachers and parents to meet the needs of individual students through personal, social, academic and career awareness activities: Provide orientation activities for students new to the school; participate in orientation programs for parents and students; and assist students in transition from elementary to middle/junior high school. Inform students and their parents of test results and their implications for educational planning and provide resources and information to assist in career awareness and career exploration activities.

3. Counsel small groups and individual students: Conduct structured, goal-oriented counseling sessions to meet the identified needs of individuals or groups of students. Session topics at the elementary level may include self-awareness, self-identity, academic issues, behavior patterns, peer relations, family issues, child abuse and substance abuse prevention.

4. Consult with teachers, staff and parents regarding meeting developmental needs of students: Participate in group consultations with administrators, teachers, parents, and others to enhance their work with students; conduct in service programs for faculty; conduct and facilitate conferences with teachers, students and parents; and conduct or provide opportunities for parent education programs and assist families with school-related problems.

5. Refer students with critical needs, in consultation with their parents, to appropriate community resources: Consult and coordinate with in-district professionals and community agencies, such as school psychologists, nurses, administrators, community-based counselors, service agencies and physicians. Use an effective referral process for assisting students and others to use special programs and services. (See Policy Statement concerning Parental Notification and Consent.)

6. Participate in activities that contribute to the effective operation of the school: Establish and/or maintain effective liaisons with all grade levels; interpret group test results to faculty and staff; and participate with the administration and faculty as a team member in the implementation of the district testing program.

7. Advocate for all students: Maintain a current knowledge of equity and diversity issues; promote equal educational opportunities for all students; provide information to school staff on particular policies relating to all students; assist school staff members in the placement of students with special needs in appropriate programs, such as special education and gifted; and promote personalizing education for all students where feasible.

8. Plan, implement, evaluate and revise the school counseling program: Review the school counseling program at least annually with staff and administration. Using the appropriate program evaluation tools, review and modify the program components and the program calendar.

9. Demonstrate professional conduct and pursue professional growth: Display a positive, professional attitude and follow the ethical standards outlined by the American School Counselor Association (ASCA); attend state and local professional development programs; join professional associations; read professional journals; attend relevant workshops and conferences sponsored by professional organizations; take postgraduate courses; and share with colleagues.

MIDDLE/JUNIOR HIGH SCHOOL COUNSELOR

Primary Functions:

A middle/junior high school counselor is to provide a comprehensive, developmental program for students 7-8. The counselor structures activities to meet the needs of students; consults with teachers, staff and parents to enhance their effectiveness in helping students; and works in harmony with school staff to promote the total middle/junior high school program.

Major Job Responsibilities:

1. Implement the junior high/middle school counseling curriculum.
2. Work with teachers and parents to meet the needs of students through the development of academic, personal, social and career awareness activities.
3. Counsel small groups and individual students.
4. Consult with teachers, staff, and parents regarding meeting the developmental needs of students.
5. Refer students with critical needs, in consultation with their parents, to appropriate community resources.
6. Participate in activities that contribute to the effective operation of the school.
7. Advocate for all students.
8. Plan, implement, evaluate and revise the school counseling program.
9. Demonstrate professional conduct and pursue professional growth.

Key Duties:

1. Implement the junior high/middle school counseling curriculum: Conduct developmentally sequenced counseling activities in the classroom (in accordance with the essential learnings and indicators outlined in the local school district model) in cooperation with school administrators and teachers. Facilitate the infusion of counseling activities into the regular education curricula to support the developmental needs of students. These activities may include a variety of resources and materials.

2. Work with teachers and parents to meet the needs of individual students through personal, social, academic and career awareness activities: Provide orientation activities for students new to the school; facilitate orientation programs for parents and students; and assist students in transition from middle/junior high school to high school. Inform students and their parents of test results and their implications for educational planning and provide resources and information to assist in career awareness, career exploration and career planning activities.

3. Counsel small groups and individual students: Conduct structured, goal-oriented counseling sessions to meet the identified needs of individuals or groups of students. Session topics at the junior high/middle level may include self-awareness, self-identity, academic issues, behavior patterns, conflict resolution, peer mediation, family issues, child abuse, substance abuse prevention, and suicide prevention and intervention.

4. Consult with teachers, staff and parents regarding meeting developmental needs of students: Participate in group consultations with administrators, teachers, parents, and others to enhance their work with students; conduct in-service programs for faculty; conduct and facilitate conferences with teachers, students and parents; and conduct or provide opportunities for parent education programs; and

assist families with school-related problems.

5. Refer students with critical needs, in consultation with their parents, to appropriate community resources: Consult and coordinate with in-district professionals and community agencies, such as school psychologists, nurses, administrators, community-based counselors, service agencies and physicians. Use an effective referral process for assisting students and others to use special programs and services. (See Policy Statement concerning Parental Notification and Consent.)

6. Participate in activities that contribute to the effective operation of the school: Interpret group test results to faculty and staff; establish effective liaisons with the various grade levels or instructional departments; act as an advocate for students as appropriate in conjunction with other staff; assist other school staff in the placement of students with special needs in appropriate programs, such as gifted education and special education; and participate with the administration and faculty as a team member in the implementation of the district testing program.

7. Advocate for all students: Maintain a current knowledge of equity and diversity issues; promote equal educational opportunities for all students; provide information to school staff on particular policies relating to all students; assist school staff members in the placement of students with special needs in appropriate programs, such as special education and gifted; and promote personalizing education for all students where feasible.

8. Plan, implement, evaluate and revise the school counseling program: Review the school counseling program at least annually with staff and administration. Using the appropriate program evaluation tools, review and modify the program components and the program calendar.

9. Demonstrate professional conduct and pursue professional growth: Display a positive, professional attitude and follow the ethical standards outlined by the American School Counselor Association (ASCA); Attend state and local professional development programs; join professional associations; read professional journals; attend relevant workshops and conferences sponsored by professional organizations; take postgraduate courses; and share with colleagues.

HIGH SCHOOL COUNSELOR

Primary Functions:

A high school counselor is to provide a comprehensive, developmental program for students 9 - 12. The counselor structures activities to meet the needs of students; consults with teachers, staff and parents to enhance their effectiveness in helping students; and works in harmony with school staff to promote the total elementary school program.

Major Job Responsibilities:

1. Implement the high school counseling curriculum.
2. Work with teachers and parents to meet the needs of students through the development of academic, personal, social and career awareness activities.
3. Counsel small groups and individual students.
4. Consult with teachers, staff, and parents regarding meeting the developmental needs of students.
5. Refer students with critical needs, in consultation with their parents, to appropriate community resources.
6. Participate in activities that contribute to the effective operation of the school.
7. Advocate for all students.
8. Plan, implement, evaluate and revise the school counseling program.
9. Demonstrate professional conduct and pursue professional growth.

Key Duties:

1. Implement the high school counseling curriculum: Conduct developmentally sequenced counseling activities in the classroom (in accordance with the essential learnings and indicators outlined in the local school district model) in cooperation with school administrators and teachers. Facilitate the infusion of counseling activities into the regular education curricula to support the developmental needs of students. These activities may include a variety of resources and materials.

2. Work with teachers and parents to meet the needs of individual students through personal, social, academic and career awareness activities: Provide orientation activities for students new to the school; facilitate orientation programs for parents and students; and assist students in transition from high school to their next steps in connecting to training and education programs.. Inform students and their parents of test results and their implications for educational planning and provide resources and information to assist in career awareness, career exploration and career planning activities.

3. Counsel small groups and individual students: Conduct structured, goal-oriented counseling sessions to meet the identified needs of individuals or groups of students. Session topics at the high school level may include self-concept, academic issues, attendance and behavior patterns, conflict resolution, family issues, child abuse, substance abuse prevention, and suicide prevention and intervention.

4. Consult with teachers, staff and parents regarding meeting developmental needs of students: Participate in group consultations with administrators, teachers, parents, and others to enhance their work with students; conduct in service programs for faculty; conduct and facilitate conferences with teachers, students and parents; and conduct or provide opportunities for parent education programs; and

assist families with school-related problems.

5. Refer students with critical needs, in consultation with their parents, to appropriate community resources: Consult and coordinate with in-district professionals and community agencies, such as school psychologists, nurses, administrators, community-based counselors, service agencies and physicians. Use an effective referral process for assisting students and others to use special programs and services. (See Policy Statement concerning Parental Notification and Consent.)

6. Participate in activities that contribute to the effective school counseling program within the school: Interpret group test results to faculty and staff; establish effective liaisons with the various grade levels or instructional departments; act as an advocate for students as appropriate in conjunction with other staff; assist other school staff in the placement of students with special needs in appropriate programs, such as gifted education and special education; and participate with the administration and faculty as a team member in the implementation of the district testing program.

7. Advocate for all students: Maintain a current knowledge of equity and diversity issues; promote equal educational opportunities for all students; provide information to school staff on particular policies relating to all students; assist school staff members in the placement of students with special needs in appropriate programs, such as special education and gifted; and promote personalizing education for all students where feasible.

8. Plan, implement, evaluate and revise the school counseling program: Review the school counseling program at least annually with staff and administration. Using the appropriate program evaluation tools, review and modify the program components and the program calendar.

9. Demonstrate professional conduct and pursue professional growth: Display a positive, professional attitude and follow the ethical standards outlined by the American School Counselor Association (ASCA); Attend state and local professional development programs; join professional associations; read professional journals; attend relevant workshops and conferences sponsored by professional organizations; take postgraduate courses; and share with colleagues.

Appendix D: CURRICULUM MAPPING

The school counseling curriculum is not a "stand alone" document, just as the counselor is not the program. Many activities during the average school day relate directly to the essential learnings of school counseling. In his/her role as consultant, the school counselor is responsible to know, support, and if appropriate, co-facilitate these learning experiences. One effective method to determine what is happening in other curricula in the building/district is to complete a curriculum map. Using the school counseling essential learnings and indicators, the counselor constructs a grid, with these elements down the left hand column and grade levels (for elementary buildings) or course titles (for middle/junior high and high school) across the top row. The counselor then talks with each teacher, determining whether any of the essential learnings and indicators are addressed in his/her classes. If the essential learning is being taught, the counselor puts a check mark in the appropriate box and makes notes for later use. What emerges is a picture of what facets of the school counseling curriculum are taught in other curricular areas. The counselor can then make an informed decision:

- Do I not teach to these issues, since they are being addressed in other classes?
- Do I co-instruct and/or support the teacher with the current activities?
- Do I teach to the particular essential learnings again, to reinforce the learning?
- How do I assess the learning or support the teacher in assessment of the learning?

There are a number of benefits from developing and utilizing a curriculum mapping process. Efficiency is enhanced and instructional decisions are made on an informed basis. Collaboration between teachers and counselors is strengthened. Curricula are integrated effectively. Assessment becomes more coordinated and team-oriented.

Appendix E: Innovation Configuration

An innovation configuration is a tool for developing and evaluating structural components of a program. The first column lists many of the potential activities, services, elements and resources. The columns, moving from left to right, depict emerging stages of development. The far right column describes each potential activity, service, element and resource as if it were completely constructed and implemented. Each of the structural components (curriculum, responsive services, student planning and system support) contains an innovation configuration with sample rows listing and describing important parts of the component in its various stages of development. Use the innovation configurations to decide what needs to be in each of the four structural components and to determine the current level of your existing school counseling program. Remember that the activities, services, elements and resources delineated are samples; they may be revised, eliminated or embellished, based on the needs and resources of your school district.

Appendix F:

GLOSSARY

(With Sample Terms)

A glossary should be developed to help educators, students, parents and community members understand school counseling terminology. It should be easy to read and inclusive of the terms and acronyms used by the school and counseling department.

ACT (American College Test): used by colleges for admission and/or placement; used by State Department of Education as a qualifier for scholarship/grant monies.

ADVISORY COUNCIL: a group appointed to audit the school counseling program goals and to make recommendations to the department, the administration, and/or to the school board regarding program priorities. Representation of all elements of the school and community should be included, e.g., citizens groups, students, parents, counselors, administrators, business/industry, local government.

ASVAB (Armed Services Vocational Aptitude Battery): a test used at the high school level to evaluate vocational aptitudes; i.e., mechanical reasoning or business and clerical skills.

CAREER: the totality of work one does in his/her lifetime.

CAREER RESOURCE CENTER: location containing career and college information which is available to students on a library check-out basis.

CONCEPTUAL MODEL OF SCHOOL COUNSELING: provides a paradigm or framework which delineates the specific areas of counseling contributions, thereby providing a structure for the creation of student essential learnings and indicators.

COUNSELING: the service that provides both group and one-to-one relationships between students or clients and a professionally competent counselor. The counselor assists the student to integrate and apply self-understanding and understanding of the situation so that he or she may make the wisest and most appropriate choice(s), decision(s), and adjustment(s).

DECISION MAKING: applying skills and pertinent information to a rational process toward reaching a judgment, determination, conclusion, or course of action.

EDUCATIONAL PLAN: a written outline of a student's course of study based upon her/his future goal. This course of study delineates the courses to be taken while in high school.

ESSENTIAL LEARNINGS: developed proficiency in knowledge, attitudes, or skills that are observable and can be transferred from a learning situation to a real-life situation. They involve the production of a measurable outcome.

GUIDANCE: a service or program which focuses on personal growth and development to assist individuals in discovering for themselves their place in society.

MASTER CALENDAR: a master calendar of school counseling is maintained by the counseling staff

with provision for distribution to teachers, students and parents on a consistent basis. Planning, visibility and credibility are facilitated by effective use of a master calendar.

MISSION STATEMENT: a statement of the intentionally of the school counseling program. It is the long-range desired outcome; i.e., what is desired for all students 5 to 10 years after graduation. This statement must be commensurate with the stated purpose or mission of the school system within which the program operates. The mission statement is the avenue to make clear the relationship between the educational system and the school counseling program. The statement should be short, comprehensive and specific as to what school counseling will contribute.

MONITORING: the process of keeping track of or checking to see if an activity is happening and what problems, if any, have become visible.

MOTIVATION: the process of furnishing an incentive, stimulus, or inducement to action.

PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test): a voluntary test used by colleges to predict SAT (Scholastic Aptitude Test) scores and as a qualifying test for scholarship monies.

REFERRAL: profess of sending or directing for treatment, aid, information, or decision.

RESIDENCY: the legal address within our school district at which a student's parent(s) or legal guardian reside.

SAP (Student Assistance Program): an intervention program to provide support for students with problems; i.e., depression, chemical abuse dependency.

SAT (Scholastic Aptitude Test): a test used by colleges for admission and/or placement.

SELF-AWARENESS: the process through which an individual differentiates self from environment and others, recognizing that she/he is a unique individual.

SELF-ESTEEM: learning about self and how to have proper respect for oneself as a human being.

SKILLS: ability to use one's knowledge effectively and readily in execution or human being.

STAFF DEVELOPMENT: in service training for faculty.

Appendix G:

RESOURCES

Websites

American Counseling Association (www.counseling.org)

American School Counselor Association (www.schoolcounselor.org)

America's Job Bank (www.ajb.dni.us)

Association for Career and Technical Education (www.acteonlin.org)

Educational Planning Center (www.ne-epc.com)

National Career Development Association (www.ncda.org)

Nebraska Career Information Service (www.ncis.unl.edu)

Nebraska Counseling Association (www.csc.edu/n/nca/newsletter.htm)

Activity Sources

American School Counselor Association
Sharing the Vision
The National Standards for School Counseling Programs
Chari A. Campbell & Carol Dahir
801 N. Fairfax St, Suite 310, Alexandria, VA 22314
(800-306-4722)

Arizona Comprehensive Competency-Based Guidance
Arizona Department of Education
Tucson, AZ

Career Guidance Resource Guide for Elementary and Middle/Junior High School Educators
National Center for Research in Vocational Education
Materials Distribution Service
Western Illinois University
46 Horrabin Hall, Macomb, IL 61455
(800-637-7652)

Comprehensive Competency Based Guidance
Omaha Public Schools
Teacher Administrative Center
3215 Cuming Street, Omaha, NE 68131-2025

Grow With Guidance
10808 Larimore Ave., Omaha, NE 68164
(800-377-1514)

Kansas Comprehensive School Counseling Program
Kansas State Department of Education
120 S.E. 10th Avenue, Topeka, KS 66612-1182

Missouri Comprehensive Guidance
Instructional Materials Laboratory
2316 Industrial Dr, Columbia, MO 65202
(800-669-2465)

National Career Development Guidelines
NOICC Training Support Center
1500 W. 7th Ave., Stillwater, OK 74074-4364
(800-654-4502)

Nebraska Career Information Service
University of Nebraska-Lincoln
421 Nebraska Hall, P.O. Box 880552, Lincoln, NE 68588-0552
(402-472-2570)

Tennessee School Counseling Program
710 James Robertson Parkway, Nashville, TN 37243-0379
(615-532-6270)

Texas: A Model Developmental Guidance and Counseling Program for Texas Public Schools
Publications Distribution Office
Texas Education Agency
P.O. Box 13817, Austin, TX 78711-3817

Wisconsin Developmental Guidance Model
Publication Sales
Wisconsin Department of Public Instruction
Drawer 179, Milwaukee, WI 53293-0179
(800-243-8782)

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Sample: Curriculum Mapping Grid—Elementary

	Kindergarten	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr .6	Special Education	Health
Indicator Ia1									
Indicator Ia2									
Indicator Ia3									
Indicator IIa1									
Indicator IIa2									
Indicator IIIa1									

Notes:

Sample: Curriculum Mapping Grid—Secondary

	U.S.History	Health Education	Psychology	Lang.Arts	Life Skills	Careers	Drama	FCC	Business
Indicator Ia1									
Indicator Ia2									
Indicator Ia3									
Indicator IIa1									
Indicator IIa2									
Indicator IIIa1									

Notes:

Curriculum Mapping Grid—Blank

Grade or Course Title->									
Essential Learnings and Indicators									

Notes:

INNOVATION CONFIGURATION—CURRICULUM

COMPONENT	LEVEL OF DEVELOPMENT				
	0	1	2	3	4
Essential Learnings	none	Written	Written and shared with staff	Written, shared with staff and used to plan curriculum	Written, shared, and used to drive entire program
Interval Indicators	none	Written K-12 only	Written by interval	Written by interval, shared with staff and used to plan curriculum	Written by interval, shared with staff and used to plan entire program
Assessment	none	Checklists (counting)	Quality and quantity in general terms	Quality and quantity, in specific terms, with analysis	Quality and quantity in specific terms, with analysis that drives program development
Proactive Program Activities	none	Several activities with little/no connection to essential learnings	Several activities connected to essential learnings	Sequenced activities connected to essential learnings	Sequences activities connected to essential learnings, with assessments (both students and program)
Curriculum Integration	none	All of curriculum delivered by counselor(s)	Majority of curriculum delivered by counselor(s)	Curriculum delivered jointly by staff and counselor(s)	Curriculum integrated into many of other curricula and delivered jointly
Career Education Curriculum	none	Activities delivered randomly by counselor(s)	Sequenced activities delivered by counselor(s)	Sequenced activities delivered jointly by counselor(s) and instructors	Sequenced activities integrated into curricula and delivered jointly by counselor(s) and instructors
Personal Curriculum	none	Activities delivered randomly by counselor(s)	Sequenced activities delivered by counselor(s)	Sequenced activities delivered jointly by counselor(s) and instructors	Sequenced activities integrated into curricula and delivered jointly by counselor(s) and instructors
Academic Curriculum	none	Activities delivered randomly by counselor(s)	Sequenced activities delivered by counselor(s)	Sequenced activities delivered jointly by counselor(s) and instructors	Sequenced activities integrated into curricula and delivered jointly by counselor(s) and instructors
Resources	none	Limited to worksheets and printed material	Printed material and access to computer programs	Printed material, computer programs and access to Internet	Printed material, computer programs, internet access and community/ business resources
Guidance Curriculum Guide	none	Limited, with essential learnings and activities	Essential Learnings and indicators, with activities in K-12 sequence	Essential learnings and indicators, with activities in K-12 sequence in guidance calendar	Essential Learnings and indicators, with activities in K-12 sequence in guidance calendar, with assessment
Instructional Activities	none	Large group only	Large and small group, linked to essential learnings and indicators	Large and small group, linked to essential learnings and indicators, with varied techniques	Large and small group, linked to essential learnings and indicators, with varied techniques, including assessment
Curriculum Development/ Revision Plan	none	On irregular basis	On district revision cycle	On district revision cycle with appropriate funding	On district revision cycle with appropriate funding and articulation with other curricula
Social Curriculum	none	Activities delivered randomly by counselor(s)	Sequenced activities delivered by counselor(s)	Sequenced activities delivered jointly by counselor(s) and instructors	Sequenced activities integrated into curricula and delivered jointly by counselor(s) and instructors

INNOVATION CONFIGURATION—STUDENT PLANNING

COMPONENT	LEVEL OF DEVELOPMENT				
	0	**1**	**2**	**3**	**4**
Appraisal	none	Meet with individual students occasionally	Meet with students once a year individually or in small groups (as appropriate)	Meet individually or in small groups (as appropriate)	Meet with students once a year individually or in small groups with specific set of objectives(as appropriate)
Individual Assessment	none	Group assessment of interests	Group assessment of interests with small group follow-up	Group assessment of interests with individual follow-up session	Group assessment of interests with individual follow-up with student and parent(s)
Placement	none	Scheduling done in large group setting and handed in	Scheduling done in small groups with questions answered individually (if needed)	Information disseminated in small groups with individual session for follow-up (if needed)	Information disseminated in small groups with individual session for follow-up with student and parent(s) (if needed)
Student Plan	none	Sequences of courses only	Sequences of courses with career goal	Sequence of courses with carer goal and assessments	Sequence of courses with career goal, assessments and planned follow up to sources of information
Developing Activities	none	Use of one reference source	Use of several reference sources	Use of multiple sources and individually prepared activities	Team approach to use of multiple sources and individually prepared activities
Accountability	none	Listing of students seen	Anecdotal records of students seen	Anecdotal records of students seen w/referrals noted	Anecdotal records of students seen with referrals noted and follow-up session (Note: Maintaining confidentiality)
Mentoring	none	Researched	In planning stages	Developed and implemented	Implemented and evaluated
Advisor Program	none	Researched	In planning stages	Developed and implemented	Implemented and evaluated
Ratio of students to counselor	greater than 500:1	500:1	400:1	300:1	250:1
Facilities for Individual Planning	none	Classroom	One-room office	Office with outer waiting area	Office with outer waiting area and conference room

NOTES:

INNOVATION CONFIGURATION—RESPONSIVE SERVICES

COMPONENT	LEVEL OF DEVELOPMENT				
	0	**1**	**2**	**3**	**4**
Resource Guide	none	Yellow pages	Business cards	Printed guide with basic information	Printed guide with annotated information
Personal Contacts with Resources	none	Call prior to referral	Call to establish contact	Call/meet on occasional basis	Meet on regular basis to network and share information(school counselor going to agency and community counselor coming to school)
Crisis Manual	none	Commercially prepared copy	Locally prepared	Locally prepared by crisis team	Locally prepared by crisis team with annual "trial runs"
Peer Helping Group	none	Researched and not implemented	Researched and in process of development	Developed and implemented	Implemented and evaluated for effectiveness (with constant improvement based on evaluation)
Peer Mediation Group	none	Researched and not implemented	Researched and in process of development	Developed and implemented	Implemented and evaluated for effectiveness (with constant improvement based on evaluation)
Student Assistance Team	none	Researched and not implemented	Researched and in process of development	Developed and implemented	Implemented and evaluated for effectiveness (with constant improvement based on evaluation)
Teacher Assistance Team	none	Researched and not implemented	Researched and in process of development	Developed and implemented	Implemented and evaluated for effectiveness (with constant improvement based on evaluation)
Personal Professional Development	none	On irregular basis when funding allows	On regular basis when funding allows	Planned and funded	Planned, funded and evaluated (with constant improvement based on evaluation)
Professional Development for Staff	none	Occasionally w/ printed material	Printed material and occasional mini-workshops	Planned presentations on regular basis	Planned by guidance team and presented as regular part of district staff development
Individual Counseling	none	Individual basis only (sporadic)	Individual basis- beginning crisis	Developed and implemented	Short-term brief counseling when appropriate w/ referral if necessary
Small Group Counseling	none	Group basis as needed	In process of development	Developed and implemented	Developed, implemented and evaluated based on need and professional literature

INNOVATION CONFIGURATION—SYSTEM SUPPORT

COMPONENT	LEVEL OF DEVELOPMENT				
	0	**1**	**2**	**3**	**4**
Program Management	none	Day-by-day scheduling	Monthly scheduling	Yearly scheduling without coordination	Yearly scheduling coordinated with school activities
Professional Development	none	No written plan: local or regional workshops only	No written plan: state counseling conference; use of counselor listservs and/or perf. journals	Written plan: state counseling conference and possible national conference; schedule time for professional development activities	Comprehensive written plan for individual growth and associated conferences/ workshops
Staff and Community Relations	none	Limited, with possible mailings to parents	Newsletter to community and info to staff (brochures, etc.)	Quarterly newsletter and occasional presentations to staff	Quarterly newsletter and regularly scheduled presentations to staff and community
Consultations with teachers	none	On basis of need (crisis)	Infrequent contacts and responses to inquiries	Regular contacts with staff with little/no follow up	Systematic contacts w/ staff formal follow-up process (on-going two-way communication)
Advisory Councils	none	Serving on one committee when requested	Volunteering to serve on one/two committees	Volunteering to serve on one or more school and community committees	Seek to serve on and lead school and community committees to utilize personal strengths
Community Outreach	none	On basis of need (crisis)	Several calls or visits to community resources	Regular contact with community resources and local businesses	Systematic contact with community resources and local businesses
Research and Development	none	Quantitative data collected on irregular basis	Qualitative data collected on regular basis (with analysis)	Data (both quality and quantity) collected to evaluate program (with analysis)	Data (both quality and quantity) collected to evaluate and revise program

NOTES: