Comprehensive School Counseling
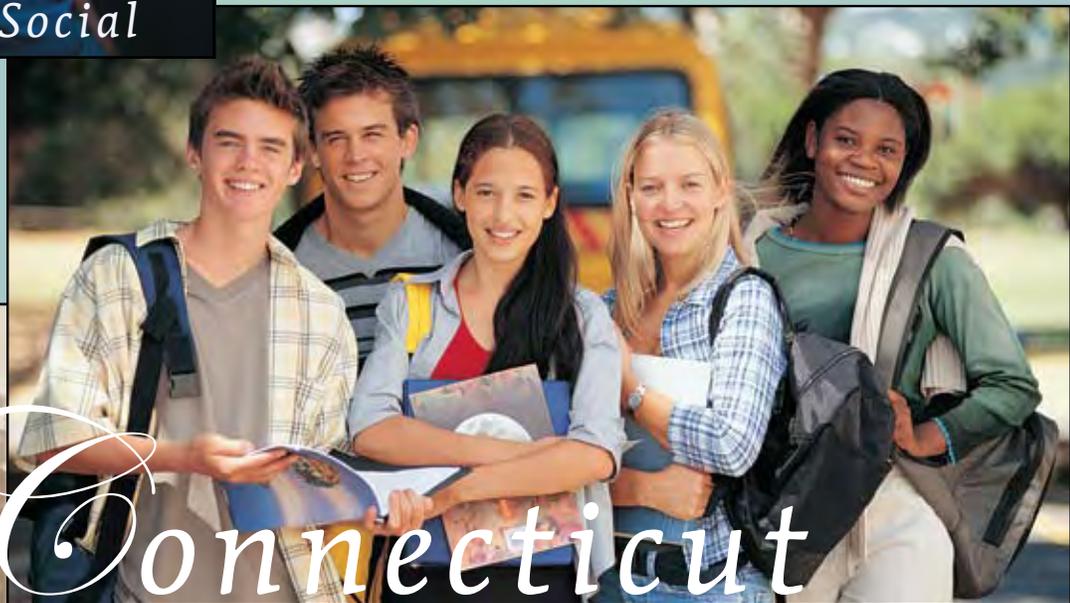
Career, Academic, Personal/Social

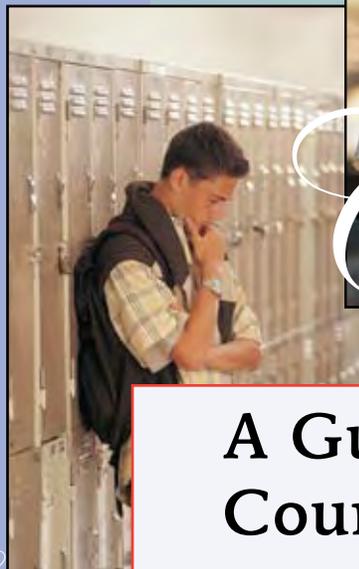*Career, Academic, Personal/Social*

Connecticut

Connecticut

Career, Academic, Personal/Social

A Guide to Comprehensive School Counseling Program Development

State of Connecticut
State Board of Education 2008

Comprehensive School Counseling

A Guide to Comprehensive School Counseling Program Development

Contents

Preface

Connecticut's public schools are responsible for providing high quality learning opportunities for all students and to assist them in becoming capable and confident learners. The comprehensive school counseling program aligns with the school district and state education mission, and enhances learning by assisting students to acquire critical skills in the academic, career and personal/social aspects of student development. School counselors use a variety of prevention and intervention models and programs to assist students in overcoming barriers to learning, to make strong connections with educational opportunities in their schools, and to ensure that every child learns in a safe, healthy and supportive environment. The program is proactive and preventative in its focus and aligns with the educational mission of districts and with school improvement plans. School counselors are in a strategic position to support school improvement initiatives and to be leaders in advocating for better outcomes for all students.

The Connecticut Comprehensive School Counseling Program 2008 provides an updated focus on key student competencies based on the American School Counselor Association (ASCA) national standards. The nine standards shift the focus from a traditional service-provider model to a program model that defines what students "will know and be able to do" as a result of participating in the comprehensive program. School counselors use their skills in the areas of leadership, advocacy and collaboration to support school districts in their mission to prepare each student to meet high academic standards and to complete school fully prepared to choose from an array of substantial post-secondary options. The new model focuses on student development of 21st century skills such as critical thinking, creativity, self-direction and leadership; as well as teaching essential professional skills such as teamwork, time management, interpersonal skills and cultural awareness.

School counseling and guidance is enhanced statewide when agencies, professional organizations and other stakeholders at the state and local levels work together to establish common goals and expectations for their comprehensive school counseling programs. This updated version of the Connecticut Comprehensive School Counseling Program was developed through a collaboration of the Connecticut State Department of Education, the Connecticut School Counseling Association and the Connecticut Association for Counselor Education and Supervision. It provides a model to help school districts make positive changes that support and enhance student achievement and success, and defines the many ways that comprehensive school counseling programs contribute to better outcomes for all students.

Acknowledgments

Appreciation is extended to the following persons whose efforts were instrumental in developing this document:

Writing team

Patricia A. Landers (chair)

Delia Adorno

Nancy M. Aleman

Marlene M. Silano

William Turek

Readers and other contributors

Pamela Anderson

Judith Andrews

Jean Baker

Kathleen Barrett

Marlene Chameroy

Helen Chapman

Gary Parkman

Joan Ramsay

June Sanford

Sally Swanson

Connie Tait

Irene Urko

Introduction

> *"Research suggests that high-quality counseling services can have long-term effects on a child's well-being and can prevent a student from turning to violence and drug or alcohol abuse. High-quality school counseling services can improve a student's academic achievement. Studies on the effects of school counseling have shown positive effects on student's grades, reducing classroom disruptions, and enhancing teachers' abilities to manage classroom behavior effectively. High-quality school counseling services also can help to address students' mental health needs."*
>
> (U.S. Department of Education, 2002)

During the past three decades, the Connecticut School Counselor Association, the Connecticut Association for Counselor Education and Supervision, and the Connecticut State Department of Education have collaborated to publish and distribute a wide variety of documents and resources to school counselors to assist them in program development and implementation. This updated model for comprehensive school counseling programs is the latest collaborative effort to provide support and direction to school counselors as they apply their unique prevention and intervention skills to school improvement initiatives.

The list of beneficial outcomes of implementing a comprehensive school counseling program is extensive. Students experience improved academic performance and success, better social relationships, improved decision-making and problem-solving skills, and a better understanding of careers and postsecondary options. Parents receive more opportunities for child/parent/school interactions, better access to information and resources (academic, career and personal/social) and enhanced relationships with school staff. Administrators and other school faculty benefit from a safer and more positive school climate that is conducive to learning, and from the school counseling program's alignment with important district goals (i.e., student achievement, parental participation, dropout prevention). The community benefits through increased opportunities for businesses to participate actively in the total school program, and by the provision of a well-prepared workforce with pre-employment skills and a positive work ethic.

These guidelines describe an exemplary model of a comprehensive school counseling program that has been developed to guide school districts as they endeavor to link school counseling program goals and content with their school improvement efforts. It can also assist school districts to evaluate their current programs and implement changes based on research and best practice. As this model is implemented across the state, school counselors will substantially increase their ability to foster academic, personal/social and career development for Connecticut's students.

CONNECTICUT MODEL
COMPREHENSIVE SCHOOL COUNSELING PROGRAM

ADVOCACY ☆ LEADERSHIP ☆ COLLABORATION

COLLABORATION

ADVOCACY ☆ LEADERSHIP ☆ COLLABORATION

PROGRAM FOUNDATION

DELIVERY SYSTEM

Personal/Social Content
Respect Self & Others
Goal Setting & Attainment
Survival and Safety Skills

ACADEMIC ACHIEVEMENT AND SUCCESS FOR ALL STUDENTS

Academic Content
Skills for Learning
School Success
Academics to
  Life Success

Career Content
Investigate Careers
Career Success
Relationship of
School & Work

PROGRAM ACCOUNTABILITY

PROGRAM MANAGEMENT

ADVOCACY ☆ LEADERSHIP ☆ COLLABORATION

Section 1:
The Core of Comprehensive School Counseling Programs

Comprehensive School Counseling in Connecticut

The Core of the Connecticut Comprehensive School Counseling Program

The school counseling profession has been shaped over many decades in response to social, economic and political changes in American society. Changes in demographics, family structures, expanding communication systems, advances in technology, and federal and state laws related to educational expectations and the welfare of children are a few of the issues that have had an impact on the role of the school counselor and on defining the parameters of school counseling functions. These types of issues, as well as the lack of consistency of school counselor functions at the national and state levels, have contributed to the need to set standards for school counseling programs in order for school counselors to effectively address the challenges that face them in the 21st century.

According to the Education Trust (1997) school counselors need to be proficient in more than the "traditional three C's": counseling, coordination of services and consultation. Today, skills in collaboration and teaming, case management, leadership, advocacy, managing resources, assessment and use of data, and program design and evaluation are considered the essential elements of professional development and the transformed school counselor. Today's school counselor focuses on instilling resiliency, coping skills and actualizing the student's potential for growth. The shift in thinking and practice requires embracing a new vision of school counseling with a strong emphasis on leadership, advocacy and support for high levels of student achievement (Education Trust, 1997).

The school counselor's role in realizing student potential for healthy growth is focused on the three broad areas of academic, career and personal/social development. This is the core of the content for the Connecticut Comprehensive School Counseling Program, K–12.

ACADEMIC DEVELOPMENT includes acquiring skills, attitudes and knowledge that contribute to effective learning in school; employing strategies to achieve success in school; and understanding the relationship of academics to the world of work, and to life at home and in the community. Academic goals support the premise that all students should meet or exceed the local, state and national goals.

CAREER DEVELOPMENT goals guide the school counseling program to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work and from job to job across the life span. Career development goals and competencies ensure that students develop career goals as a result of their participation in a comprehensive plan of career awareness, exploration and preparation activities.

PERSONAL/SOCIAL DEVELOPMENT goals guide the school counseling program to provide the foundation for personal and social growth as students progress through school and into adulthood. Personal/social development contributes to academic and career success by helping students understand and respect themselves and others, acquire effective interpersonal skills, understand safety and survival skills and develop into contributing members of society.

Developmental Theory

The developmental approach to school counseling is based on the works of developmental theorists such as Benjamin Bloom, Eric Erikson, Robert Havighurst, Lawrence Kohlberg and Jean Piaget. Their work recognizes that all students move in a sequential manner toward self-understanding and self-enhancement. The developmental approach is founded on the belief that individuals experience general stages of academic, career and personal/social growth and that school counseling programs must be structured to anticipate and fulfill those needs.

Program Components

The program components provide the vehicle by which school counselors deliver the developmental content of the comprehensive school counseling program. This is called the program delivery system. The program components are as follows:

THE SCHOOL COUNSELING CURRICULUM is the means by which school counselors promote the healthy development and growth of all students. The curriculum provides developmental and sequential lessons and activities in classroom and/or group settings, which address student development in academic, career and personal/social domains.

INDIVIDUAL STUDENT PLANNING consists of activities that focus on assisting each student to develop, analyze and evaluate his or her education, career and personal goals and plans. Individual student planning addresses the same objectives for all students in a given grade, and results in a portfolio outlining career and educational pathways. Functions of the counselor in this component include individual advisement, placement and appraisal. The lessons and activities in the school counseling curriculum support individual student planning by teaching the necessary skills for self awareness, goal setting, decision making and career exploration.

RESPONSIVE SERVICES consists of strategies and interventions that school counselors use to address student problems that prevent student success in academic, career and personal/social development. School counselors identify barriers to academic success and acknowledge the challenges that students face on a daily basis. They work with students to remove these barriers and challenges through individual and group counseling, consultation, crisis intervention as appropriate and referrals as needed.

COLLABORATION WITHIN AND OUTSIDE THE SCHOOL COMMUNITY focuses on services to students though follow-up studies; school and community orientation to the comprehensive school counseling program; leadership to school- and district-based committees on student needs and resources; consulting with teachers, school administrators and parents regarding student needs; and collaborative and advocacy efforts within the school and community agencies.

Guiding Principles of Student Development

These four components address skills and understandings needed to help students in the three content areas of student development, which are based on the guiding principles set forth by Myrick (1993). Some of the key principles indicate the following:

- Although there will always be students who need the attention of the school counselor because of their special needs or circumstances, the comprehensive program is directed to all students.
- Based on developmental stages, skills and learning conditions, the comprehensive school counseling program is a planned effort to provide each student with a set of skills and experiences that enhances all learning.
- Based on experiences with students at different ages and grade levels, selected units and topics are presented to students. Flexibility is also important so that school counseling program lessons can accommodate students' readiness as well as address new concerns.
- The comprehensive program is not a separate or isolated part of the educational program. It is integral to the total school program.
- Although school counselors are responsible for organizing and planning a comprehensive school counseling program the cooperation and support of teachers and administrators is essential to the success of the program.
- All goals and objectives have an educational base and school counseling services are related to helping students get the most out of school.

It is recommended that school counselors spend a minimum of 80 percent of their time providing direct services to students through the school counseling curriculum, individual student planning sessions and responsive services. Although responsive services are direct services to students, they are provided only to those students with immediate needs. Collaboration and community outreach activities are non-direct services to students. Non-school counseling activities must be identified and reduced to a minimum to maintain the 80 percent of counselor time devoted to direct services to students.

Suggested Range of Counselor Time by Program Components

Program Components	Elementary	Middle	High School
Curriculum	35-45%	25-35%	15-25%
Individual student planning	10-30%	15-25%	25-35%
Responsive services	30-40%	30-40%	25-35%
Collaboration and community outreach	10-15%	10-15%	15-20%

School counselors have long sought a clear definition of their role and function. The comprehensive school counseling program, with its content and program standards, provides just such a definition for school counselors to define their role within three broad areas of the comprehensive program structure: program development and implementation, program delivery and program accountability.

Section 2:
Program Standards: The Structure and
Operation of School Counseling Programs

Comprehensive School Counseling in Connecticut

SECTION 2

Program Standards: The Structure and Operation of School Counseling Programs

Besides a developmental program orientation for a comprehensive program, standards need to be identified to ensure that basic elements of the school counseling program are in place and operating. Standards are defined as the basic elements or indicators of the program, and ensure that:

- a framework for a comprehensive school counseling program is in place;
- school counseling is established as an integral component of the school's academic mission;
- equitable access to school counseling services is provided for all students;
- key components of a developmental school counseling program are identified;
- attitudes, knowledge and skills that all students should acquire as a result of the K–12 school counseling program are identified; and
- school counseling programs are comprehensive in design and delivered in a systematic fashion for all students.

Program standards are the foundation of a comprehensive program and ensure that there is consistency in the development and implementation of programs from one school district to another, and within districts from one level to another. The 10 standards, which provide structure for the Connecticut Comprehensive School Counseling Program, have been grouped under program foundation, program delivery, program management and program accountability.

> ### Program Foundation:
> ### *Philosophy and Mission; Goals, Competencies and Policies and Procedures*
>
> *Program foundation includes those elements of agreement on which a program is built.*

The school district meeting this standard demonstrates that it has the following program foundation elements in place:

STANDARD 1: PHILOSOPHY AND MISSION. A philosophy statement provides a clear succinct declaration of the mission of the school counseling program. The statement is aligned with the established philosophy of the school district and clearly delineates that the school counseling program is for all students. One of the essential aspects of the foundation for a school counseling program is the mission statement. The mission statement gives overall direction and vision to the program. The statement should be specific, concise and clear as to the intent of the school counseling program. The mission of the school counseling program is aligned with the mission of the school or district.

STANDARD 2: GOALS. The written goal statement provides a clear declaration of the general outcomes to which the school counseling program is committed. The goals answer the question, "What do counselors want students to know and be able to do as a result of their participation in the school counseling program?" From another perspective, the question is, "How are students different as a result of the school counseling program?"

The school counseling program facilitates development in three broad areas: academic, career and personal/social development. Each area of student development encompasses a desired outcome or goal. The American School Counselor Association has developed national standards (goals) for each of these three areas of student development. In 2000, Connecticut adopted the nine ASCA national standards as the goals for the Connecticut Comprehensive School Counseling Program. The nine goals noted below are grouped by the three domains of student development, and are referred to as the content of the Connecticut Comprehensive School Counseling Program.

Academic development

1. Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.
2. Students will complete school with the academic preparation essential to choose from a wide range of substantial post secondary options, including college.
3. Students will understand the relationship of academics to the world of work and to life at home and in the community.

Career development

4. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
5. Students will employ strategies to achieve future career success and satisfaction.
6. Students will understand the relationship between personal qualities, education and training and the world of work.

Personal/social development

7. Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.
8. Students will make decisions, set goals and take necessary action to achieve goals.
9. Students will understand safety and survival skills.

STANDARD 3: COMPETENCIES. The comprehensive school counseling program is developmental by design. The aim is to reach the identified needs of students in grades K–12. A written scope and sequence identifies the student competencies and goals being addressed at each grade level. This written format serves as a checklist to ensure goals and competencies in all three content areas (domains) are being addressed across grade levels. It provides a way to determine if the identified academic, career and personal/social needs of the students are being met at the developmentally appropriate grade level.

Student competencies are based on a formal needs assessment of school and district stakeholders (students, parents, teachers, administrators, community members). It is necessary to conduct a needs assessment to focus the program on specific areas of knowledge, attitudes and skills the stakeholders deem are important for students to obtain. Schools and districts develop competencies based on the nine Connecticut program goals and the individual needs identified for their school or district. This enables school counselors to personalize the comprehensive school counseling program and tailor it to meet the needs of their communities, which may vary due to a variety of demographic factors. Competencies identify:

• clear, specific measurable skills and competencies to be achieved by the students;
• attitudes and attributes for students to acquire;
• congruence with academic, career and personal/social program content; and
• the nine program goals listed above.

STANDARD 4: POLICIES AND PROCEDURES. Policies pertaining specifically to the school counseling program, which have been approved by the board of education, must be clearly defined and aligned with other educational program and student policies of the school district as well as with legal mandates and the ethical standards delineated in the American School Counselor Association (ASCA) Ethical Standards for School Counselors (2004) and American Counseling Association (ACA) Code of Ethics and Standards of Practice (2005).

The school counseling program requires written policies and regulations to ensure a quality comprehensive school counseling program and districtwide uniformity. A confidentiality statement should be clearly posted in the counseling office. The maintenance of student records is consistent with state and federal mandates.

> ## *Delivery of Program Components:*
> ## *Curriculum, Individual Student Planning, Responsive Services and Collaboration*
>
> *School counseling program components include those elements that are
> in place so that the comprehensive program can function effectively.*

The school district meeting this standard demonstrates that it has the following program elements in place:

STANDARD 5: CURRICULUM. The school counseling curriculum is based on a needs assessment of the student population served by the school counseling program. The curriculum is delivered to all students and supports the goals of the district's strategic plan for students' academic improvement. There is a written curriculum of the school counseling instructional program delivered and or coordinated by school counselors, which is integrated across the content areas – academic, career and personal/social development. The curriculum component:

- is planned and personalized to meet the identified needs of the school community;
- is ongoing and systematic in delivery;
- includes a clear explanation of the scope and sequence of its units of instruction;
- clearly outlines the goals and competencies students will achieve at each grade level; and
- indicates the methods and timelines for delivery of units of instruction to each grade.

The curriculum should include statements of student competencies (learner outcomes) for each grade level. Methods and timelines for delivery of units of instruction include, but are not limited to, classroom instruction, small group discussions, presentation to assemblies and collaborative activities with teachers, pupil personnel specialists and other qualified personnel.

The curriculum promotes instruction that addresses the three primary domains of human growth and development: academic, career and personal/social. These three areas are referred to as the content of the school counseling curriculum. The curriculum should have a balanced emphasis among the domains, and there should be evidence of the use of standardized tests, instruments and surveys to provide information necessary for student academic and career planning, and documentation to indicate that the school counselor has a key role in the career development of all students.

STANDARD 6: INDIVIDUAL STUDENT PLANNING. The school counseling program provides ongoing systematic activities and services to help all students in developing, monitoring and evaluating their own academic, personal and career goals. There is a systematic delivery of individual student planning sessions to all students appropriate to their age and grade level on an annual basis beginning in the upper elementary grades and continuing through the high school years. Beginning in middle school and continuing into Grade 12, these sessions result in an individual planning portfolio for each student (model provided in appendix A).

STANDARD 7: RESPONSIVE SERVICES. The procedures, activities and services of the school counseling program ensure appropriate and timely response to academic, career and personal/social concerns.

- Intervention services are delivered through individual and/or group counseling.
- Prevention and intervention services are delivered in collaboration with teachers, administrators and student services staff.
- The consultation process is used by school counselors to share and exchange information to help students succeed in their academic, career and personal/social development.
- Collaboration with other school-based specialists and/or community services is used by school counselors to identify services for students in need.

STANDARD 8: COLLABORATION WITHIN AND OUTSIDE THE SCHOOL COMMUNITY. The school counselor conducts informational and skill building workshops for parents/guardians that complement the school counseling curriculum. School counselors contribute to the school community through the following activities:

- collaboration with community leaders to identify resources for student development and interventions;
- working with teachers, administrators, and parents regarding student needs;
- provision of professional development and information to faculty and staff on student related issues;
- leadership on building/districtwide school improvement committees to identify student needs and resources;
- communication of program goals, outcomes, activities and services to all constituents served by the school counseling program; and
- using the comprehensive school counseling program as a vehicle to promote connections with the community.

Program Management
Administration and Management of a Comprehensive School Counseling Program

Program management activities are the basis for maintaining the program, supporting its delivery, and its continuous improvement, and for addressing the needs of the student population.

STANDARD 9: PROGRAM MANAGEMENT. The administration and management of a comprehensive school counseling program requires an ongoing support system. This component consists of management activities that establish, maintain and enhance the total school counseling program through such activities as program evaluation, school counselor role and function statements, supervision and evaluation of school counselor performance, role of the school counselor supervisor, the establishment of an advisory council, professional development activities, identifying management tasks that support the implementation of the comprehensive school counseling program, and promoting professionalism by working within the ethical standards of the state and national school counselor associations.

The school counseling program is organized, supported, maintained and managed in a manner conducive to its delivery and its continuous improvement.

The school district meeting this standard demonstrates that it has the following management activities in place:

- **Program Evaluation.** Activities that support this standard include program development, program evaluation and student-needs assessments. It is important that a planned, systematic evaluation of the school counseling program be conducted on an ongoing basis to determine the relevance and effectiveness of the program. The plan should include an evaluation of student competencies established in the school counseling program, a calendar of timely assessments, and written procedures and documentation for assessing client satisfaction.

  The self-study, which is described in the appendices, assesses the degree to which the school counseling program is aligned with the standards and key elements established for the Connecticut Comprehensive School Counseling Program model. This assessment is conducted on an annual basis.

- **School Counselor Role and Evaluation.** Equally important is having a current written job description for the school counselor as defined by the American School Counselor Association (http://www.schoolcounselor. org/), which includes requisite qualifications for employment as a school counselor and specific school counselor professional responsibilities and duties. A plan and process should be in place to evaluate the performance of the school counselor on an annual basis. The evaluation form should contain performance indicators that are based on the responsibilities and duties outlined in the job description for the school counselor. The evaluation should be performed by a professional who has administrative as well as school counseling certification. A model evaluation form is included in appendix D.

- ***Supervision of the School Counselor.*** It is essential that supervision be provided to the school counselor at the building level. This is particularly critical for those counselors who are in their first and second year of school counseling. Supervision is usually provided by the principal and the director of school counseling who is appropriately certified.

  In addition to a supervisory role, the director of school counseling, and/or head counselor, is responsible for the following professional responsibilities:

  - coordinate the school counseling program that meets the needs of students;
  - plan, implement and evaluate the school counseling program with counselors, administrators, and district coordinators;
  - systematically monitor the implementation of the school counseling program to ensure consistency among counselors in meeting the needs of students, teachers and parents;
  - plan and conduct needs assessments;
  - administer clinical supervision as a means to improve counselor performance in meeting the needs of students, and in the implementation of the school counseling program; and
  - communicate the school counseling program to parents, administrators, the board of education and the community, and seek their input.

- ***Time Management.*** A calendar of school counseling program priorities and events is developed and implemented in a timely manner. It is recommended that school counselors spend 80 percent of their time in direct services to students, and maintain a weekly schedule of priorities that need to be addressed.

- ***Advisory Committee.*** The formation of an advisory committee is an important step in seeking support for the development and implementation of a comprehensive school counseling program. Members of this committee, which includes those who receive direct and non-direct services from the counselors (teachers, administrators, board of education members, parents and students), serve in an advisory role to the counselors. The committee is critical at the beginning of the comprehensive school counseling program development process and becomes a supportive link to the program and the counselors once the program is fully implemented.

- ***Professional Development.*** School counselors attend district sponsored staff development programs; join their professional associations (e.g., ASCA, ACA, CCA, CSCA); attend workshops provided by professional counseling associations; and advocate for professional development activities within their districts that specifically relate to school counseling concerns, current student issues and skill development.

- ***Ethical Standards.*** The school counselor adheres to the ethical standards of the state and national school counselor associations described in the appendices; demonstrates knowledge of local, state and federal laws and policies pertaining to school counseling; and advocates for equal access to programs and services for all students.

- ***Facilities/Budget.*** Adequate facilities and support services are provided to school counselors, including adequate individual office space, individual phones, sufficient computer services and an appropriate private area for small group school counseling activities. There is a school-counseling budget that provides for resources and activities to keep the program current.

Program Accountability:
Program Development and Implementation; Impact on Student Success

School counselors take a leadership role in program development and implementation, and demonstrate the impact of the school counseling program on student achievement and success.

STANDARD 10: PROGRAM ACCOUNTABILITY. Accountability is not a new concept to the school counseling profession. It has always been part of the school counselor's professional responsibility. School counselors are accountable for developing and implementing a comprehensive program, maintaining the program, identifying and addressing student needs, assessing client satisfaction, and connecting school counseling program goals to school improvement goals. Added to these accountability measures is the mandate of the 2001 No Child Left Behind (NCLB) legislation, which calls for all service providers in the school setting to share responsibility to collectively remove barriers that impede student learning and academic success.

NCLB has affected every professional working in the field of education. School counselors are now focused on measurable results of the school counseling program and its impact on student achievement. Stakeholders at the school, community and state levels that have an interest in the work of school counselors continue to seek evidence that school counseling programs are accountable, promote student achievement, and address an advocacy agenda for equity in educational opportunities.

Increasingly, school counselors are being challenged to demonstrate the effectiveness of the school counseling program in measurable terms. If this challenge is to be met, school counselors must be accountable for taking a leadership role for program development and implementation that is based on the 10 program standards. Program effectiveness can be determined only when a program is in place and the standards are met and maintained on an ongoing basis.

This national education agenda intends to close the achievement gap between disadvantaged students and their peers through five primary goals. School counselors are ideally positioned to influence Goal 4 ("All students will be educated in learning environments that are safe, drug free and conducive to learning"), and Goal 5 ("All students will graduate from high school"). The No Child Left Behind legislation encourages the alignment of the school counseling program with the educational mission of the school district and the national agenda.

A focus on accountability for school counselors refocuses our attention on the school counseling program's essential role in school improvement efforts and the school counselor's role as a systemic change agent through leadership, advocacy, collaboration, assessment and use of data, and program design and evaluation. It transforms school counseling from a service-driven model to a competency-based model.

The school district meeting this standard demonstrates evidence that the following accountability measures are in place:

- A comprehensive school counseling program is in place that addresses the nine content standards (goals) of student development categorized under the academic, career and personal/social development of students and that supports the mission of the school or district.
- The comprehensive school counseling program meets the 10 program standards set forth in this document.
- There is written documentation of a program foundation, delivery, management, and an accountability system that demonstrates the impact of the school counseling program on student achievement and success.
- The school counselor is a key player in the strategic plan for the district and in the school improvement plan at the building level.

- There is a written accountability action plan developed and implemented by the school counselor to demonstrate positive student outcomes as a result of their participation in the comprehensive school counseling program.
- The school counselor conducts individual academic and career planning sessions for all students on an annual basis, beginning in middle school.
- The school counselor uses data to document the results of individual student planning sessions, the results of classroom lessons and the strategies and interventions used to improve student academic achievement and equitable access for all students to programs and resources.
- Results of the program evaluation, needs assessment, and the data that demonstrate student outcomes of the comprehensive program are reported to the recipients of the program, administrators, the board of education, parents, teachers and students.

Section 3:
Content Standards: Defining Competency-Based Goals in the Academic, Career and Personal/Social Domains

Comprehensive School Counseling in Connecticut

SECTION 3
Introduction to Content Standards:
Academic, Career and Personal/Social Content

Comprehensive school counseling not only consists of program standards but also includes the nine content standards adopted from the ASCA national model. Content standards address the three primary domains of academic (A), career (C) and personal/social (P/S) development. These three domains form the content of the school counseling curriculum, individual student planning, group work, individual counseling, consultations and collaboration. The focus for academic development is on acquiring skills for improving learning and achieving school success, identifying educational goals and developing a plan to achieve them, and relating school to life experiences. The career content area focuses on developing career awareness and employment readiness, acquiring knowledge to identify career goals, and on the acquisition and application of information and skills to achieve career goals. The personal/social area addresses the issues of acquiring self-knowledge, interpersonal and personal safety skills, and the application of self-knowledge to career and educational planning, and life roles and events.

Content Standard 1: *Skills for Learning* (A)
Essential Question: What skills, knowledge and attitudes are needed to be an effective learner in school and across the life span?
Curricular Outcome: Learners will demonstrate the ability to perform successfully in school, and in the broader community.

Content Standard 2: *School Success* (A)
Essential Question: What rigorous academic preparation is required to allow students to choose from a wide range of substantial postsecondary options, including college?
Curricular Outcome: Learners will prepare themselves academically to choose from a range of choices following graduation.

Content Standard 3: *Academics to Life Success* (A)
Essential Question: What is the relationship between student engagement in academics to the world of work and to life at home and in the community?
Curricular Outcome: Learners will demonstrate an understanding of the influence of academics to their many life roles.

Content Standard 4: *Investigate Careers* (C)
Essential Question: What skills are needed to investigate the world of work?
Curricular Content: Learners will demonstrate the skills to make career choices in relation to knowledge of self and knowledge of the world of work.

Content Standard 5: *Career Success* (C)

Essential Question: What skills are needed to achieve future career success and satisfaction?
Curricular Outcome: Learners will apply strategies to achieve future career success and satisfaction.

Content Standard 6: *Relationship between School and Work* (C)

Essential Question: What is the relationship between personal qualities, education and training and the world of work?
Curricular Outcome: Learners will demonstrate knowledge of the factors involved in career decision making.

Content Standard 7: *Respect Self and Others* (P/S)

Essential Question: What is needed to understand and respect self and others?
Curricular Outcome: Learners will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.

Content Standard 8: *Goal Setting and Attainment* (P/S)

Essential Question: What are the necessary steps for decision making and goal attainment?
Curricular Content: Learners will demonstrate the ability to make decisions, set goals, and to take necessary action to achieve the goals.

Content Standard 9: *Survival and Safety Skills* (P/S)

Essential Question: What are safety and survival skills for students?
Curricular Outcome: Learners will demonstrate the proper application of safety and survival skills to their personal and physical well-being.

Content Standards Narratives

The school counseling curriculum framework provides a blueprint for how school counselors can meet the academic, career and personal/social developmental needs of all learners. It is focused on what are considered the common needs of the majority of learners in schools today. It is recommended that school districts develop survey instruments to determine the unique needs of learners in their respective districts as a way of adding to and personalizing the curriculum. The content narrative provides the foundation and performance indicators for each of the nine standards.

STANDARD 1

Demonstrate what is needed to be successful in school.

This standard is designed to provide a foundation of knowledge of what is needed for academic success. Understanding the expectations of the school and developing the skills needed to be academically successful are the key ingredients addressed by this standard. Topics to be included are self-understanding and awareness; time management and organization; responsible behaviors; learning styles; test taking strategies; the benefits of a positive attitude; and communication skills.

STANDARD 2

Demonstrate understanding of the academic preparation needed to choose from a wide range of postsecondary choices.

This standard addresses the importance of academic preparation from elementary to high school on the postsecondary decision-making process. It ensures that learners will have multiple options to choose from for their future educational and career goals. It focuses on self-control issues; school and classroom rules; choices and consequences; application of interests and abilities to goal setting; resources for planning; and high school courses that maximize achievement and future options.

STANDARD 3

Demonstrate an understanding of the influence of academics to life roles.

This standard involves the ability of learners to understand the relationship of academic achievement to success in the workplace, the community and in their personal and social lives. The emphasis in this standard is on the relationship between learning and work; responsibilities of learners and citizens; consequences of inappropriate choices; roles of community workers; benefits of lifelong learning; balancing school, activities and family life; school skills and job skills; goal setting; and transitions.

STANDARD 4

Demonstrate the skills to make career choices in relation to knowledge of self and knowledge of the world of work.

The intent of this standard is to prepare the learner to make informed career choices. Topics to be included are self-assessment; interest and personality inventories; resources for investigating careers; skills needed for the workplace; and academic preparation needed for career choices.

STANDARD 5

Demonstrate strategies to achieve future career success and satisfaction.

The intent of this standard is to provide the foundation for acquisition of skills, attitudes and knowledge that enables the learner to make a successful transition from school to the world of work and from job to job across the life span. This standard focuses on assessment of academic and personal strengths and weaknesses; work habits; responsibilities of a learner; transition issues; goal setting; and career awareness, exploration and preparation.

STANDARD 6

Demonstrate knowledge of the factors involved in making career decisions.

This standard involves the ability of the learner to apply knowledge and skills to career selection. It involves researching careers and the world of work; resources for researching; the use of technology; self knowledge; academic preparation needed for careers; and matching personal qualities, interests and abilities to career pathways.

STANDARD 7

Analyze the attitudes and beliefs that influence behavior.

The intent of this standard is to develop an awareness of the factors that influence attitudes and behaviors in developing interpersonal skills. The emphasis in this standard is on cooperative behavior and team work; personal attitudes and beliefs that influence behavior; personal boundaries and privacy rights; respect for cultural differences; individual similarities and differences; changing personal and social roles; and conflict resolution.

STANDARD 8

Demonstrate the ability to apply decision-making skills to goal setting and attainment.

This standard involves the ability of learners to use the process of decision making to identify and implement goals that sustain positive attitudes and behaviors during their schooling and throughout their lifetime. It emphasizes steps in the decision making process; consequences of decisions and choices; importance of goal setting and follow through; developing short- and long-term goals; generating alternatives and options; and responsibility for consequences of choices made.

STANDARD 9

Use knowledge of survival and safety skills to ensure personal and physical well-being.

This standard is designed to ensure that learners successfully and safely negotiate their way through school and into an increasingly complex and diverse world. Topics to be included are anger management; responsible social skills; dealing with peer pressure; consequences of inappropriate choices; harassment issues; effective communication skills; behaviors that hinder/help group cooperation; and school and community resources and referral resources for assistance with personal concerns.

Section 4:
Program Delivery System

SECTION 4

Direct Services to Students:
School Counseling Curriculum, Individual Student Planning and Responsive Services

School Counseling Curriculum

One assumption the concept of comprehensive school counseling is based on is that there is program content that all students should learn in a systematic and sequential way. The curriculum component typically consists of student competencies and structured activities presented systematically through classroom or group activities (Gysbers, 1994). The curriculum is organized around the three major content standards: academic, career and personal/social. Student competencies to be addressed in the content standards are identified in part through a needs assessment at the building or district level, and generally focus on skill development in the following areas:

- Self-understanding and interpersonal relations
- Self-direction
- Decision making and problem solving
- Teamwork and cooperation
- Cultural awareness
- Career/postsecondary investigation, options and planning
- Organization and time management
- Communication
- Peer pressure, conflict resolution and peer mediation

The school counseling curriculum provides information and essential skill development to support the development of an individual planning portfolio through the individual student planning component of the comprehensive program.

The school counseling curriculum requires not only the counselor's responsibility for development, organization and implementation of the curriculum, but the cooperation and support of the entire faculty and staff for its successful implementation.

IMPLEMENTATION
Classroom – School counselors, in collaboration with teachers, deliver a guidance learning activity or unit in the classroom.
Group Activities – Counselors conduct groups outside the classroom to respond to students' identified interests or needs. School counselors plan and lead structured activities that are designed to increase the skills and knowledge of student participants.

LESSON PLAN/ACTIVITIES
The school counseling curriculum is a written document with lesson plans that have identified goals, student competencies, activities for achieving the competencies, evaluation methods and a timeline for implementing by grade level. The curriculum is delivered to all students.

SCOPE AND SEQUENCE
The school counseling curriculum has a scope and sequence, which identifies what is taught at each grade level, how much content will be delivered, and at what grades certain topics are introduced or reintroduced.

School Counseling Curriculum

Academic Content Standard 1: Skills for Learning

Essential Question: What skills, knowledge and attitudes are needed to be an effective learner in school and across the life span?

Curricular Outcome: Learners will demonstrate the ability to perform successfully in school, and in the broader community. Concepts include, but are not limited to, positive behavior and motivation, and responsibility for school success.

By Grade 2, students will:	By Grade 4, students will:	By Grade 6, students will:	By Grade 8, students will:	By Grade 10, students will:	By Grade 12, students will:
A1.K-2.1 State reasons for listening.	A1.3-4.1 Describe the rights and responsibilities of self and others.	A1.5-6.1 Demonstrate competence and confidence as a learner.	A1.7-8.1 Implement effective organizational study and test-taking skills.	A1.9-10.1 Demonstrate organizational and study skills needed for high school success.	A1.11-12.1 Demonstrate responsibility for academic achievement.
A1.K-2.2 State the importance of learning.	A1.3-4.2 Explore the impact of a positive attitude on school success.	A1.5-6.2 Describe the importance of taking responsibility for a decision	A1.7-8.2 Use time management skills in addressing school responsibilities	A1.9-10.2 Investigate resources to help improve academic performance.	A1.11-12.2 Apply test-taking strategies for standardized tests.
A1.K-2.3 Practice effective speaking, listening and inquiry skills.	A1.3-4.3 Demonstrate the impact that study skills have on school achievement.	A1.5-6.3 Develop a broad range of interests and abilities.	A1. 7-8.3 Demonstrate how effort and persistence positively affect learning.	A1.9-10.3 Identify attitudes and behaviors that contribute to successful academic performance.	A1.11-12.3 Take responsibility for their actions.
Al.K-2.4 Demonstrate awareness of the relationship between learning and effort.	A1.3-4.4 Recognize their personal style of learning.	A1.5-6.4 Use communications skills to know when and how to ask for help when needed.	A1. 7-8.4 Demonstrate the ability to work cooperatively in a group.	A1.9-10.4 Analyze their academic strengths and weaknesses.	A1.11-12.4 Take pride in work and in achievement.
A1.K-2.5 Work independently and with others.	A1.3-4.5 Seek information and support from faculty, family and peers.	A1.5-6.5 Identify situations when they need to ask for the help of an adult.	A1.7-8.5 List behaviors that lead to successful learning in school.	A1.9-10.5 Set academic, career and personal goals and develop a four-year plan.	A1.11-12.5 Use communications skills to know when and how to ask for help when needed.
A1. K-2.6 Work with and without supervision.	A1.3-4.6 Identify attitudes and behaviors that lead to successful learning.	A1.5-6.6 Demonstrate effective listening skills in the learning environment.	A1.7-8.6 Demonstrate understanding of their strengths and weaknesses in planning a high school plan of study.	A1.9-10.6 List reasons for having and meeting deadlines.	A1.11-12.6 Meet graduation requirements.
A1.K-2.7 Review and expand upon skills needed to learn in school.	A1.3-4.7 Take pride in work and in achievement.	A1.5-6.7 Demonstrate the skills for becoming capable individuals.		A1.9-10.7 Apply techniques for reducing test anxiety.	A1.11-12.7 Apply strategies to fulfill education and career goals outlined in their individual learning plan.
A1.K-2.8 Demonstrate the relationship between effort and learning.					A1.11-12.8 Identify attitudes and beliefs that lead to successful learning and living.

School Counseling Curriculum

Academic Content Standard 2: School Success

Essential Question: What kind of academic preparation is essential to choose from a wide range of substantial postsecondary options, including college?

Curricular Outcome: Learners will prepare themselves academically to choose from a range of choices following graduation. Concepts include, but are not limited to, self-understanding and development, educational planning and choices and consequences.

By Grade 2, students will:	By Grade 4, students will:	By Grade 6, students will:	By Grade 8, students will:	By Grade 10, students will:	By Grade 12, students will:
A2.K-2.1 State reasons why self-control is important to school success.	A2.3-4.1 Learn the importance of decision making.	A2.4.5-6.1 Develop a plan for completing homework assignments.	A2.4.7-8.1 Describe personal attitudes and beliefs.	A2.9-10.1 Describe differences in middle and high school expectations and environments.	A2.11-12.1 Implement strategies to achieve postsecondary goals.
A2.K-2.2 Describe how learning encourages independence.	A2.3-4.2 Recognize the consequences of decisions.	A2.5-6.2 Analyze the relationship between academic performance to future educational choices.	A2.7-8.2 Identify ways decisions about education and work relate to other major life decisions.	A2.9-10.2 Apply study skills necessary for academic success.	A2.11-12.2 Explore the many options to pursue following graduation.
A2.K-2.3 Demonstrate a sense of belonging.	A2.3-4.3 Demonstrate basic goal setting techniques.	A2.5-6.3 Understand that decision making involves risks, benefits and consequences.	A2.7-8.3 Describe how stereotypes and discrimination behaviors may limit opportunities in certain occupations.	A2.9-10.3 Seek help from faculty and family that positively influences academic achievement.	A2.11-12.3 Identify and access resources to pursue postsecondary goals.
A2.K-2.4 Practice self-control and individual responsibility.	A2.3-4.4 Discuss choices and consequences.	A2.5-6.4 Examine the impact of pressure and stress on problem solving.	A2.7-8.4 Apply critical thinking and decision making skills in academic situations.	A2.9-10.4 Understand the concept of locus of control.	A2.11-12.4 Use problem solving skills to assess progress toward educational goals.
A2.K-2.5 Apply classroom and school rules.	A2.3-4.5 Develop and implement a strategy for improving academic skills.	A2.5-6.5 Describe their interests, aptitudes and abilities.	A2.7-8.5 Explore short- and long-term goal setting and attainment plan.	A2.9-10.5 Use assessment results in educational planning.	A2.11-12.5 Demonstrate an understanding of what influences the decision-making process.
A2.K.2.6 Follow instructions and complete assignments.	A2.3-4.6 Describe how they use time and ways they could use time more constructively.	A2.5-6.6 Explore education and work options in relationship to interests and values.	A2.7-8.6 Demonstrate independence in managing school responsibilities.	A2.9-10.6 Develop a program of studies that maximizes academic achievement and ability.	A2.11-12.6 Demonstrate the motivation to achieve individual potential.
A2.K.2.7 Assert boundaries, rights and privacy.	A2.3-4.7 Analyze the importance of following directions.	A2.5-6.7 Discuss strategies for meeting the challenges of the middle school environment.	A2.7-8.7 Select high school courses that reflect abilities, goals and graduation requirements.	A2.9-10.7 Identify postsecondary options consistent with goals, abilities and achievements.	A2.11-12.7 Meet graduation requirements.
A2.K.2.8 Understand the importance of classroom success to future success.	A2.3-4.8 Apply knowledge of interests and abilities to goal setting.				A2.11-12.8 Become self-directed, independent learners.

School Counseling Curriculum

Academic Content Standard 3: Academics to Life Success

Essential Question: What is the relationship of academics to the world of work and to life at home and in the community?

Curricular Outcome: Learners will analyze the influence of academics to their many life roles. Concepts include, but are not limited to, successful transitioning through life stages and making connections between educational performance and career options.

By Grade 2, students will:	By Grade 4, students will:	By Grade 6, students will:	By Grade 8, students will:	By Grade 10, students will:	By Grade 12, students will:
A3.K-2.1 Define manners and the role they play in getting a-long with others.	A3.3-4.1 Understand the relationship between learning and work.	A3.5-6.1 Discuss how inappropriate choices can compromise community living.	A3.7-8.1 Elect to participate in school and community activities that match goals and future interests.	A3.9-10.1 Demonstrate a healthy way to balance academic assignments, extracurricular activities and family life.	A3.11-12.1 Understand how school success and academic achievement enhance future career and vocational opportunities.
A3.K-2.2 Learn appropriate behavior in the classroom.	A3.3-4.2 Analyze what it means to belong to the school and to the larger community.	A3.5-6.2 Explore the relationship between educational goals in elementary school and career planning.	A3.7-8.2 Describe the benefits of completing high school and education beyond graduation.	A3.9-10.2 Seek and undertake experiences within school and community that enhance coursework and support personal goals.	A3.11-12.2 Understand that school success is the preparation to make the transition from student to community member.
A3.K-2.3 Describe how reading, writing and math are fundamental to life.	A3.3-4.3 Make connections between school and the work world.	A3.5-6.3 Explore interests as they relate to school subjects.	A3.7-8.3 Relate personal attributes to realistic educational goals	A3.9-10.3 Understand the correlation between school success and the positive transition to community, postsecondary education and career path.	A3.11-12.3 Demonstrate an understanding of the value of lifelong learning.
A3.K-2.4 Demonstrate cooperation by taking turns in the classroom.	A3.3-4.4 Describe how work is fundamental to life.	A3.5-6.4 Identify skills used in school to skills required for jobs in the community.	A3.7-8.4 Explain the relationship between learning in school and future goals.		A3.11-12.4 Be aware of the characteristics of a college environment especially as it differs from high school.
A3.K-2.5 Explore what it means to belong to a school community.	A3.3-4.5 Discuss responsibilities of students and those of citizens.	A3.5-6.5 Describe skills needed in a variety of jobs.	A3.7-8.5 Understand how work relates to the needs of the individual and society.	A3.9-10.4 Identify personal responsibilities for planning future goals.	A3.11-12.5 Understand the similarities and differences of school environment and the world of work.
A3.K-2.6 Determine a goal to fulfill in school and home.	A3.3-4.6 Describe the consequences of inappropriate choices.	A3.5-6.6 Discuss reasons why employers reject job applicants.	A3.7-8.6 Identify community workers and their roles.	A3.9-10.5 Demonstrate personal responsibility for researching postsecondary schools and careers.	
A3.K-2.7 Apply three things learned in school to home.	A3.3-4.7 Seek co-curricular and community experiences to enhance the school experience.	A3.5-6.7 Demonstrate cooperation.	A3.7-8.7 Determine the benefits of volunteering inside and outside the school.		
A3.K-2.8 Describe students' rights and responsibilities.		A3.5-6.8 Describe the skills and responsibilities of good citizenship.			
A3.K-2.9 Brainstorm contributions of workers to the community.					

School Counseling Curriculum

Career Content Standard 4: Investigate Careers

Essential Question: What skills are needed to investigate the world of work?

Curricular Outcome: Learners will demonstrate the skills to make career choices in relation to knowledge of self and knowledge of the world of work. Concepts include, but are not limited to, career readiness, locating and evaluating career resources, and understanding the global workplace.

By Grade 2, students will:	By Grade 4, students will:	By Grade 6, students will:	By Grade 8, students will:	By Grade 10, students will:	By Grade 12, students will:
C4.K-2.1 Identify personal likes and dislikes. C4.K-2.2 Define work and recognize that all people work. C4.K-2.3 Demonstrate awareness of jobs found in school and in the home. C4.K-2.4 Recognize that all careers are acceptable to any gender. C4.K-2.5 Describe why work is important. C4.K-2.6 List reasons why people work. C4.K-2.7 Identify the work of a student. C4.K-2.8 Identify the skills and personal characteristics needed to be a successful student. C4.K-2.9 Analyze the relationship between school and work.	C4.3-4.1 Recognize that people differ in likes, interests and talents. C4.3-4.2 Demonstrate an awareness of the dignity in all forms of work. C4.3-4.3 Describe how the role of the student is like that of an adult worker. C4.3-4.4 Identify the job of a student. C4.3-4.5 Explain what a career cluster is about. C4.3-4.6 Identify personal career choices within a career cluster. C4.3-4.7 Demonstrate the relationship of interests and personal qualities and job satisfaction. C4.3-4.8 Explore skills, talents and education needed for jobs/careers.	C4.5-6.1 Explore the concept of career clusters and learn about jobs in those clusters. C4.5-6.2 Assess academic strengths and weaknesses, interests and aptitudes. C4.5-6.3 Study three jobs within a career cluster to determine needed skills, aptitudes and education background. C4.5-6.4 List three jobs they would be interested in doing as an adult and indicate why. C4.5-6.5 Describe skills for specific occupational groups. C4.5-6.6 Research one career of choice. C4.5-6.7 Learn about traditional and nontraditional careers. C4.5-6.8 Be aware of personal abilities, skills, interests and motivations.	C4.7-8.1 Take a career interest inventory. C4.7-8.2 Demonstrate knowledge of how careers/jobs are classified. C4.7-8.3 Research a number of career options based on a career interest survey. C4.7-8.4 Investigate the implications of sex role stereotyping in career planning. C4.7-8.5 Investigate a career option by interviewing a worker in the selected career field. C4.7-8.6 Study postsecondary education requirements of a selected number of career fields. C4.7-8.7 Describe the relationship between career interests, high school course selection and postsecondary education options.	C4.9-10.1 Develop skills to locate, evaluate, and interpret career information. C4.9-10.2 Apply decision-making skills to goal setting. C4.9-10.3 Learn the importance of early academic planning to prepare for further education and career goals. C4.9-10.4 Develop a plan of goals and strategies to implement them. C4.9-10.5 Demonstrate knowledge of career resources in the school and community. C4.9-10.6 Be able to assess their abilities, skills, interests and values as they relate to career choices. C4.9-10.7 Pursue hobbies and extracurricular interest. C4.9-10.8 Complete an interest inventory and analyze results.	C4.11-12.1 Assess strengths and weaknesses based on high school performance. C4.11-12.2 Review four-year plan of goals and strategies. C4.11-12.3 Acquire employability skills such as working on a team, problem solving and organizational skills. C4.11-12.4 Apply job readiness skills to seeking employment opportunities. C4.11-12.5 Demonstrate knowledge of the changing workplace. C4.11-12.6 Learn how to write a resume. C4.11-12.7 Develop a positive attitude toward work and learning. C4.11-12.8 Use time and task management skills.

School Counseling Curriculum

Career Content Standard 5: Career Success

Essential Question: What skills are needed to achieve future career success and satisfaction?

Curricular Outcome: Learners will apply strategies to achieve future career success and satisfaction. Concepts include, but are not limited to, career preparation, assessment of skills and personal qualities, and development of an interest-driven success plan.

By Grade 2, students will:	By Grade 4, students will:	By Grade 6, students will:	By Grade 8, students will:	By Grade 10, students will:	By Grade 12, students will:
C5.K-2.1 Describe the work of family members.	C5.3-4.1 Explain how work helps students to achieve personal success.	C5.5-6.1 Demonstrate awareness of the education and training needed to achieve career goals.	C5.7-8.1 Explore high school opportunities for future career preparation.	C5.9-10-1 Develop a four-year education/career planning portfolio.	C5.11-12.1 Review and modify the planning portfolio.
C5.K-2.2 Understand the role of student as an important job.	C5.3-4.2 List three skills they have developed.	C5.5-6.2 Develop an awareness of career opportunities.	C5.7-8.2 Demonstrate knowledge of academic and vocational programs offered in the high school.	C5.9-10.2 Recognize the usefulness of standardized testing and other assessments in personal planning.	C5.11-12.2 Assess and modify academic programming in order to support career plans.
C5.K-2.3 Identify workers in school and in various settings outside school.	C5.3-4.3 Relate hobbies and interests to career interests.	C5.5-6.3 Examine the value of rules in school and in the workplace.	C5.7-8.3 Demonstrate knowledge of resources for investigating career interests.	C5.9-10.3 Review and modify the planning portfolio to reflect changing interests and goals.	C5.11-12.3 Reevaluate personal skills, interests, abilities and achievement
C5.K-2.4 Discuss responsibilities they have at school and in the home.	C5.3-4.4 Project self into a future career.	C5.5-6.4 State five personal and academic goals they would like to achieve within five years.	C5.7-8.4 Identify personal skills, interests and abilities and relate them to current career choices.	C5.9-10.4 Assess and modify academic programming in order to support career goals.	C5.11-12.4 Identify advantages and disadvantages of various post-secondary programs for attainment of career goals.
C5.K-2.5 Describe their hobbies and leisure activities.	C5.3-4.5 Assess academic and personal strengths and weaknesses.	C5.5-6.5 Understand that work is an important and satisfying means of personal expression.	C5.7-8.5 Choose secondary courses that support their interests, abilities and future goals for education, training or work.	C5.9-10.5 Pursue experiences with in the school to help the career decision-making process.	C5.11-12.5 Identify requirements for postsecondary programs.
C5.K-2.6 List skills they have developed.	C5.3-4.6 Relate hobbies and interests to career interests.	C5.5-6.6 Identify personal preferences and interests that influence career choices and success.	C5.7-8.6 Demonstrate awareness of the education and training needed to achieve career goals.	C5.9-10.6 Identify possible outcomes of education and career choices.	C5.11-12.6 Demonstrate skills to locate interpret and use information about job opportunities.
C5.K-2.7 Define the terms work/career.	C5.3-4.7 Understand the importance of responsibility and good work habits.	C5.5-6.7 Understand the importance of lifelong learning and acquiring new skills.		C5.9-10.7 Describe how the expectations of others affect career planning.	C5.11-12.7 Complete required steps toward transition from high school to entry into postsecondary education, training programs or work.
C5.K-2.8 List three reasons why someone chooses a particular job.	C5.3-4.8 Relate how good work habits prepare one for the workplace.				
C5.K-2.9 Define the meaning of future.	C5.3-4.9 Understand the importance of academic achievement to future career preparation.				
C5.K-2.10 Identify three factors important in career choice.					

School Counseling Curriculum

Career Content Standard 6: Relationship between School and Work

Essential Question: What is the relationship between personal qualities, education and training and the world of work?

Curricular Outcome: Learners will demonstrate knowledge of the factors involved in career decision making. Concepts include, but are not limited to, student responsibilities, educational planning, self-assessment and career pathways.

By Grade 2, students will:	By Grade 4, students will:	By Grade 6, students will:	By Grade 8, students will:	By Grade 10, students will:	By Grade 12, students will:
C6.K-2.1 List personal likes and dislikes related to a given set of tasks.	C6.3-4.1 Discuss the importance of cooperative team work.	C6.5-6.1 Classify individual interests and abilities as they relate to career goals.	C6.7-8.1 Describe how continued learning enhances the ability to achieve goals.	C6.9-10.1 Enroll in subjects that support career aspirations.	C6.11-12.1 Identify skills, abilities, accomplishments and personal qualities as preparation for completing a college application and/or interview.
C6.K-2.2 Discuss why they like or dislike performing certain tasks.	C6.3-4.2 Describe what it means to prepare for their future career.	C6.5-6.2 Demonstrate how gaining more information about careers increases options.	C 6.7-8.2 Describe how interests and skills relate to the selection of high school courses.	C6.9-10.2 Describe personal strengths and weaknesses in relationship to postsecondary education and training requirements.	C6.11-12.2 Complete a personal data inventory to develop and/or modify a resume.
C6.K-2.3 Identify personal qualities, strengths and weaknesses.	C6.3-4.3 Discuss how student responsibilities prepare them for responsibilities in the workplace.	C6.5-6.3 Identify personal preferences and interests which influence career choices and success.	C6.7-8.3 Match personal interests and abilities to career pathways.	C6.9-10.3 Investigate educational and vocational options in relationship to interests, abilities, achievement and future goals.	C6.11-12.3 Demonstrate the ability to convey positive qualities and assets during interviews.
C6.K-2.4 Describe how they see themselves.	C6.3-4.4 Explore the amount of education needed for a select group of careers/jobs.	C5.5-6.4 Classify interests and abilities as they relate to career goals.	C6.7-8.4 Demonstrate an understanding of the importance of personal skills and attitudes to job success.	C6.9-10.4 Demonstrate skills and attitudes essential for a job interview.	C6.11-12.4 List postsecondary school choices and majors.
C6.K-2.5 Describe how they are seen by others.	C6.3-4.5 Discuss why the amount of education needed for different careers/jobs varies.	C5.5-6.5 Identify personal values important to career choice.	C6.7-8.5 Identify career information resources.	C6.9-10.5 Demonstrate skills to complete a job application.	C6.11-12.5 Become familiar with college financial aid programs.
C6.K-2.6 Categorize selected job groups into data, people and things.	C6.3-4.6 Describe personal qualities necessary for getting and keeping a job.	C6.5-6.6 Gain knowledge of the world of work through career resource information.	C6.7-8.6 Demonstrate skills in using school and community resources and the Internet to learn about careers.	C6.9-10.6 Identify the requirements for postsecondary education programs of interest.	C6.11-12.6 Understand how to apply for college financial aid.
C6.K-2.7 Discuss "wants" versus "needs" as related to work and income.	C6.3-4.7 Discuss what makes for job success.	C6.5-6.7 Demonstrate knowledge of interests, skills and aptitudes.	C6.7-8.7 Gain knowledge of skills, personal qualities and education to achieve goals.		C6.11-12.7 Apply academic skills in work-based learning situations, such as internships, shadowing, etc.
C6.K-2.8 Define personality and its influence in work/career choice.					

School Counseling Curriculum

Personal/Social Content Standard 7: Respect Self and Others

Essential Question: What is needed to understand self and respect self and others?

Curricular Outcome: Learners will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others. Concepts include, but are not limited to, developing positive relationships, respect for others and effective communication.

By Grade 2, students will:	By Grade 4, students will:	By Grade 6, students will:	By Grade 8, students will:	By Grade 10, students will:	By Grade 12, students will:
P/S7.K-2.1 Identify and express feelings.	P/S7.3-4.1 Demonstrate skills for getting along with others.	P/S7.5-6.1 Learn what actions and words communicate about them.	P/S7.7-8.1 Summarize the factors influencing positive friendships.	P/S7.9-10.1 Recognize the impact of change and transition on their personal development.	P/S7.11-12.1 Recognize that everyone has rights and responsibilities.
P/S7.K-2.2 Share feelings and listen to others.	P/S7.3-4.2 Distinguish between appropriate and inappropriate behaviors.	P/S7.5-6.2 Summarize positive ways to respond to negative comments.	P/S7.7-8.2 Demonstrate an awareness of the negative aspects of cliques.	P/S7.9-10.2 Analyze the impact of individual similarities and differences on interpersonal relationships.	P/S7.11-12.2 Demonstrate a positive attitude toward self as a unique and worthy person.
P/S7.K-2.3 Identify and illustrate positive characteristics of themselves.	P/S7.3-4.3 Demonstrate cooperative behavior in a group.	P/S7.5-6.3 Express feelings in a socially acceptable manner.	P/S7.7-8.3 Demonstrate skills for effectively interacting with others.	P/S7.9-10.3 Understand the impact of cooperative effort.	P/S7.11-12.3 Demonstrate respect for alternative points of view.
P/S7.K-2.4 Identify skills used for positive interpersonal relations.	P/S7.3-4.4 Understand the need for self control and how to practice it.	P/S7.5-6.4 Demonstrate effective listening skills.	P/S7.7-8.4 Personal attitudes and beliefs that influence behavior.	P/S7.9-10.4 Demonstrate respect for cultural traditions and heritage.	P/S7.11-12.4 Recognize, accept and appreciate individual differences.
P/S7.K-2.5 Acknowledge needs of others and behave accordingly.	P/S7.3-4.5 Demonstrate an understanding of the impact that actions and words have on others.	P/S7.5-6.5 Illustrate three forms of nonverbal communication.	P/S7.7-8.5 Investigate ways to volunteer and/ or help others in school or the community.	P/S7.9-10.5 Demonstrate the use of the three basic components of communication.	P/S7.11-12.5 Recognize, accept and appreciate ethnic and cultural diversity.
P/S7.K-2.6 Discuss manners and the role they play in building friendships.	P/S7.3-4.6 Discuss ways to solve problems with friends.	P/S7.5-6.6 Demonstrate how people's actions and behavior affect others.	P/S7.7-8.6 Demonstrate cooperative behavior in groups.	P/S7.9-10.6 Identify changing personal and social roles.	P/S7.11-12.6 Demonstrate that effective communication involves speaking, listening and nonverbal behavior.
P/S7.K-2.7 Recognize likenesses and differences in self and others.	P/S7.3-4.7 Understand the difference between assertive and aggressive behavior.	P/S7.5-6.7 Learn the conflict resolution process.	P/S7.7-8.7 Demonstrate effective decision-making skills that lead to positive interpersonal relationships and socialization.	P/S7.9-10.7 Identify and recognize changing family roles.	P/S7.11-12.7 Demonstrate self-control in the classroom, school and community.
P/S7.K-2.8 Demonstrate ways to make and keep friends.	P/S7.3-4.8 Explore communication and the role it plays in getting along with others.	P/S7.5-6.8 Identify values, attitudes and beliefs.		P/S7.9-10.8 Identify personal strengths and assets.	
P/S7.K-2.9 Describe family members' roles and responsibilities.		P/S7.5-6.9 Recognize personal boundaries and privacy rights.			

School Counseling Curriculum

Personal/Social Content Standard 8: Goal Setting and Attainment

Essential Question: What are the necessary steps for decision making and goal attainment?

Curricular Outcome: Learners will demonstrate the ability to make decisions, set goals and to take necessary action to achieve the goals. Concepts include, but are not limited to, goal setting, criteria for decision making,and understanding outside influences on setting priorities.

By Grade 2, students will:	By Grade 4, students will:	By Grade 6, students will:	By Grade 8, students will:	By Grade 10, students will:	By Grade 12, students will:
P/S8.K-2.1 Identify choices made at school and home. P/S8.K-2.2 Define an individual goal. P/S8.K-2.3 Discuss a decision made independently at school or home. P/S8.K-2.4 Analyze the outcomes and possible consequences of a set of given decisions. P/S8.K-2.5 Understand that decisions have alternatives. P/S8.K-2.6 Develop a plan to improve a poor work habit. P/S8.K-2.7 Demonstrate when, where and how to seek help for solving problems. P/S8.K-2.8 Know when peer pressure is influencing a decision.	P/S8.3-4.1 Demonstrate responsibility for classroom duties. P/S8.3-4.2 Demonstrate an understanding of the decision making process. P/S8.3-4.3 Learn the consequences of decisions and choices. P/S8.3-4.4 Understand the importance of goal setting and follow through. P/S8.3-4.5 Describe the importance of priorities in the goal setting process. P/S8.3-4.6 Demonstrate responsibility for decisions. P/S8.3-4.7 Demonstrate how decisions affect themselves and others around them. P/S8.3-4.8 Discuss how effective use of time influences success in school.	P/S8.5-6.1 Demonstrate an understanding of the steps in the decision making process. P/S8.5-6.2 Identify an academic/personal goal and steps in the decision-making process to achieve it. P/S8.5-6.3 Analyze when peer pressure is influencing a decision. P/S8.5-6.4 Develop effective coping skills for dealing with problems. P/S8.5-6.5 Increase the capacity to generate alternatives for problem solving. P/S8.5-6.6 Analyze ability to use the decision making process. P/S8.5-6.7 Evaluate some personal decisions they have made.	P/S8.7-8.1 Set a short- and long-term goal. P/S8.7-8.2 Develop an increased sense of self as a basis for decision making. P/S8.7-8.3 Demonstrate the ability to seek relevant information for effective decision making. P/S8.8.7-8.4 Apply criteria to information to judge its usefulness in decision making. P/S8.7-8.5 Locate sources of information for decision making in school and community. P/S8.7-8.6 Demonstrate independence in decision making and problem solving. P/S8.7-8.7 Evaluate progress of personal and social growth during middle school.	P/S8.9-10.1 Practice personal responsibility for the consequences of choices made. P/S8.9-10.2 Formulate challenging academic goals and plans to achieve them. P/S8.9-10.3 Demonstrate the importance of setting priorities to goal achievement. P/S8.9-10.4 Demonstrate effective time management skills. P/S8.9-10.5 Describe how their attitudes and behaviors can positively or negatively affect goal setting and accomplishment. P/S8.9-10.6 List several goals set during a given time and demonstrate the steps that led to the outcomes.	P/S.11-12.1 Analyze their four-year education/ career plan and make necessary modifications. P/S8.11-12.2 List the steps necessary to implement and accomplish their postsecondary goals. P/S8.11-12.3 Prepare a timeline to complete the required steps toward transition from high school into postsecondary education, training or work. P/S8.11-12.4 Identify resources to support transition from high school to postsecondary plan. P/S8.811-12.5 Describe how personal, social, education and career goals are interrelated.

School Counseling Curriculum

Personal/Social Content Standard 9: Survival and Safety Skills

Essential Question: What are safety and survival skills for students?

Curricular Outcome: Learners will demonstrate the proper application of safety and survival skills to their personal and physical well-being. Concepts include, but are not limited to, the influence of peer pressure, communication and conflict resolution skills, and anger management.

By Grade 2, students will:	By Grade 4, students will:	By Grade 6, students will:	By Grade 8, students will:	By Grade 10, students will:	By Grade 12, students will:
P/S9.K-2.1 Acquire knowledge of personal information, such as home phone, address, 911, etc.	P/S9.3-4.1 Describe the influence of peer pressure on the choices they make.	P/S9.5-6.1 Demonstrate effective communication.	P/S9.7-8.1 Understand the need for self-control and practice it.	P/S.9-10.1 Demonstrate responsible social skills including anger management.	P/S9.11-12.1 Analyze the influence of others on their decisions.
P/S9.K-2.2 Describe appropriate and inappropriate physical contact.	P/S9.3-4.2 Discuss the consequences of inappropriate choices.	P/S9.5-6.2 Apply components of assertiveness training.	P/S9.7-8.2 Use conflict resolution skills to resolve issues.	P/S9-10.2 Be aware of referral options at the high school for self and others in need.	P/S9.11-12.2 Analyze their skills for making decisions.
P/S9.K-2.3 Describe aspects of a safe environment.	P/S9.3-4.3 Identify and describe causes of stress and conflicts.	P/S9.5-6.3 Identify school and community resources for assistance with personal concerns.	P/S9.7-8.3 Identify referral options for self and others in need.	P/S9.9-10.3 Differentiate between situations requiring peer support and those requiring adult professional help.	P/S9.11-12.3 Describe ways to resist peer pressure to use drugs and alcohol.
P/S9.K-2.4 List situations that would require them to seek help.	P/S9.3-4.4 Demonstrate ways of handling stress and conflicts.	P/S9.5-6.4 Demonstrate effective ways to deal with peer pressure.	P/S9.7-8.4 Demonstrate responsible behavior in the school community.	P/S9.9-10.4 Recognize and deal effectively with peer pressure.	P/S9.11-12.4 Analyze their strengths and limitations in functioning in a group.
P/S9.K-2.5 Identify resource people in school and community and demonstrate how to ask for help.	P/S9.3-4.5 Demonstrate the ability to assert boundaries, rights and personal privacy.	P/S9.5-6.5 Demonstrate knowledge of the emotional and physical dangers of substance use and abuse.	P/S9.7-8.5 Identify what triggers anger.	P/S9.9-10.5 Know school procedures for responding to harassment.	P/S9.11-12.5 Demonstrate skills to effectively express opinions, attitudes and beliefs in a group situation.
P/S9.K-2.6 Understand qualities that are helpful in making good friends.	P/S9.3-4.6 Identify behaviors that help and hinder group cooperation.	P/S9.5-6.6 Describe harassment and how it is addressed in school settings.	P/S9.7-8.6 Demonstrate appropriate ways to respond to anger.	P/S9.9-10.6 Apply effective problem solving and decision making skills to make safe and healthy choices.	P/S9.11-12.6 Demonstrate an understanding of the components of communication skills, attending, listening, responding.
P/S9.K-2.7 Demonstrate healthy ways of dealing with conflicts.	P/s9.3-4.7 Demonstrate respect for alternative points of view.	P/S9.5-6.7 Demonstrate how to apply conflict resolution skills.	P/S9.7-8.7 Describe rationale for acceptable and unacceptable school rules.	P/S9.9-10.7 Learn about and apply locus of control to stressful situations.	P/S9.11-12.7 Apply communication skills to conflict situations.
P/S9.K-2.8 Learn techniques for managing stress.	P/S9.3-4.8 Interpret their feelings to others.	P/S9.5-6.8 Learn difference between assertiveness and aggressiveness.	P/S9.7-8.8 Develop a greater understanding of their personality and temperament.		

Individual Student Planning

The individual student planning session results in the development of an individual planning portfolio for each student that is documented with career/education/personal goals and postsecondary options. The plan is revised and modified annually throughout the student's school career beginning in upper elementary school and continuing throughout high school. Each school district adopts a standardized written format.

Individual student planning includes the following principles:

1. The goals, skills and personal qualities of individual student planning are related to learning activities in the school counseling curriculum, such as self-awareness and understanding, career/educational information, school and job skills, goal setting, transitions, etc, that support the career, education and postsecondary decision making process.
2. The primary focus of the individual planning portfolio that results from individual student planning is the student's future career pathways with postsecondary options.
3. There is a systematic approach to helping all students with the decision making process, to understand themselves and to develop appropriate goals through the interpretation of standardized test results and course performance.
4. There is a standard format in place to document and review each student's individual planning portfolio on an annual basis.
5. Individual student planning has a specific time for delivery to all students at each grade level on an annual basis.
6. Appropriate printed information, programs and services are provided to support the individual planning efforts of students and their parents.
7. Parents are invited to participate in student planning sessions periodically in the middle and high school years.

The individual student planning component of the comprehensive school counseling program that results in the individual planning portfolio is a major responsibility of the school counselor. It ensures that each student identifies career, education and personal goals, selects appropriate courses, is knowledgeable about postsecondary options, and understands the steps that are necessary to implement an action plan for success.

Please refer to the appendices for a model individual planning portfolio document.

Responsive Services

As a result of academic problems, personal identity issues, challenging peer and family relationships and other emotional, personal and social issues, there is a continuing need for individual and group counseling, crisis counseling, prevention and remediation services, consultation, and referral as part of the school counselor's role in a comprehensive school counseling program. These services are essential for those students whose life challenges create barriers to classroom performance, academic success and healthy development in the academic, career and personal/social arenas. School counselors have the training and skills to identify and help remove the barriers to student academic achievement and success.

The responsive services of the school counseling program ensure appropriate and timely responses to academic, career and personal/social concerns. Intervention services are delivered through individual and/or group counseling. Prevention and intervention services are delivered in collaboration with teachers, administrators and student services staff. School counselors use the consultation process to share and exchange information to help students succeed in their academic, career and personal/social development, and they consult with other school-based specialists and/or community services to identify and use services for students in need.

The responsive services component organizes counseling techniques and methods to respond to these concerns and needs as they occur. The component is supportive of the school counseling curriculum and individual planning components and requires the cooperation and support of the entire staff for successful implementation. (Gysbers, 2006). Responsive services are implemented through such strategies as:

1. Intervention services that are delivered through individual and group counseling.
2. Group counseling that focuses on remediation and prevention issues such as peer relationships, coping skills, anger management, divorce, transition, etc.
3. Crisis intervention, conflict resolution, peer mediation.
4. Consultation with teachers, administrators and parents to help students succeed in their academic, career and personal/social development.
5. Referrals within and outside the school setting.
6. Participation on the Student Assistance Team, the Crisis Team, Middle School Team Meetings, Child Study Team, Planning and Placement Teams and 504.
7. Collaboration with other school-based specialists and/or community services to identify, provide or develop services for students in need.
8. Planning course of study with students new to the school.
9. Writing student recommendations.

School counselors are well positioned by background and training to respond to the immediate concerns and crisis needs of students, teachers and parents. Their advanced training equips them with counseling skills, both individual and group, skills for intervening in crisis situations; and consultation and assessment skills.

Non-direct Services to Students

Collaboration Within and Outside the School Community

Non-direct services to students are those professional activities that school counselors participate in to support and advocate for student needs, programs and resources. They are addressed by school counselors through partnerships with other professional staff members, parents and guardians, and community leaders and agencies.

Within the school community, school counselors collaborate, and provide leadership and expertise by engaging in the following activities:

- develop a plan to communicate school counseling program mission, goals, outcomes, activities and services to all constituents served by the school counseling program;
- collaborate with teachers, administrators, and parents regarding student needs;
- provide professional development and information to faculty and staff on student related issues;
- partner with administrators and teachers to remove barriers to academic success, develop strategies to enable students to achieve academic success, and to close the achievement gap;
- conduct parent education programs;
- establish an advisory board for the school counseling department;
- participate in and contribute to building and districtwide leadership teams on school improvement and strategic plans; and
- collect, analyze and use data to show how the school counseling program contributes to student success.

They provide leadership and expertise outside the school through such activities as:

- collaboration with community leaders to identify resources and services for student development and interventions;
- enhance the comprehensive school counseling program by partnering with community agencies to build linkages for student involvement in community programs (tutoring, volunteer activities, extracurricular activities, enrichment programs, etc.);
- outreach to community businesses to connect them to the school district's career development program; and
- advocate for comprehensive school counseling by communicating and presenting the benefits and outcomes to the community.

Collaboration and advocacy have a direct link to the counselor's role in accountability and the use of data because they ensure that the outcomes of the school counseling program are aligned with the mission of the school and communicated to the stakeholders.

Section 5:
Use of Data and the MEASURE Process

Comprehensive School Counseling in Connecticut

SECTION 5:

Use of Data and the MEASURE Process

To demonstrate the effectiveness of the school counseling program on student academic achievement and success, and the impact of the program on the goals of NCLB, school counselors use data. Data can be used to document the results of classroom lessons, the individual student planning sessions by grade level, and the strategies and interventions used to improve student academic achievement and equitable access for all students to programs and resources.

Data informs, confirms progress and reveals shortcomings in student performance (Stone & Dahir, 2006). School counselors can collect and analyze student data to inform and guide the development of a comprehensive school counseling program based on schoolwide issues. Annual school report cards publicize critical data elements such as attendance, graduation rates, postsecondary planning rates and standardized testing. These can be monitored and analyzed in a variety of ways. By using the school based data, school counselors can make informed decisions to improve student outcomes.

The use of data is the key to demonstrating the effectiveness of the school counseling program and to developing practices that can lead to higher levels of success. School counselors frequently use one of the following data sources to highlight program accomplishments:

- Process data offers evidence that an event or activity occurred. For example, school counselors may present the numbers of students seen individually, in groups or in classrooms.
- Perception data is gathered from needs assessments or surveys and report opinions at the time of data collection.
- Results data answers the question "so what?" and provides evidence that a student competency is not just mastered but has affected course-taking patterns, graduation rates, knowledge attainment, attendance, behavior, and/or academic achievement (ASCA, 2003).

The use of data is the key to demonstrating the effectiveness of the school counseling program and to developing practices that can lead to higher levels of success.

Finding Data

Annual strategic school profiles publicize data elements such as attendance, demographics, graduation and postsecondary planning rates and standardized test results. When data are disaggregated into categories such as ethnicity, gender, socioeconomic status or teacher assignment, it provides information for the analysis of student performance. It is then possible to more closely examine which groups of students are successful and which are failing. All students are entitled to a quality education and the opportunity to avail themselves of career and technical programs, music, art, languages, technology or advanced placement courses. The use of data will confirm that all students have a program of study and career plan that is commensurate with their aspirations and dreams.

Using data enables school counselors to work in tandem with building administrators and faculty to close the achievement gap. School counselors can collaborate with faculty to devise strategies that will enable more students to move successfully from grade level to grade level. When school counselors work with the same school-based data as their colleagues they share accountability for student outcomes and contribute to moving critical data elements in a positive direction.

> ### *Critical data elements can include:*
>
> - attendance;
> - comments on student report cards;
> - dropout rates;
> - discipline referrals;
> - enrollment in honors, AP, International Baccalaureate, college-level courses;
> - GPA;
> - high school graduation rates;
> - number of students with career and education plans at the middle and high school;
> - number of students enrolling in postsecondary education;
> - number of students successfully completing postsecondary education;
> - participation in academic support services;
> - passing rates each quarter;
> - promotion rates from grade level to grade level;
> - special education referrals;
> - student report card grades; and
> - suspensions.

Demonstrating Accountability

Adapted with permission for the Connecticut Comprehensive School Counseling Program from Stone, C. & Dahir, C. (2006). School Counselor Accountability: A Measure of Student Success. Upper Saddle River, NJ: Merrill Prentice-Hall.

A MEASURE of Student Success

MEASURE, a six-step accountability process, confirms the impact of the school counseling program on critical data, those elements of the school report card that are the backbone of the accountability movement. MEASURE supports the accountability component of the ASCA national model (2003) and moves school counselors from a "counting tasks" system to aligning the school counseling program with standards-based reform. MEASURE is a way of using information such as retention rates, test scores and postsecondary going rates to develop specific strategies for connecting school counseling to the accountability agenda of today's schools.

MEASURE is an acronym for:

> **MISSION:** connect the comprehensive K-12 school-counseling program to the mission of the school and to the goals of the annual school improvement plan
>
> **ELEMENTS:** identify the critical data elements that are important to the internal and external stakeholders
>
> **ANALYZE:** discuss carefully which elements need to be aggregated or disaggregated and why
>
> **STAKEHOLDERS - UNITE:** determine which stakeholders need to be involved in addressing these school-improvement issues and unite to develop strategies
>
> **RESULTS:** assess your results to see if you met your goal and compare it to your baseline data.
>
> **EDUCATE:** show the positive impact the school-counseling program has had on student achievement and on the goals of the school improvement plan

MISSION:

Student achievement and success in rigorous academics is at the heart of every school's mission statement. School counselors need to ask how every aspect of their program supports the mission of the school and contributes to student achievement. Preparing students to choose from a wide array of options after high school is part of every school district's mission for academic success for every student and is congruent with the goals of the school board.

ELEMENTS:

Critical data elements can usually be found on the school's district or building report card. School systems routinely collect and store both academic and demographic data in a retrievable form and school counselors have ready access to data in areas such as course enrollment patterns and attendance that contribute to achievement. Disaggregating data into separate elements in a variety of ways ensures that the system addresses access and equity issues.

ANALYZE:

Analysis will determine the institutional or environmental barriers that may be impeding student achievement and adversely influencing the data elements. School counselors can initially determine which elements to address first as well as which elements the school counseling program can move to specific targets in a positive direction. Because data alone do not tell the whole story, it is important to disaggregate the critical data elements on which to focus and to look at them in terms of gender, race/ethnicity, socioeconomic status, and perhaps by teacher to shed light on areas of success or areas in need. The data elements that affect the school improvement plan then become more apparent.

STAKEHOLDERS - UNITE:

By collaborating with other stakeholders, school counselors avoid tackling issues in isolation. Creating and implementing strategies collaboratively will begin to move the data in a positive direction.

RESULTS:

School counselors periodically review the data and strategies to see if the goals of the MEASURE were met. If the targeted results were not met, then it is important to also reanalyze and refocus the strategies to determine why the interventions were not successful in affecting the data. The MEASURE can be revised for the following school year in order to continue to move the critical data elements in a positive direction and continue to connect school counseling to continuous school improvement.
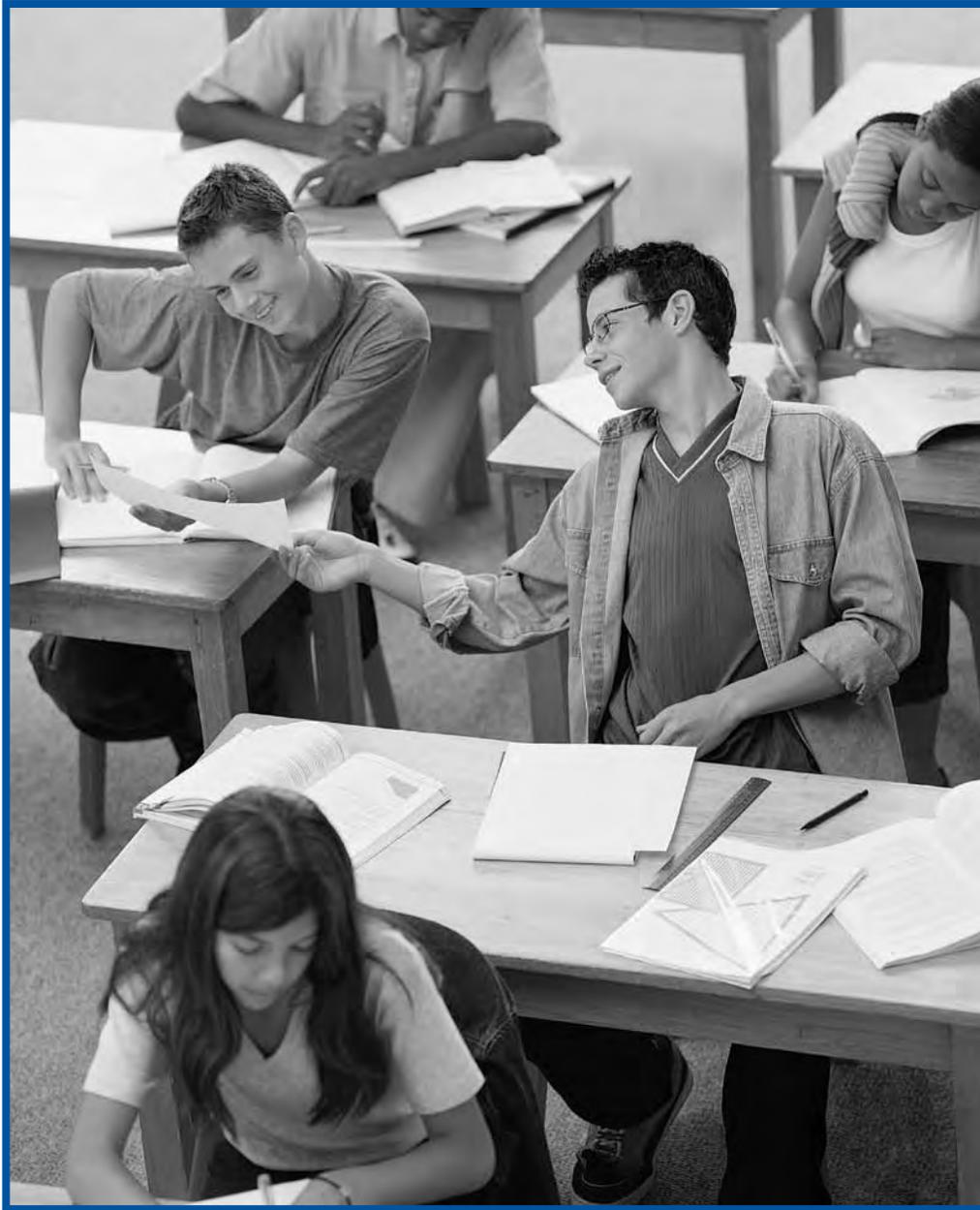
EDUCATE:

Publicizing the results of an effective school counseling program is a vital step in the accountability process, and as a result, both internal and external stakeholders will have a deeper understanding about the contributions of the program that focus on student success. As partners in school improvement, school counselors have demonstrated a willingness to be accountable for impacting critical data and are viewed as essential to the school's mission.

Measure

A sample MEASURE form is in the appendices.

Section 6:
Monitoring the Comprehensive School Counseling Program

Comprehensive School Counseling in Connecticut

Monitoring the Comprehensive School Counseling Program

The school counseling program is a written document that includes measures that will demonstrate how and when it is delivered. It is recommended at the state and national levels (Gysbers, 1994, ASCA, 1996) that school counselors spend at least 80 percent of their time in professional counseling activities that provide direct services to students, be proactive in their approach to school counseling and address the needs of all students as a top priority. The school counseling curriculum and individual student planning components ensure the systematic participation of all students in the comprehensive program. Therefore, it is important that calendars be established at the building level for the delivery of these two components.

Calendars for Program Delivery

In determining calendars, school districts should be guided by the suggested percentages of time for each program component (curriculum, individual student planning, responsive services, collaboration and community outreach). Once the timelines are established, a schedule for delivering the curriculum and individual student planning sessions should be developed and implemented and become part of the school counseling department's monthly and yearly calendar of activities. A commitment to a written plan also ensures that there will be consistency among the counselors in implementing the components.

The sample calendars provided for the curriculum and individual student planning sessions are suggested timelines. School counselors in local districts must determine an appropriate schedule for the delivery of their programs. The important consideration is to commit to a written calendar.

It is suggested that a delivery plan for the curriculum be developed on a monthly basis by lesson topics for grades K–12. Since individual planning sessions are delivered to all students on an individual basis, it is advisable to set up time for delivery for each grade level. Time ranges over a defined time period permit the counselor greater flexibility in completing the sessions. If counselor/student ratios prohibit the providing of the individual student planning sessions on an individual basis to all students, small group sessions should be substituted for the individual sessions.

Access to Students

In a fully implemented school counseling program, the school counseling curriculum is delivered to all students. Classroom time for the curriculum will vary from 10 to 15 minutes in kindergarten to 30 to 40 minutes at the high school level. The following are some of the strategies that school districts are using to implement the curriculum:

- the school counseling curriculum is part of each student's schedule;
- counselors and teachers co-teach the curriculum in key content areas;
- the counselor delivers the initial lesson with the teacher following up with lessons to reinforce the concept; and
- the counselors deliver lessons to small groups of students who are scheduled during their study periods by the counselor.

The key issue of access to students for the delivery of the school counseling curriculum should be resolved during the early stages of the comprehensive program planning and development process, which means that school counseling supervisors, curriculum supervisors, building level administrators and teachers must be part of the revision and/or planning process.

Documenting Program Delivery

The following pages contain ways of documenting a time frame for curriculum and individual student planning components. A method of recording those activities on a monthly basis is also provided as a means of tracking the amount of time spent on direct and non-direct services to students.

SAMPLE CALENDAR SCHOOL COUNSELING CURRICULUM, GRADES K-5						
MONTH	**Topics by Grade**					
	K	**1**	**2**	**3**	**4**	**5**
September	Learning about Me (P/S)	My Personal Traits (P/S)	Feelings (P/S)	What I Like about My Friends (P/S)	Interpersonal Skills (P/S)	My Personal Strengths (A)
October	Learning to Listen (P/S)	Favorite Subjects (A)	Making Friends (P/S)	Behaviors and Consequences (P/S)	Dealing with Anger (P/S)	Planning Study Time (A)
November	Learning to Express Feelings Appropriately (P/S)	All about Tests (A)	Why Listen? (P/S)	How Do I Describe Myself? (P/S)	Good Study Habits (A)	Understanding Differences (P/S)
December	Learning to Deal with Anger (P/S)	Cooperating with Others (P/S)	What I Like about Myself (P/S)	Study Skills (A)	Coping with Stress (P/S)	Dealing with Pressure (P/S)
January	Learning to be Responsible (P/S)	Responsibilities in School and at Home (P/S)	Things that are Difficult/Easy to Do (A)	Studying for Tests (A)	Conflict Resolution (P/S)	Improving School Performance (A)
February	Learning to Make Choices (P/S)	Decisions I Make by Myself (P/S)	Job Performed in School by Adults (C)	Decisions and Consequences (P/S)	Decision-Making Skills (P/S)	Responsible School Behavior (A)
March	Tools Needed to do Work in School (A)	Completing my School Assignments (A)	Benefits of Learning (A)	Three Skills I Have (P/S)	Following Directions and School Rules (A)	Interacting and Cooperating with Others (P/S)
April	Describe Work/ Jobs of Family Members (C)	Peer Differences (C)	Learning Goals (A)	Life Roles (C)	Career Awareness (C)	My Improvement Plan (A)
May	Describe Why School is Important (A)	The Importance of Work (C)	My Interests (C)	Planning for the Future (C)	Short-Term Goals (P/S)	School and the World of Work (C)
June	Describe What They Like to Do (C)	My Skills and Interests (C)	Why Take Tests? (A)	My Future (C)	Jobs and Careers (C)	Transition to Middle School (A)

MONTH	Topics by Grade		
SAMPLE CALENDAR **SCHOOL COUNSELING CURRICULUM, GRADES 6-8**			
	6	**7**	**8**
September	Transition to Middle School (P/S) (A)	Self-Awareness – Identify Unique Characteristics, Abilities, Skills and Strengths (P/S) (A)	Analyzing Skills and Interests (C)
October	Communication and Relationship Skills (P/S)		Respecting Differences (P/S)
November	Responsibilities of a Student in the School Environment (A)	Monitoring My Study Time (A)	Skills for Future Success (P/S)
December	Resolving Conflicts – Peer Pressure (P/S)	Peer Pressure – Analyze Pressure Felt From Peers (P/S)	Conflict Resolution Skills that Improve Relationships with Others (P/S)
January	Making Effective Decisions about School (A)	Decision Making and Conflict Resolution (P/S)	Decision Making Alternatives and Options (A) (P/S)
February	Effective Study Skills (A)	Interest Inventory (C)	Educational Planning for High School – Developing a Four-Year Plan (A)
March	Importance of Setting Goals (A)	Career Clusters (C)	
April	Forming a Career Identity (C)	Career Stereotyping ***CAREER FAIR*** (C)	
May	Relationships between Interests and Abilities (P/S)	Influence of Adult Work on Life at Home (C)	Transition to High School (A)
June	Planning for the Future (P/S) (C)	Identifying Tentative Career and Educational Goals (A) (C)	

MONTH	Topics by Grade			
SAMPLE CALENDAR **SCHOOL COUNSELING CURRICULUM, GRADES 9-12**				
	9	10	11	12
September	Orientation Peer Pressure (A) (P/S)	Self Awareness (Abilities, Interests) (A) (P/S)	Goal Setting (ALL)	Senior Year Procedures (A)
October	Time Management Decision Making ← (A)	Testing (PSAT) *COLLEGE FAIR*	Testing (PSAT) College Fair Prep (A) (C)	→
November	Self Awareness Interpersonal Relationships (P/S)	Interest Inventory (C)	Postsecondary Planning Process I	Financial Aid (A)
December	Goal Setting (Personal/Academic/Career) (C) (P/S)	Career Exploration (C)	Career Decision Making PSAT Interpretation (A) (C)	
January	Exploring Work and Career (C)	Communication Skills (P/S)		
February	Educational Plan (Course Selection) Decision Making (A)	Educational Plan (Course Selection) (A)	Educational Plan (Course Selection) (A)	Employment Bound Labor Market Information Resumes (C)
March				Employment Bound/Job Search (C)
April		Future Planning (Junior Year Planning Activities) *CAREER FAIR* ← (A) (P/S)	Postsecondary Planning Process II Resumes (A)	Employment Bound Interview Applications (C) →
May				
June				

Connecticut Comprehensive School Counseling Program Guide - 2008

INDIVIDUAL PLANNING SESSIONS							
MONTH	**Time Range for Completion by Grade**						
	6	**7**	**8**	**9**	**10**	**11**	**12**
September	↑			↑			↑
October	‖			‖			‖
November	↓	↑		↓			↓
December		‖					
January		↓					
February			↑			↑	
March			‖			‖	↑
April			‖		↑	↓	‖
May			↓		‖		↓
June					↓		

42

SCHOOL COUNSELOR MONTHLY REPORT

Counselor   Month   Date

School Counseling Curriculum:

1. Number of developmental guidance classes... _____

   Grades: K _____   1 _____   2 _____   3 _____   4 _____   5 _____   6 _____   7 _____

   8 _____   9 _____   10 _____   11 _____   12 _____

2. Number of group guidance/information sessions.. _____

   Grades: 5 _____   6 _____   7 _____   8 _____   9 _____   10 _____   11 _____   12 _____

Individual Planning Component:

1. Number of individual planning sessions .... _____

   Grades: 5 _____   6 _____   7 _____   8 _____   9 _____   10 _____   11 _____   12 _____

2. Number of individual sessions on progress/grade reports .... _____

   Grades: 6 _____   7 _____   8 _____   9 _____   10 _____   11 _____   12 _____

Responsive Services Component:

1. Number of individual counseling sessions.. _____
2. Number of group counseling sessions .... _____
3. Number of crisis or emergency contacts... _____
4. Number of consultations with staff, re: students .... _____
5. Number of consultations with parents .... _____
6. Number of referrals from teachers, administrators, parents, students (self)................................ _____
7. Number of referrals to school resources... _____

     (social worker, clinic, school psychologist, etc.)

8. Number of referrals to outside professionals, agencies, etc .... _____
9. Participation on the student assistance/and or pre-referral team .... _____
10. Number of requests for information/information dissemination .... _____

     (newsletter/bulletins, booklets, financial aid, etc)

11. Number of recommendations/forms.. _____
12. Development of informational materials.. _____
13. Number of Planning and Placement Team meetings.. _____
14. Number of 504 meetings .... _____
15. Student schedule adjustments.. _____
16. Record review/recording keeping/reports .... _____
17. Other

Collaboration Component:

1. Number of contacts with community-based agencies .... _____
2. School/districtwide committee meetings.. _____
3. Number of sessions involving testing (administration, coordination, etc.).................................... _____
4. Number of program/curriculum planning and or evaluation sessions .... _____
5. Number of parent education programs.. _____
6. Work with staff to collect, analyze and use student data .... _____
7. Number of department/school staff meetings... _____
8. Number of professional development activities .... _____
9. Planning/conducting college/career fairs... _____
10. Communicate the school counseling program parents, staff, board of ed, community................... _____
12. Work with counseling staff to update, improve school counseling program .... _____
13. Other _____

Non-Guidance:

Section 7:
Assessing and Revising the Comprehensive Program

SECTION 7

Assessing and Revising the Comprehensive Program

To maintain a comprehensive school counseling program that is current and that meets the needs of the district's student population, school counselors assess and revise their programs on a periodic basis. Program assessment and revision is a time consuming process, which is achieved by setting realistic time frames for the tasks that need to be accomplished and dividing them into a managable process, such as:

- laying the groundwork for program revision and change;
- moving toward revising and/or developing parts of the program that are not in place;
- implementing the revisions and changes; and
- evaluating the updated program.

Phase 1: Laying the Groundwork for Program Revision and Change

Each school district develops a plan for change that meets the particular needs of its student population and the needs of the community. The Connecticut program model is based on 10 program and nine content standards. The program standards provide the structure and framework for the Connecticut school counseling program. The content standards define what students should know and be able to do as a result of their participation in the school counseling program. They are based on the National Standards for School Counseling Programs, published by the American School Counselor Association in 1997. They serve as a model for local districts to adapt to their own needs and should not be viewed as rigid or mandatory. As preparation for change, the school counseling supervisor and school counselors must assume a leadership role in assessing their current program and in determining what needs to be accomplished for program improvement.

The school counseling staff begin the assessment process by engaging in an informal dialogue about the current program by focusing on such questions as noted below and then moving to a more formal assessment by completing the self-study document contained in the appendices. The type of information and perceptions obtained from discussions and a self-study are essential first steps to moving the process of revision and change forward.

What is the present school counseling program about?

- What type of school counseling program is in place? Duties or services model?
- Is there resistance to change? What is it about and how can it be handled?
- How do others perceive the school counseling program?
- Are the 10 program standards in place and documented?
- Is there a program delivery system?
- Are there activities in place by grade level that are systematically delivered to all students?
- Is there a written monthly/yearly calendar for delivering the activities?
- What parts of the current program activities are reactive services versus proactive activities?
- Is there consistency among the counselors in the delivery of the current program to students?
- Do members of the school counseling staff agree on what the school counseling program is about?
- Is there a school counselor job description?
- Is there a written plan in place for the assessment of student needs?
- What resources are in place to assess and revise the current program?
- What resources are in place for implementing and maintaining the program?

What needs to be done to assess and revise the current program?

- What does a review of the current program indicate about what program elements are in place? Make a list of the comprehensive program elements that are in place.
- What does a review of the current program indicate about what program elements are not in place and those that need to be revised? Make a list of programs elements that are not in place and those that need to be addressed in order to revise and update the current program.
- What approach will be used to gather stakeholder perceptions of the school counseling program?

A Written Action Plan

Responses to these questions and the outcomes of the formal self-study should result in a written action plan for change that will describe the following information:

- a description of a comprehensive school counseling program;
- the current program elements that are currently in place and being implemented;
- the program elements that need to be revised in order to update the program;
- the program elements that are missing and that need to be developed;
- a breakdown of the program elements that need to be addressed into specific tasks in order to make the change process more manageable; and
- a timeline for the completion of the tasks.

The Action Plan should be approved by the administration and presented to the Board of Education.

Phase 2: Moving Toward Program Revision and Change

Each school district builds awareness and support for change through staff development and presentations to faculty and parents, and deals with resistance to change by gathering information and perceptions from the stakeholders about the current school counseling program. An advisory committee of about eight members is established; it includes an administrator, teachers, parents, students, a board of education member and a community leader. Staff and administrators are kept informed of progress. Instruments are developed to gather information about the current program, including:

- time/task audit for counselors to determine activities engaged in and the amount of time spent on the activities;
- stakeholders needs assessment instruments;
- surveys, interviews, questionnaires or focus groups to gather stakeholder perceptions about the current program; and
- vehicle to analyze and disseminate results.

Phase 3: Revising and Developing Program Elements

- Begin by revising and/or developing elements of the program foundation (philosophy and mission, goals, student competencies and school counseling policies and procedures) that need to be revised or developed.
- Follow up with the elements of the delivery system (curriculum, individual student planning, responsive services) that need to be revised or developed.
- Revise program goals and student competencies, if necessary.
- Revise or develop parts of the management standard that were missing or identified as needing revision.
- Revise those aspects of the accountability standard that were identified as missing or needing revision.

Phase 4: Implementing and Evaluating the Revised Program

- Clarify roles of key staff members in the implementation process.
- Develop a job description and an evaluation process for school counselor performance.
- Develop a comprehensive school counseling program policy statement to be approved by the board of education.
- Present the revised program to the board of education for approval.
- Develop a timeline for program assessment and evaluation strategies that will provide for future change and ensure that the program will sustain itself over time.

Section 8:
Best Practices, Exemplary Programs and Activities

Comprehensive School Counseling in Connecticut

SECTION 8

Exemplary Programs and Activities in Connecticut School Districts

Many Connecticut school districts have well-implemented comprehensive school counseling programs that exemplify the practices recommended in these guidelines. The following represent a sampling of the many exemplary school counseling practices that make up part of a comprehensive school counseling program taking place in Connecticut schools.

Elementary Level

CHESHIRE:

Elementary program demonstrates exemplary practices in the area of curriculum and responsive services.

In Cheshire, the comprehensive developmental school counseling program plays an integral role within each elementary school. Each school is staffed with a school counselor. The program's aim is to meet the social and emotional needs of all children by promoting academic achievement through development of self-confidence, communication and problem solving skills. This program, which is proactive, employs a three-pronged approach.

1. School counselors teach a skills-based developmental curriculum to all students that addresses the following topics: improving self-concept, respecting differences, understanding and dealing with feelings of self and others, learning about appropriate peer interactions, learning good decision-making skills, accepting responsibility for your choices, learning how to set realistic goals, and learning about the world of work.
2. School counselors work with students individually and in small groups to assist them in dealing with peers appropriately and to help them cope with anger and stress. They also support students individually and in small groups as they orient new students to their school environment and help students cope with issues of divorce and loss.
3. And finally, school counselors act as consultants to parents and staff, helping them understand the individual needs of children and suggesting strategies to help improve difficulties.

Always in partnership with parents and teachers, Cheshire's Elementary Guidance Program continues to search for innovative ways to provide children with the behavioral tools they need to function independently in an increasingly complex world.

SHELTON:

Elementary program demonstrates exemplary practices in the area of collaboration and accountability using MEASURE.

In Shelton, a goal at Sunnyside School is to positively reinforce students attending school on a regular basis, being on time and leaving at the end of the school day. Students absent 10 percent or more of the time will be identified and offered assistance in improving attendance.

Strategies:
- Principal announced at Back to School Night that monitoring and encouraging regular attendance will be a priority.
- Classroom teachers will discuss the importance of school attendance with parents at Back to School Night.
- Data wall will be maintained by the school counselor on a bulletin board in the front lobby of school giving

monthly attendance percentages of each homeroom and listing all students with perfect attendance.

- Attendance percentages will be calculated by school counselor for each homeroom every month.
- Principal presented large bamboo sun to the classroom with the highest percentage rate for the month of September and October.
- At the beginning of October and November, the school counselor went to each classroom explaining perfect attendance consists of being present every school day without any tardies or dismissals. Perfect attendance necklaces were distributed to students qualifying for the months of September and October.
- December (and each month after December) a positive behavior support (PBS) assembly was held and perfect attendance necklaces were given. The large bamboo sun was presented to the homeroom with the highest attendance percentage.
- The number of perfect attendance recipients for each month was highlighted on the school Web site.
- A list was compiled of all students absent 10 percent or more at the end of the first marking period. This was the target group (33 students).
- A letter was composed by the counselor and principal and mailed home to all children absent 10 percent or more.
- Junior Achievement volunteers were asked to discuss promptness and the importance of regular attendance in the work place.
- Students absent 10 percent or more of the time had a phone call made to the student's parent/guardian by the counselor offering assistance if they were encountering any difficulty in getting their child to school.
- Counselor met with students absent 10 percent or more in a "School Success Club."
- A letter was sent home at the end of each marking period to the parents/guardians of students absent 10 percent or more of the time.
- Truant officer spoke to the fifth- and sixth-graders absent 10 percent or more. The school counselor spoke with kindergarten through fourth-graders. Students were shown their SASI computer record of attendance. Reasons for being absent were discussed. Helpful suggestions were offered.

Results:

Focusing on attendance influenced 20 of the 33 students to improve school attendance to less than 10 percent. Approximately 60 percent of the target group achieved the goal of being absent less than 10 percent by the end of the school year.

WATERBURY:

Elementary program demonstrates exemplary practice in the area of Curriculum; Responsive Services; and Non-Direct Services to Students.

In Waterbury, as a result of the demonstrated success of a pilot program implemented at Maloney Interdistrict Magnet School in 2001, the district applied for federal assistance under the Elementary and Secondary School Counseling Act. In 2007, Waterbury was one of only two districts in the state to be awarded funds to expand its elementary developmental counseling program in each building.

The goals of the program are to maximize student learning by reducing school suspensions, maintaining safe school environments and increasing student attendance. Five elementary counselors are currently assigned to multiple buildings, spending only one or two days at each school; however, the district is focused on its goal of eventually staffing one full-time school counselor in each building.

Maloney's program is a collaborative effort among staff, administration, parents and a full-time school counselor. At the end of the program's third year, collected data showed a 39 percent decrease in school suspensions and a 14 percent decrease in student absences. The program consists of several components:

- Classroom instruction based on a written curriculum tied to school and district goals, state and national developmental counseling standards, building needs assessments, and school and district strategic plans.
- Small group instruction, available to all interested students, that addresses issues such as divorce and family changes, low self-esteem, study skills, communication and social skills, conflict resolution, and emotional self-management.
- Individual counseling to students identified by teachers, parents, of the students themselves as needing additional support.
- School-wide programs and activities designed to reinforce the concepts being taught in the classroom. Examples of these programs include positive behavior incentive initiatives, anti-bullying presentations, school assemblies, guest speakers, school pledge and daily recognition of model behaviors on morning announcements, ethnic appreciation days, career fairs, character education, student council, "Days of Caring," and community service projects.

Family participation has been encouraged through collaboration with the PTO and the school-based parent liaison on special projects, a parent newsletter, frequent phone contacts, school-sponsored parent workshops, and an open-door school policy that welcomes visitors.

Community involvement is fostered through ongoing efforts to increase communication and strengthen relationships with community service organizations, businesses, educational cultural institutions and city agencies. Ongoing professional development is conducted for all staff, including noncertified staff.

Middle School Level

SOUTHBURY:

Middle school program demonstrates exemplary practice in the area of curriculum and responsive services.

In Southbury, school counselors at Rochambeau Middle School are involved in a variety of activities. They have developed a comprehensive counseling program that is run schoolwide, which allows all students to participate by having it already built into their schedule. Lessons range from self identity; communication; bullying and teasing/harassment; conflict resolution; self acceptance; peer pressure; rumors; diversity; hate crimes; and careers. Counselors also conduct groups that range from social skills; anger management; body image; extended families/ divorce; and more. Counselors also see their students on an individual basis whether they are referred through a PPT or a student self-refers. Counselors also attend weekly team meetings with their specific grade level to find out how students are doing as well as consult with teachers/parents as to any difficulties they may be having with a particular student/child. Counselors participate on various committees such as the Crisis Team; Team Leaders; School Environment Committee; REACH (equivalent to a Child Study Team); as well as others. Counselors also incorporate various programs that help students either academically, socially and/or emotionally. For example, a peer tutoring program was created by one of the counselor's four years ago and what started out as a pilot program has increased to a well utilized resource for teachers and students. Also, there is a peer mediation program that is becoming more used by the paraprofessionals and administration.

ELLINGTON:

Middle school program demonstrates exemplary practice in the area of responsive services.

In Ellington, the middle school counselors and principal, with input from teachers, developed a planned, focused and efficient early intervention model they named "Hands-Up." This program is a weekly, structured process for organizing and facilitating team meetings to address individual student needs, student successes and trends seen within the team and/or school, and overall classroom management. Through the meeting's defined protocol, every student's progress, success and areas for improvement are recognized and documented. To address a student's need for improvement, the team develops and documents strategies and outcomes. It also documents positive recognition for student achievement and/or behavior. Hands-Up provides a collaborative and practical prevention/intervention format for all students and faculty. It follows a directed, weekly format for each month of the school year. It incorporates realistic and measurable strategies, accountability, fidelity to action, documentation, "response to intervention" and "data based decision making." It results in improved team effectiveness and collegiality, well documented pre-SAT prevention and intervention strategies, student rewards and improved student achievement.

High School Level

FARMINGTON:

High school program demonstrates exemplary practice in the area of curriculum and the beginning of individual planning.

Farmington High School's school counselors meet with small groups of their counselees once a week for the first quarter. These small group meetings have two purposes. The first is to ensure that each counselor will get to know his/her student counselees at the earliest possible moment. The second is to further improve the transition of students from middle school to high school.

The topics discussed in these seminars include:

- how to seek extra help and tutorial assistance;
- the role effort plays in learning and attaining good grades;
- becoming involved in extracurricular activities;
- understanding the role of standards in academic achievement;
- a review of essential study skills;
- understanding learning styles;
- defining and prioritizing work values;
- becoming familiar with the transcript, credits, GPA and class rank; and
- future planning.

Each student will take a career interest inventory and a personality profile, both of which are designed to help them gain insight into their career talents and interests.

The direct benefit that students will derive from their experiences in these small groups will be that they will gain important insights into how to take best advantage of the academic and extracurricular activities available to them. Moreover, this experience will encourage the development of an important bond between each freshman and his or her counselor.

NORTH HAVEN:

High school program demonstrates exemplary practice in the area of responsive services.

At North Haven High School, school counselors meet collaboratively every other week with administrators, school psychologist, social worker, pupil services coordinator, nurse and Open Choice facilitator for a "Student Update Meeting." The goal of this meeting is to better serve students toward success by information-sharing, collaborating on common cases, and keeping each other up-to-date on what is occurring in each area.

For example, a student may be experiencing recurring discipline issues and may also be seeing the social worker for a personal issue. Having this collaborative meeting affords school personnel the opportunity to share information that may be necessary to best serve the student. Members of the meeting are careful to only share what is necessary and pertinent to assisting the student.

Each individual reports out on any pertinent student issues:

1) Open Choice
   a) Student services
   b) Administration
   c) Coordinator
   d) Nurse
2) Review of student and/or parent issues
   (Including potential issues/concerns)
   a) Student services
   b) Administration
   c) Nurse
3) Discipline Report (if not reported in case review)
   a) Administration
4) Nurse Report
   a) Nurse
5) Registrations/withdrawals
   a) Student services
6) Systems issues
7) Miscellaneous

WEST HAVEN:

High school program demonstrates exemplary practice in the area of curriculum; individual planning; responsive services; and non-direct services to students.

In West Haven, the school counseling department offered its first version of a comprehensive 9–12 school counseling program based on state and national standards. This document represents the latest collaborative effort between students, staff, school counselors and administration. School counselors and administrators are encouraged to continue collaboration in implementing this program that will assist the high school in its mission to prepare all students to meet high academic standards and to become productive and contributing members of society in the 21st century.

Highlights of the program delivery system include:

Curriculum component: Classroom lessons, in collaboration with teachers, which highlight grade level milestones; group activities that respond to students' identified interests or needs.

Individual planning: Individual portfolio sessions are held each year with student and counselor to plan and manage their academic and career development. Calendars are established for delivery of these sessions. Portfolio sessions lend themselves to documentation that can be reviewed and modified throughout the student's school career.

Responsive services: School counselors employ a variety of methods and strategies depending on the specific nature of the situation. Key interventions include peer mediation, study skills groups, and the Counselor/Student Intervention Program (CSI). Counselors developed a proactive, intervention program, in which students may be referred, to reduce the rate of in-school suspensions and academic failure.

Non-direct services to students: School counselors are involved with management activities that establish, maintain and enhance the total school counseling program. In addition to the Counselor/Student Intervention Program, school counselors use West Haven High School's Assistance Center which provides a resource for community outreach (Teen Job Club), career exploration (CHOICES), and collaboration with other school support staff.

Web Resources for Counselors

Standardized Testing

ACT
http://www.act.org

The College Board
http://www.collegeboard.com

Career Research Monster
http://www.monster.com

Career Voyages
http://www.careervoyages.gov/

College Admissions & Preparatory Resources

National Association for College
Admission Counseling
http://www.nacacnet.org

CT Mentor
http://www.ctmentor.org

New England Board of Higher Education
http://www.nebhe.org

College Navigator
http://nces.ed.gov/collegenavigator

Financial Aid Resources

Connecticut Student Loan Foundation
(Information and free FAFSA assistance)
http://www.cslf.com

Free Application for Federal Student Aid
http://www.fafsa.ed.gov

Learning Disabilities
National Center for Learning Disabilities
http://www.ncld.org

LD Online
http://www.ldonline.org/

Professional Organizations

American Counseling Association
http://www.counseling.org

American School Counselor Association
http://www.schoolcounselor.org

Connecticut School Counselor Association
http://www.ctschoolcounselor.org

Social Emotional Learning

Collaborative for Academic, Social
and Emotional Learning
http://www.casel.org

Character Counts
http://www.charactercounts.org

Project Wisdom
http://www.projectwisdom.com

Center for Mental Health in Schools
http://www.smhp.psych.ucla.edu

Various Resources

Education Week
http://www.edweek.org

Peterson's Education Center
http://www.petersons.com

Guidance Channel Online
http://www.guidancechannel.com

Connecticut Department of Education
http://www.sde.ct.gov/sde/

References

American School Counselor Association. (2005). *The ASCA National Model: A Framework for School Counseling Programs,* Second Edition. Alexandria, VA: Author.

Campbell, S. & Dahir, C. (1997). *National standards for school counseling programs:* American School Counselor Association. Alexandria, VA: Author.

Connecticut School Counselor Association. (2001). *Connecticut comprehensive school counseling program 2000:* Author.

Connecticut School Counselor Association. (2001). *Best practices for school counseling programs in Connecticut 2001:* Author.

Gysbers, N.C. & Henderson, P. (2000). *Developing and managing your school guidance program (3rd ed.).* Alexandria, VA: American Counseling Association.

Myrick, R. (1993). *Developmental guidance and counseling: A practical approach.* Minneapolis: Educational Media Corporation.

Stone, C. & Dahir, C. (2006). *School counselor accountability: A measure of student success.* Upper Saddle River, New Jersey: Pearson Education. Inc.

U.S. Department of Education, (2002). *No child left behind: A desktop reference.* Washington, DC: Author.

U.S. Department of Education. (2001). No Child Left Behind Act of 2001 (H.R.1). Washington, DC: U.S. Department of Education.

Appendices

Comprehensive School Counseling in Connecticut

Appendix A: Sample Individual Planning Portfolio

Appendix B: Career Pathways Description, Areas of Concentration and Assessment, Wheel

Appendix C: Program Audit: A Self-Study

Appendix D: Evaluation Model for School Counselor Performance

Appendix E: Job Description

Appendix F: MEASURE Template

Appendix G: Ethical Code

Appendix H: Benefits of a Comprehensive Program

Appendix A: Sample Planning Portfolio

[School District] Individual Planning Portfolio

Personal Information

Name: _____ YOG: _____

Address: _____

Date of Birth: _____ Telephone:_____

Middle School Counselor _____

High School Counselor _____

_____

Middle School Education Career Goals

	Grade 6	Grade 7	Grade 8
Favorite School Subjects:			
Clubs/Activities:			
Community Activities:			
Personal Skills & Qualities:			
Career Cluster Interests:			
Tentative Career Pathway focus:			

Recommended Contents   *Comments*

☐ Career Interest Inventory
Results   _____

☐ Occupational Search   _____

☐ Student Success Plan   _____

☐ Job Shadow Experience   _____

☐ Community Service
Experience   _____

☐ Resume   _____

☐ College Search   _____

☐ Transcript   _____

☐ Standardized Tests   _____

☐ Letters of
Recommendation   _____

☐ Internships   _____

☐ Pre-Apprenticeship/
Apprenticeship   _____

☐ Practicum/Structured
Work Experiences   _____

☐ Volunteer & Service
Learning   _____

☐ Youth Leadership
Activities   _____

☐ Senior Project/
Independent Study   _____

Other_____

_____

Page 1

[School District] Individual Planning Portfolio

High School Academic Planner

Grade 9	*Grade 10*	*Grade 11*	*Grade 12*
Educational Goal: _____	Educational Goal: _____	Educational Goal: _____	Educational Goal: _____
Career Goal: _____ _____	Career Goal: _____ _____	Career Goal: _____ _____	Career Goal: _____ _____
Credits	*Credits*	*Credits*	*Credits*
English: _____	English: _____	English: _____	English: _____
Math: _____	Math: _____	Math: _____	Math: _____
Science: _____	Science: _____	Science: _____	Science: _____
World History: _____	Social Studies: _____	US History: _____	Social Studies: _____
PE: _____	PE: _____	PE: _____	World Language: _____
World Language: _____	Health: _____	World Language: _____	Electives: _____
Electives: _____ _____ _____	Electives: _____ _____ _____	Electives: _____ _____ _____	_____ _____
Career Cluster (Revise as needed): _____ _____	Career Cluster (Revise as needed): _____ _____	Career Cluster (Revise as needed): _____ _____	Career Cluster (Revise as needed): _____ _____
Career Pathway (Revise as needed): _____ _____	Career Pathway (Revise as needed): _____ _____	Career Pathway (Revise as needed): _____ _____	Career Pathway (Revise as needed): _____ _____
Activities: _____ _____	Activities: _____ _____	Activities: _____ _____	Activities: _____ _____
Total Credits [ ]	Total Credits [ ]	Total Credits [ ]	Total Credits [ ]
Student Signature: _____	Student Signature: _____	Student Signature: _____	Student Signature: _____

Page 2

[School District] Individual Planning Portfolio

Grade 9— Transitional Plan

Review of final grades: (8th Grade) _____
_____
_____
_____

What are your concerns about high school? _____
_____
_____
_____

What are your goals for high school? _____
_____
_____
_____

Aptitudes/skills you have: _____
_____
_____

Educational area(s) of strength: _____
_____
_____

Careers that interest you and why: _____
_____
_____
_____

Courses that may help you with these occupations:
_____
_____
_____

Student Signature: _____ Date:_____

Grade 10— Career Awareness

Based on your interest inventory results, list your top three careers. _____
_____

Review of Freshman Seminar (CAPT) _____
_____
_____

List your Community Service Experience: _____
_____

Your strongest subject: _____

Subject(s) you find most difficult: _____

Abilities/Interests: _____
_____

A major influence in my life has been: _____
_____

A major obstacle in my life has been: _____
_____

What in life do you believe is important? _____
_____

List two occupations that you are interested in: ____
_____

Indicate career clusters that appeal to you: (See cluster sheet) _____
_____

Courses which may help with these occupations:
_____

Credits earned at the end of 9th Grade: _____

PSAT Planning: _____

SAT/ACT Planning: _____

Student Signature: _____Date:_____

Page 3

[School District] Individual Planning Portfolio

Grade 11 - Career Planning

Career/Life Experiences

	Date	Place
Community Service:	_____	_____
	_____	_____
	_____	_____
College/Job Visits:	_____	_____
	_____	_____
	_____	_____

POST HIGH SCHOOL PLANNING

What is your current career interest? _____
_____

Specific Activities to Reach Your Destination Path

☐ Research Occupation
☐ Research Schools/Colleges
☐ Develop Schools/College List
☐ Explored "CHOICES" Program
☐ Take SAT or ACT
☐ Go on College Visits
☐ CAPT Results
☐ Other: _____
_____

Have you registered for the SATs or ACT?
☐ Yes
☐ No

Credits Earned by the End of 10th Grade _____
Missing Requirements: _____
_____

Student Signature:_____ Date: _____

Grade 12 - Decision Making

Credits Earned by the End of 11th Grade _____
Credits Needed _____
Courses Needed to Graduate _____
_____

Additional Career/Life Experiences

	Date	Place
Community Service:	_____	_____
Work Experience:	_____	_____
College Visits:	_____	_____
	_____	_____

POST HIGH SCHOOL PLANNING

College (2 & 4 year), Trade, Technical or Military

COMPLETE THE FOLLOWING ITEMS BASED UPON YOUR SCHOOL COUNSELOR'S RECOMMENDATIONS

☐ Colleges of Interest:
_____ _____
_____ _____
_____ _____

☐ College Major:
_____

☐ SAT taken:
_____ _____

☐ Resume Completed:
_____

☐ Write College Essay:
_____

Other: _____
_____
_____

☐ Job Application:
_____

☐ Review Interviewing Skills: _____

☐ Attend Job Fair:
_____

☐ Attend Military Fair:
_____

☐ Complete Scholarship Search: _____

☐ Get Financial Aid Information:
_____

Other: _____
_____
_____

Student Signature:_____ Date: _____

Page 4

Appendix B: Career Pathways, Areas of Concentration and Assessment, Wheel

Connecticut Career Pathways 2008

Connecticut State Department of Education, Bureau of Curriculum and Instruction

Connecticut's Career Pathways Initiative, implemented through the Bureau of Curriculum and Instruction, builds upon the foundation established through Connecticut's School-to-Career Initiative and Legislation to connect secondary education to post-secondary education and careers within the context of career clusters. The Career Pathways Initiative offers all students opportunities to connect their classroom learning to possible careers, preparing them to make more informed decisions regarding secondary academic and elective course enrollment, post-secondary plans and, eventually, careers. The Career Pathways Initiative integrates vigorous academic courses and career-related electives with experiential learning and comprehensive school counseling. Student Success Plans, based upon the state's 34 career pathways augmented by Individual Planning Portfolios, organize each student's secondary and post-secondary education in a flexible, evolving format, reflecting Connecticut's Comprehensive School Counseling Program Model 2008.

The U.S. Department of Education, Office of Vocational and Adult Education (OVAE), has identified sixteen career clusters that represent all career possibilities in the nation. Connecticut has adopted these sixteen clusters, rolling the state's previously identified School-to-Career clusters into them. Within the federal sixteen career clusters (www.careerclusters.org), OVAE established eighty-one possible career pathways. Connecticut has identified thirty-four of the eighty-one pathways to implement initially; they are shown on the attached Career Pathways wheel organized under the sixteen clusters. These initial thirty-four pathways have been selected based on the current labor and economic needs of Connecticut and relate to growing careers across a wide business and industry spectrum in the state. For example, in the Finance cluster, career pathways include "Investing and Personal Finance" or Entrepreneurship; in the STEM cluster, pathways include Engineering and Technology or Science and Mathematics; and in the Arts cluster, pathways include both Performing Arts and Audio-Visual Tech and Film. New pathways can be added or revised to meet the dynamics of Connecticut's education and economic landscape.

Presently, elective career and technical courses are offered in the comprehensive high schools statewide for each of the 34 Connecticut career pathways. In addition, the Connecticut career and technical education assessment is administered annually to students attaining two or more credits in an elective area of concentration within a pathway. The most recent version of the career and technical education assessment integrates state academic "power standards" and career and technical education performance standards and competencies. The attached document, "Connecticut Career Cluster Pathways Crosswalk to Areas of Concentration and Assessment" illustrates the 16 clusters, 34 pathways and current areas of concentration/assessment.

The Career Pathways Student Success Plan is a component of the Individual Planning Portfolio which is developed by the school counselor to assist students in planning and attaining their personal, educational and career goals. These individualized student planning tools:
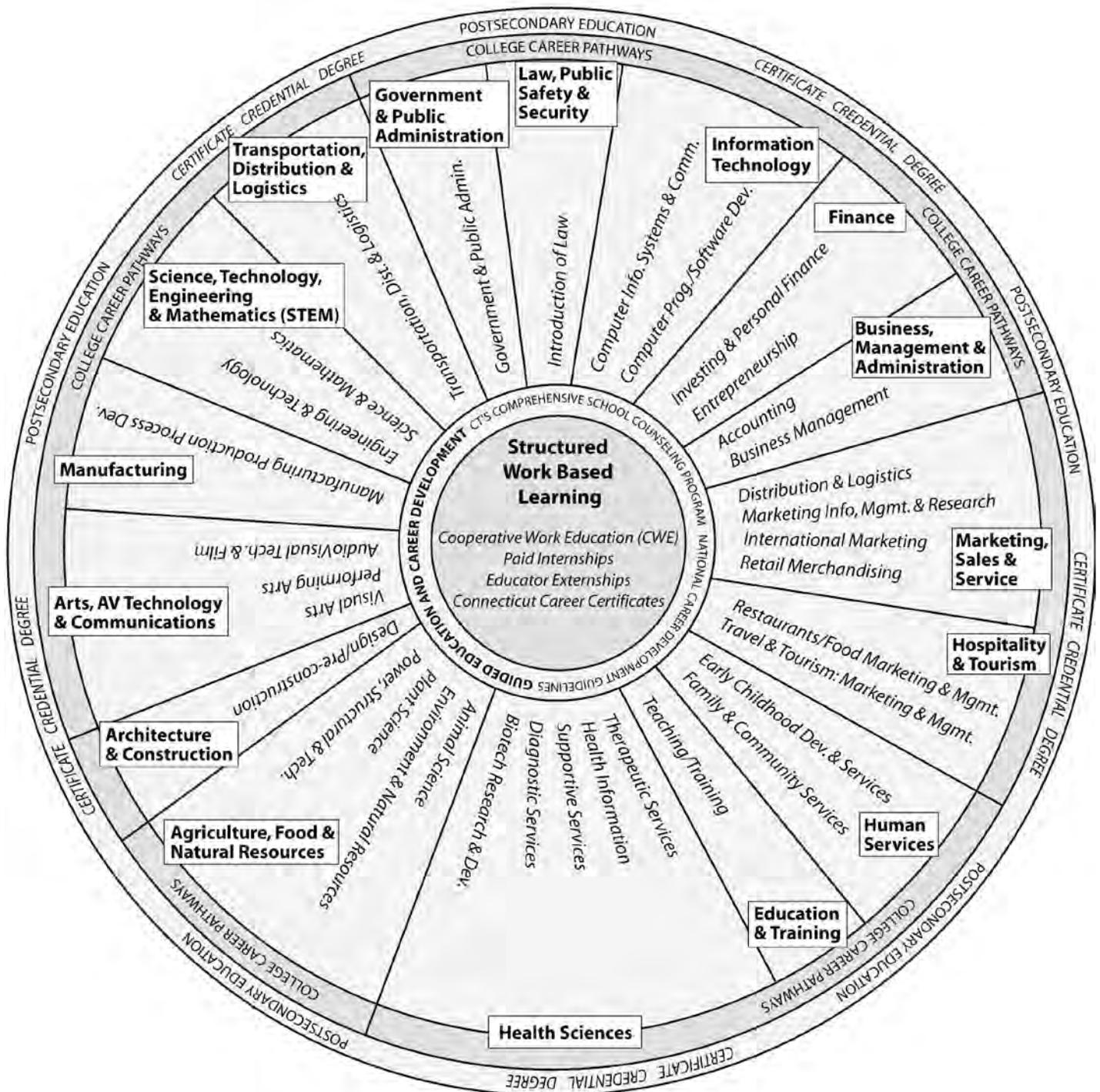
- Incorporate secondary education and post-secondary education elements;
- Include career exploration activities aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary and post-secondary education to adequately prepare students to succeed in post-secondary education and careers;
- Include opportunity for students to participate in dual or concurrent enrollment programs to acquire post-secondary credit; and
- Lead to an associate, baccalaureate degree or certificate at the post-secondary level, or an industry-recognized credential.

Connecticut Career Cluster Pathways Crosswalk to Areas of Concentration and Assessment

CAREER AND TECHNICAL EDUCATION 2007 – 2008

16 Career Clusters	34 Career Pathways	Areas of Concentration/Assessment
Agriculture, Food and Natural Resources	• Animal Science	Animal Science Aquaculture and Marine-Related Technologies
	• Environment & Natural Resources	Natural Resources and Environmental Aquaculture and Marine-Related Technologies
	• Plant Science	Plant Science
	• Power, Structural and Tech.	Agriculture Mechanics
Architecture and Construction	• Design/Pre-construction • Visual Arts	Computer Aided Drafting and Design
Arts, Audio/Video Technology and Communications	• Performing Arts • Audio Visual Tech. & Film	Video Production Systems
Business, Management and Administration	• Accounting • Business Management	Accounting Business Management
Education and Training	• Teaching/Training	Early Childhood Education and Services
Finance	• Investing and Personal Finance • Entrepreneurship	Business Management
Government and Public Administration	• Government and Public Administration	N/A
Health Sciences	• Therapeutic Services • Health Information • Supportive Services • Diagnostic Services • Biotech Research & Dev.	Medical Careers Education
Hospitality and Tourism	• Restaurants/Food Marketing and Management • Travel & Tourism: Marketing and Management	Nutrition, Food Production and Services Marketing Education
Human Services	• Early Childhood Dev. & Services • Family and Community Services	Early Childhood Education and Services
Information Technology	• Computer Info. Systems and Communication • Computer Program/Software Development	Computer Information Systems
Law, Public Safety, Corrections and Security	• Introduction of Law	Business Management
Manufacturing	• Manufacturing Production Process Development	Computer Aided Drafting and Design
Marketing, Sales and Service	• Distribution & Logistics • Marketing Info., Management and Research • International Marketing • Retail Merchandising	Marketing Education Fashion Marketing and Merchandising
Science, Technology, Engineering and Mathematics (STEM)	• Engineering and Technology • Science and Mathematics	Pre-engineering Technology
Transportation, Distribution and Logistics	• Transportation, Dist. and Logistics	Automotive Technology

Left margin: *** Connecticut Comprehensive School Counseling Program**

Right margin: **Structured Work-based Learning/Cooperative Work Education**

The Connecticut Career Pathways Initiative
2008-2013

For samples of Connecticut's 34 pathways, see http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&q=320802

Appendix C: Program Audit: A Self-Study

Connecticut Comprehensive School Counseling Program Self-Study

The self-study assesses the degree to which your school counseling program is aligned with the program standards of the Connecticut Comprehensive School Counseling Program. The self-study guides program design and development and helps you analyze your annual progress. The results of the self-study guide those responsible for delivering the school counseling program to evaluate progress, identify gaps and assess strengths and weaknesses. Additionally, the information gained can be used to revise annual goals and establish baselines for accountability.

In order for a program standard, or part of a standard, to be implemented there must be written documentation (evidence) that it is in place and fully operational.

School _____ Date _____

Implementation Team Members _____

_____

TO WHAT DEGREE HAVE THE STANDARDS BEEN MET:

	Not at all	In process	Implemented & documented
Getting Ready			
The school counselors know the goals of the strategic plan for school/ student improvement in your school/district.			
The school counselors are aware of the changes in school counseling programs (from position focus to program focus) and the implementation and accountability skills that are included in the Connecticut Comprehensive School Counseling Program.			
The school counselors are aware of the goals set by the Commissioner of Education that drive school improvement in Connecticut and the impact of these goals on school counseling programs.			
PROGRAM STANDARDS			
Program Foundation			
Mission - The program mission statement is aligned with the school mission statement.			
Philosophy - The program philosophy statement provides a clear declaration of the school counseling program and complements the philosophy of the district. The philosophy states that the program is for *all* students.			
Goals - There is a written statement of the goals of the school district's school counseling program, which uses the nine national standards (goals) as the basis for the content of the school counseling program that address the three domains of student development, academic, career and personal/social.			
Competencies - The written statement of identified competencies is organized developmentally and sequentially by school level and/or grade level.			
The competencies provide specific measurable skills to be acquired by students.			

	Not at all	In process	Implemented & documented
Evaluation - Student progression towards achieving the identified competencies is measured and evaluated annually.			
Assessment Tools - Periodic needs assessments determine current student needs.			
Program Procedures/Policies - There are written statements of the policies and regulations pertaining to the school counseling program.			
Written policies concerning confidentiality are clearly posted in the counseling office and student handbooks.			
Program Delivery			
❑ *Individual Student Planning*			
The school counseling program provides ongoing systematic activities and services to help each student in developing, monitoring and evaluating their own academic, personal and career development goals.			
There is a systematic delivery of individual planning to *all* students appropriate to their age and grade level on an annual basis beginning in the upper elementary grades.			
The individual student planning includes a written format with student competencies developed for each grade level.			
Each student has an education plan documenting individual student planning activities/goals that is reviewed and modified annually throughout the student's school career, beginning in upper elementary school.			
Standardized test results are reviewed with students during individual planning.			
Parents are invited to participate in student planning sessions in middle school and during the student's junior year of high school.			
❑ *Responsive Services*			
The procedures, activities and services of the school counseling program ensure appropriate and timely response to academic, career and personal/social concerns.			
Intervention services are delivered through individual and/or group counseling.			
Prevention and intervention services are delivered in collaboration with teachers, administrators, and student services staff.			
School counselors use the consultation process to share and exchange information to help students succeed in their academic, career and personal/social development.			
School counselors collaborate with other school-based specialists and/or community services to identify and use services for students in need.			
There are written procedures to be used in crisis situations.			
❑ *Curriculum and Content*			
The school counseling curriculum is based on a needs assessment of the student population served by the school counseling program.			

	Not at all	In process	Implemented & documented
The school counseling curriculum is delivered to *all* students and supports the goals of the district's strategic plan for student's academic improvement.			
There is a written curriculum of the school counseling instructional program delivered and/or coordinated by school counselors, which is integrated across the four content areas - academic, career, personal/ social and district improvement plans.			
The curriculum of the school counseling program is planned, ongoing and systematic in its delivery and includes a clear explanation of the scope and sequence of its units of instruction, which clearly outlines the goals and competencies students will achieve at each grade level.			
The school counseling program indicates the methods and time lines for delivery of units of instruction including, but not limited to, classroom instruction, small-group discussions, presentations to assemblies and collaborative activities with teachers, and other appropriate personnel.			
❑ **Collaboration and Community Outreach**			
School counselors conduct informational and skill-building workshops for parents/guardians that complement the school counseling curriculum.			
School counselors contribute to the school community through the delivery of a school counseling program that supports the school's mission and improvement goals.			
School counselors work with community leaders to identify resources for student development.			
School counselors provide professional development and information to faculty and staff on student related issues.			
School counselors serve on building/district wide school improvement committees.			
School counselors have a plan to communicate program activities and services to all constituents served by the school counseling program.			
Program Management			
The School Counseling Advisory Council provides input and feedback to the school counseling program.			
There is a mechanism in place for school counselors to assess how their time is allocated to deliver the program.			
School counselors maintain a monthly and yearly calendar to organize priorities, activities and plans.			
The school counseling program identifies the persons to be involved in the delivery of program activities.			
A certified school counselor manages the school counseling program.			
There is a written plan in place for the periodic evaluation of the school counseling program to determine its relevance and effectiveness.			
There are appropriate resources in place to implement the program.			
There are written procedures and documentation for assessing client satisfaction.			
	Not at all	In process	Implemented & documented

	Not at all	In process	Implemented & documented
There is a current written job description for the school counselor, which includes requisite qualifications for employment as a school counselor and specific school counselor professional responsibilities and duties.			
A plan and process is in place to evaluate the performance of the school counselor that is based on the responsibilities and duties outlined in the job description.			
The schools counselors participate in professional development activities pertaining to school counseling issues.			
The school counselors abide by the ASCA *Ethical Standards for School Counselors.*			
The school counseling program addresses and respects all aspects of diversity, which includes, but is not limited to, gender, culture, ethnicity, race, religion, learning abilities, and sexual orientation.			
Program Accountability			
The school counseling program supports the goals of district/building strategic plan for student academic improvement.			
The school counseling program uses data to determine the need for systemic change.			
School counselors use data to confirm the progress of meeting the goals of the annual plan.			
School counselors use a process such as MEASURE to develop an action plan and demonstrate accountability.			
School counselors publicize the results of their MEASURE and/or accountability plan.			

What I/we learned from the Self Study: _____

_____

_____

_____

How I/we will use this information: _____

_____

_____

_____

My/our priorities for the next school year: _____

_____

_____

_____

Next steps: _____

_____

_____

_____

Appendix D: Evaluation Model for School Counseling Performance

Sample Guidelines for the Evaluation of School Counselor Performance

The immediate supervisor for the school counselor shall complete the following three components:

1. ***ANNUAL GOAL SETTING***

   The supervisor shall meet with each counselor by mid October to set goals for the current school year.

   - Goals should be mutually agreed on.
   - Goals may be personal or professional growth or system related.
   - Supervisors will assist in the attainment of mutually agreed to goals.
   - A progress report will be due from the counselor to the supervisor by January 1.
   - A final report on goal attainment is due to the supervisor by mid May.

2. ***FORMAL OBSERVATION***

   Counselors should receive a minimum of one formal observation per year.
   The observations should include the following:

   - a pre-observation conference to discuss the objectives of the activity to be observed; and
   - a post-observation conference to review and process the observation.

3. ***SUMMARY EVALUATION***

   The summary evaluation contains a list of indicators that are based on school counselor functions. The immediate supervisor will cite the counselor's areas of particular strength as well as those areas in need of improvement.

   The counselor job description is the essential document that defines the standards of practice of a school counselor and guides the evaluation process of the school counselor's performance.

   The primary criteria for school counselor performance evaluation are contained in the job description and address the school counselor's ability to:

   - develop the comprehensive school counseling program;
   - implement and deliver the four components of the school counseling program;
   - manage the school counseling program;
   - assess the results of the school counseling program;
   - communicate and collaborate with stakeholders;
   - plan and participate in personal and professional growth activities; and
   - demonstrate skills needed to perform successfully in individual and group counseling, consulting, advocating, collaborating, planning, communicating and managing.

Summary Evaluation

To the left of each item below, please choose from the following ratings:

3 – Highly Competent   2 – Competent   1 – Needs Improvement

Program Planning and Development

The school counselor:

_____develops a program that defines and outlines the district's comprehensive school counseling program, which includes program and content standards, and supports the school's mission and goals.

_____publishes a schedule that indicates the specific time for delivering the curriculum and individual student planning program components to all students by grade level.

_____communicates the comprehensive program to stakeholders and the community.

_____organizes an Advisory Board for the school counseling department.

Total score: _____

Areas of strength:

Areas in need of improvement:

Program Delivery

The school counselor:

School Counseling Curriculum –

_____conducts a periodic needs assessment to update the curriculum.

_____implements a curriculum that has a balance of goals and student competencies among the three content areas of academic, career and person/social student development.

_____implements developmentally appropriate prevention oriented lessons for all grades.

_____collaborates with teachers and administrators on scheduling the curriculum.

_____follows the established schedule for implementing the curriculum.

Individual Student Planning –

_____demonstrates a systematic approach to helping each student make appropriate career and post-secondary choices.

_____follows the established schedule for implementing individual student planning sessions.

_____uses individual or small groups to assist students with identifying career and education pathways and goals.

_____ensures that each student has an Individual Planning Portfolio that identifies course preparation, career and educational pathways, skills and personal qualities needed to succeed.

_____uses a written format to document, review, and update each student's Individual Planning Portfolio.

_____interprets test data to assist each student with career/education decision making.

_____involves parents in the individual planning process with their students.

Responsive Services –

_____provides individual counseling to address identified needs and concerns of students.

_____provides group counseling to address needs of students, which are based on a needs assessment.

_____clarifies limits of confidentiality to students.

_____consults with teachers, administrators and parents regarding student needs.

_____collaborates with other school-based specialists and community organizations and agencies concerning student needs.

_____participates and contributes to school-wide team meetings.

_____provides interventions and support in crisis situations.

_____demonstrates knowledge of current practices in the field of school counseling.

_____makes appropriate referrals to in school resources, and community agencies and specialists.

_____provides information and materials on a variety of issues to address student needs and to support the decision making process.

Collaboration Within and Outside the School Community –

_____participates in and contributes to building and district wide leadership teams on school improvement and strategic plans.

_____collects, analyzes and uses data to show how the school counseling program contributes to student success.

_____advocates for equal access to programs and services for all students.

_____partners with administrators and teachers to remove barriers to academic success, develops strategies to enable students to achieve academic success, and to close the achievement gap.

_____provides professional development and information to faculty and staff on student related issues.

_____advocates for comprehensive school counseling by communicating and presenting the benefits and outcomes to the community.

Total score_____

Areas of strength:

Areas in need of improvement:

Program Management

The school counselor:

_____manages time, space, materials and equipment for the provision of the school counseling program.

_____participates in activities that contribute to the effective operation of the school.

_____establishes a time schedule to evaluate and update the school counseling program.

_____assesses stakeholder satisfaction on a regular basis.

_____maintains a monthly and yearly calendar to organize program priorities and activities.

_____uses technology to improve the delivery of the program.

_____manages time effectively and provides services on schedule.

_____maintains current resources to implement the program.

_____demonstrates knowledge of local policies and procedures and state and federal laws pertaining to school counseling.

_____adheres to professional standards.

_____pursues professional and personal growth activities.

Total Score_____

Areas of strength

Areas in need of improvement:

Program Accountability

The school counselor:

_____uses data to document the results of strategies and interventions that are used to improve student academic performance.

_____reports results of the program evaluation, and data that demonstrate student outcomes of the comprehensive school counseling program.

_____demonstrates that there is written documentation of a fully developed comprehensive school counseling program for the school district.

_____demonstrates that the comprehensive school counseling program meets the ten program standards set forth in the Connecticut Comprehensive School Counseling program.

Total Score _____

Areas of strength:

Areas in need of improvement:

Comments:

Evaluator's summary comments:

School Counselor's comments:

Evaluator's Signature _____ Date _____

School Counselor's Signature _____ Date _____

Appendix E: Job Description

Sample School Counselor Job Description
Position: School Counselor

The major functions of a school counselor at the elementary, middle or high school level are to develop a comprehensive school counseling program that meets the academic, career and personal/social needs of students; to deliver and manage the comprehensive school counseling program; to partner with other professional staff members, parents and community leaders and agencies to advocate for student services, programs and resources; and to demonstrate accountability.

PRIMARY FUNCTIONS:

1. Develop and implement the four components of a comprehensive school counseling program.
2. Facilitate student development in the areas of academic, personal/social and career planning.
3. Provide individual counseling to meet the immediate needs of students.
4. Organize small group counseling sessions to address assessed needs.
5. Respond to crisis situations and serve on the school crisis team.
6. Assist students with career and educational plans through the development of an individual planning portfolio.
7. Conduct parent conferences and provide parent education programs.
8. Refer students and parents to district resources, community agencies and specialists.
9. Consult and collaborate with teachers, administrators, parents, community organizations and agencies.
10. Conduct periodic needs assessments to determine the key needs of students that can be met through the comprehensive school counseling program.
11. Advocate for student experiences and activities that will improve school achievement and broaden career opportunities for every student.
12. Participate in activities that contribute to the effective operation of the school.
13. Demonstrate accountability for program results.
14. Plan, evaluate and revise the school counseling program.
15. Adhere to professional standards.
16. Pursue professional and personal growth activities.

MAJOR RESPONSIBILITIES:

PLAN AND DEVELOP THE COMPREHENSIVE SCHOOL COUNSELING PROGRAM

- Develop a program that defines and outlines the district's comprehensive school counseling program, which addresses program and content standards and supports the school's mission and goals.
- Develop a schedule that indicates the specific time for delivering the curriculum and
- individual student planning program components to all students by grade level.
- Communicate the comprehensive program to stakeholders and the community.
- Organize an Advisory Board for the school counseling department.

DELIVER THE COMPREHENSIVE SCHOOL COUNSELING PROGRAM

School Counseling Curriculum –

- Demonstrate that the curriculum is based on a needs assessment.
- Demonstrate that the curriculum has a balance of goals and student competencies among the three content areas of academic, career and person/social student development.
- Document appropriate student competencies for each grade level.
- Implement developmentally appropriate and prevention oriented lessons.
- Follow the established schedule for implementing the curriculum.

Individual Student Planning –

- Demonstrate a systematic approach to helping each student make appropriate career and postsecondary choices.
- Follow the established schedule for implementing individual student planning sessions.
- Use individual or small groups to assist students with developing career and education goals.
- Ensure that each student has an individual planning portfolio that identifies course preparation, career and educational pathways, skills and personal qualities needed to succeed.
- Demonstrate that a written format is in place to document, review and update each student's individual planning portfolio.
- Use and interpret test data to assist each student with career/education decision making.
- Involve parents in the individual planning process with their students.

Responsive Services –

- Provide individual counseling to address immediate concerns of students.
- Provide group counseling to address needs of students, which are based on a needs assessment.
- Consult with teachers, administrators and parents regarding student needs.
- Collaborate with other school-based specialists and community organizations and agencies.
- Respond and intervene in crisis situations.
- Provide referral and follow-up services.

Collaboration Within and Outside the School Community –

- Participate in and contribute to building and district wide leadership teams on school improvement and strategic plans.
- Collect, analyze and use data to show how the school counseling program contributes to student success.
- Partner with administrators and teachers to remove barriers to student success, and develop strategies to close the achievement gap.
- Provide professional development and information to faculty and staff on student related issues.
- Advocate for comprehensive school counseling by communicating and presenting the benefits and outcomes to the community.

MANAGE THE SCHOOL COUNSELING PROGRAM

- Conduct an annual program assessment to review the extent of program implementation and the need for modification.
- Maintain a monthly and yearly calendar to organize program priorities and activities.
- Assess stakeholder satisfaction on a regular basis.
- Participate in an annual school counselor performance review that is based on the responsibilities and duties outlined in the school counselor job description.
- Maintain sufficient resources for the smooth operation of the program.
- Develop and maintain skills needed to use technology.
- Demonstrate knowledge of local policies and procedures and state and federal laws pertaining to school counseling.
- Adhere to the ethical standards of state and national school counselor associations.
- Demonstrate personal growth and professional development.

DEMONSTRATE PROGRAM ACCOUNTABILITY

- Use data to document the results of strategies and interventions that are used to improve student academic performance.
- Report results of the program evaluation and data that demonstrate student outcomes of the comprehensive school counseling program.
- Demonstrate that the comprehensive school counseling program meets the 10 program standards set forth in the Connecticut Comprehensive School Counseling Program.

Appendix F: MEASURE Template

MEASURE

MISSION, ELEMENTS, ANALYZE, STAKEHOLDERS - UNITE, RESULTS, EDUCATE,
A Six-step Accountability Process for School Counselors

Name and Address of School:

Principal:

Name of Counselor(s) Leading the Initiative:

Enrollment:

School Demographics:
Caucasian/Non-Hispanic
African American
Hispanic
Asian/Pacific Islander
Native American
Multi-Racial
Free-Reduced lunch
English as Second Language
Special Education Prevalence Rate

STEP ONE: MISSION

MISSION
Connect your work to your school's mission in keeping with the ASCA or your state's comprehensive school counseling model.
Your school or department's mission statement is:

STEP TWO: ELEMENTS

ELEMENTS
What critical data *element* are you trying to impact? (Examples include: grades; test scores; attendance; promotion rates; graduation rates; postsecondary-going rate; enrollment into honors or AP courses, special education; discipline referral data; etc. What is the *baseline* for the data element? Where do you hope to move it goal?
Element: Baseline: Goal:

STEP THREE: ANALYZE

ANALYZE Analyze the data element. You can use percentages, averages, raw scores, quartiles, or stanines. You can aggregate or disaggregate the data to better understand which students are meeting success. You can disaggregate by gender, race, ethnicity, socio-economic status or in a multitude of ways to look at student groupings.
The Baseline Data revealed:

STEP FOUR: STAKEHOLDERS - UNITE

STAKEHOLDERS - UNITE to develop strategies to impact the data element

Beginning Date:
Ending Date:

Stakeholders	Strategies
School Counselor(s)	
Administrator(s)	
Teachers	
Students	
Student Organizations (clubs, teams, etc.)	
Parents	
Parent Teacher Associations	
School Psychologists	
Social Workers	
Community Agency Members	
Faith Based Organizations	
Youth and Community Associations	
Colleges and Universities	
Classroom Teacher Assistants	
Other Support Staff (front office, custodial, cafeteria, playground)	
School Improvement Team	
Resources (grants, technology, etc.)	

STEP FIVE: ℝ**ESULTS**

ℝ**ESULTS**: Restate your baseline data. State where your data is now. Did you meet your goal?

Restate baseline data: Results (data now):   Met Goal: Yes_____   No _____

Questions to Consider as you examine results and revise your MEASURE:

- Which strategies had a positive impact on the data?

- Which strategies should be replaced, changed, added?

- Based on what you have learned, how will you revise Step Four "Stakeholders-Unite?"

- How did your MEASURE contribute to systemic change(s) in your school and/or in your community?

STEP SIX: 𝔼**DUCATE**

𝔼**DUCATE** others as to your efforts to move data. Develop a report card that shows how the work of the school counselor(s) is connected to the mission of the schools and to student success. On the next page is an example of a report card.

(School Name) *MEASURE* OF SUCCESS

Principal: School Counselor(s):

Enrollment:

Principal's Comment	

School Counselor(s)'s Comment	Results
Critical Data Element (s)	
Systemic Changes	

Stakeholders Involved	Faces behind the Data
• Counselor(s) • Administrator: • Teachers: • Parents: • Students: • Colleges and Universities: • Business Partners:	

The E**DUCATE** step in MEASURE has been adapted with permission from the Student Personnel Accountability Report Card sponsored by the California Department of Education and Los Angeles County Office of Education.

Appendix G: Ethical Code

Ethical Standards for School Counselors

ASCA's Ethical Standards for School Counselors were adopted by the ASCA Delegate Assembly, March 19,1984, revised March 27, 1992, June 25, 1998 and June 26, 2004.

Preamble

The American School Counselor Association (ASCA) is a professional organization whose members are certified/licensed in school counseling with unique qualifications and skills to address the academic, personal/social and career development needs of all students. Professional school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the following tenets of professional responsibility:

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

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

- Serve as a guide for the ethical practices of all professional school counselors regardless of level, area, population served or membership in this professional association;
- Provide self-appraisal and peer evaluations regarding counselor responsibilities to students, parents/guardians, colleagues and professional associates, schools, communities and the counseling profession; and
- Inform those served by the school counselor of acceptable counselor practices and expected professional behavior.

A.1. Responsibilities to Students
The professional school counselor:
a. Has a primary obligation to the student, who is to be treated with respect as a unique individual.
b. Is concerned with the educational, academic, career, personal and social needs and encourages the maximum development of every student.
c. Respects the student's values and beliefs and does not impose the counselor's personal values.
d. Is knowledgeable of laws, regulations and policies relating to students and strives to protect and inform students regarding their rights.

A.2. Confidentiality

The professional school counselor:

a. Informs students of the purposes, goals, techniques and rules of procedure under which they may receive counseling at or before the time when the counseling relationship is entered. Disclosure notice includes the limits of confidentiality such as the possible necessity for consulting with other professionals, privileged communication, and legal or authoritative restraints. The meaning and limits of confidentiality are defined in developmentally appropriate terms to students.

b. Keeps information confidential unless disclosure is required to prevent clear and imminent danger to the student or others or when legal requirements demand that confidential information be revealed. Counselors will consult with appropriate professionals when in doubt as to the validity of an exception.

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

- Student identifies partner or the partner is highly identifiable
- Counselor recommends the student notify partner and refrain from further high-risk behavior
- Student refuses
- Counselor informs the student of the intent to notify the partner
- Counselor seeks legal consultation as to the legalities of informing the partner

d. Requests of the court that disclosure not be required when the release of confidential information may potentially harm a student or the counseling relationship.

e. Protects the confidentiality of students' records and releases personal data in accordance with prescribed laws and school policies. Student information stored and transmitted electronically is treated with the same care as traditional student records.

f. Protects the confidentiality of information received in the counseling relationship as specified by federal and state laws, written policies and applicable ethical standards. Such information is only to be revealed to others with the informed consent of the student, consistent with the counselor's ethical obligation.

g. Recognizes his/her primary obligation for confidentiality is to the student but balances that obligation with an understanding of the legal and inherent rights of parents/guardians to be the guiding voice in their children's lives.

A.3. Counseling Plans

The professional school counselor:

a. Provides students with a comprehensive school counseling program that includes a strong emphasis on working jointly with all students to develop academic and career goals.

b. Advocates for counseling plans supporting students right to choose from the wide array of options when they leave secondary education. Such plans will be regularly reviewed to update students regarding critical information they need to make informed decisions.

A.4. Dual Relationships

The professional school counselor:

a. Avoids dual relationships that might impair his/her objectivity and increase the risk of harm to the student (e.g., counseling one's family members, close friends or associates). If a dual relationship is unavoidable, the counselor is responsible for taking action to eliminate or reduce the potential for harm. Such safeguards might include informed consent, consultation, supervision and documentation.

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

A.5. Appropriate Referrals

The professional school counselor:

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

A.6. Group Work

The professional school counselor:

a. Screens prospective group members and maintains an awareness of participants' needs and goals in relation to the goals of the group. The counselor takes reasonable precautions to protect members from physical and psychological harm resulting from interaction within the group.
b. Notifies parents/guardians and staff of group participation if the counselor deems it appropriate and if consistent with school board policy or practice.
c. Establishes clear expectations in the group setting and clearly states that confidentiality in group counseling cannot be guaranteed. Given the developmental and chronological ages of minors in schools, the counselor recognizes the tenuous nature of confidentiality for minors renders some topics inappropriate for group work in a school setting.
d. Follows up with group members and documents proceedings as appropriate.

A.7. Danger to Self or Others

The professional school counselor:

a. Informs parents/guardians or appropriate authorities when the student's condition indicates a clear and imminent danger to the student or others. This is to be done after careful deliberation and, where possible, after consultation with other counseling professionals.
b. Will attempt to minimize threat to a student and may choose to 1) inform the student of actions to be taken, 2) involve the student in a three-way communication with parents/guardians when breaching confidentiality or 3) allow the student to have input as to how and to whom the breach will be made.

A.8. Student Records

The professional school counselor:

a. Maintains and secures records necessary for rendering professional services to the student as required by laws, regulations, institutional procedures and confidentiality guidelines.
b. Keeps sole-possession records separate from students' educational records in keeping with state laws.
c. Recognizes the limits of sole-possession records and understands these records are a memory aid for the creator and in absence of privilege communication may be subpoenaed and may become educational records when they 1) are shared with others in verbal or written form, 2) include information other than professional opinion or personal observations and/or 3) are made accessible to others.
d. Establishes a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding sole possession records when the student transitions to the next level, transfers to another school or graduates. Careful discretion and deliberation should be applied before destroying sole-possession records that may be needed by a court of law such as notes on child abuse, suicide, sexual harassment or violence.

A.9. Evaluation, Assessment and Interpretation

The professional school counselor:

a. Adheres to all professional standards regarding selecting, administering and interpreting assessment measures and only utilizes assessment measures that are within the scope of practice for school counselors.
b. Seeks specialized training regarding the use of electronically based testing programs in administering, scoring and interpreting that may differ from that required in more traditional assessments.
c. Considers confidentiality issues when utilizing evaluative or assessment instruments and electronically based programs.

d. Provides interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the student(s) can understand.
e. Monitors the use of assessment results and interpretations, and takes reasonable steps to prevent others from misusing the information.
f. Uses caution when utilizing assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.
g. Assesses the effectiveness of his/her program in having an impact on students' academic, career and personal/social development through accountability measures especially examining efforts to close achievement, opportunity and attainment gaps.

A.10. Technology
The professional school counselor:
a. Promotes the benefits of and clarifies the limitations of various appropriate technological applications. The counselor promotes technological applications (1) that are appropriate for the student's individual needs, (2) that the student understands how to use and (3) for which follow-up counseling assistance is provided.
b. Advocates for equal access to technology for all students, especially those historically underserved.
c. Takes appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted over electronic media including although not limited to fax, electronic mail and instant messaging.
d. While working with students on a computer or similar technology, takes reasonable and appropriate measures to protect students from objectionable and/or harmful online material.
e. Who is engaged in the delivery of services involving technologies such as the telephone, videoconferencing and the Internet takes responsible steps to protect students and others from harm.

A.11. Student Peer Support Program
The professional school counselor:
a. Have unique responsibilities when working with student-assistance programs. The school counselor is responsible for the welfare of students participating in peer-to-peer programs under his/her direction.

B. Responsibilities to Parents/Guardians

B.1. Parent Rights and Responsibilities
The professional school counselor:
a. Respects the rights and responsibilities of parents/guardians for their children and endeavors to establish, as appropriate, a collaborative relationship with parents/guardians to facilitate the student's maximum development.
b. Adheres to laws, local guidelines and ethical standards of practice when assisting parents/guardians experiencing family difficulties that interfere with the student's effectiveness and welfare.
c. Respects the confidentiality of parents/guardians.
d. Is sensitive to diversity among families and recognizes that all parents/guardians, custodial and non-custodial, are vested with certain rights and responsibilities for the welfare of their children by virtue of their role and according to law.

B.2. Parents/Guardians and Confidentiality
The professional school counselor:
a. Informs parents/guardians of the counselor's role with emphasis on the confidential nature of the counseling relationship between the counselor and student.
b. Recognizes that working with minors in a school setting may require counselors to collaborate with students' parents/guardians.

c. Provides parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical responsibilities to the student.
d. Makes reasonable efforts to honor the wishes of parents/guardians concerning information regarding the student, and in cases of divorce or separation exercises a good-faith effort to keep both parents informed with regard to critical information with the exception of a court order.

C. Responsibilities to Colleagues and Professional Associates

C.1. Professional Relationships
The professional school counselor:
a. Establishes and maintains professional relationships with faculty, staff and administration to facilitate an optimum counseling program.
b. Treats colleagues with professional respect, courtesy and fairness. The qualifications, views and findings of colleagues are represented to accurately reflect the image of competent professionals.
c. Is aware of and utilizes related professionals, organizations and other resources to whom the student may be referred.

C.2. Sharing Information with Other Professionals
The professional school counselor:
a. Promotes awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information and staff consultation.
b. Provides professional personnel with accurate, objective, concise and meaningful data necessary to adequately evaluate, counsel and assist the student.
c. If a student is receiving services from another counselor or other mental health professional, the counselor, with student and/or parent/guardian consent, will inform the other professional and develop clear agreements to avoid confusion and conflict for the student.
d. Is knowledgeable about release of information and parental rights in sharing information.

D. Responsibilities to the School and Community

D.1. Responsibilities to the School

The professional school counselor:
a. Supports and protects the educational program against any infringement not in students' best interest.
b. Informs appropriate officials in accordance with school policy of conditions that may be potentially disruptive or damaging to the school's mission, personnel and property while honoring the confidentiality between the student and counselor.
c. Is knowledgeable and supportive of the school's mission and connects his/her program to the school's mission.
d. Delineates and promotes the counselor's role and function in meeting the needs of those served. Counselors will notify appropriate officials of conditions that may limit or curtail their effectiveness in providing programs and services.
e. Accepts employment only for positions for which he/she is qualified by education, training, supervised experience, state and national professional credentials and appropriate professional experience.
f. Advocates that administrators hire only qualified and competent individuals for professional counseling positions.
g. Assists in developing: (1) curricular and environmental conditions appropriate for the school and community, (2) educational procedures and programs to meet students' developmental needs and (3) a systematic evaluation process for comprehensive, developmental, standards-based school counseling programs, services and personnel. The counselor is guided by the findings of the evaluation data in planning programs and services.

D.2. Responsibility to the Community

The professional school counselor:
   a. Collaborates with agencies, organizations and individuals in the community in the best interest of students and without regard to personal reward or remuneration.
   b. Extends his/her influence and opportunity to deliver a comprehensive school counseling program to all students by collaborating with community resources for student success.

E. Responsibilities to Self

E.1. Professional Competence

The professional school counselor:
   a. Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his/her actions.
   b. Monitors personal well-being and effectiveness and does not participate in any activity that may lead to inadequate professional services or harm to a student.
   c. Strives through personal initiative to maintain professional competence including technological literacy and to keep abreast of professional information. Professional and personal growth are ongoing throughout the counselor's career.

E.2. Diversity

The professional school counselor:
   a. Affirms the diversity of students, staff and families.
   b. Expands and develops awareness of his/her own attitudes and beliefs affecting cultural values and biases and strives to attain cultural competence.
   c. Possesses knowledge and understanding about how oppression, racism, discrimination and stereotyping affects her/him personally and professionally.
   d. Acquires educational, consultation and training experiences to improve awareness, knowledge, skills and effectiveness in working with diverse populations: ethnic/racial status, age, economic status, special needs, ESL or ELL, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.

F. Responsibilities to the Profession

F.1. Professionalism

The professional school counselor:
   a. Accepts the policies and procedures for handling ethical violations as a result of maintaining membership in the American School Counselor Association.
   b. Conducts herself/himself in such a manner as to advance individual ethical practice and the profession.
   c. Conducts appropriate research and report findings in a manner consistent with acceptable educational and psychological research practices. The counselor advocates for the protection of the individual student's identity when using data for research or program planning.
   d. Adheres to ethical standards of the profession, other official policy statements, such as ASCA's position statements, role statement and the ASCA National Model, and relevant statutes established by federal, state and local governments, and when these are in conflict works responsibly for change.
   e. Clearly distinguishes between statements and actions made as a private individual and those made as a representative of the school counseling profession.
   f. Does not use his/her professional position to recruit or gain clients, consultees for his/her private practice or to seek and receive unjustified personal gains, unfair advantage, inappropriate relationships or unearned goods or services.

F.2. Contribution to the Profession

The professional school counselor:

   a.   Actively participates in local, state and national associations fostering the development and improvement of school counseling.
   b.   Contributes to the development of the profession through the sharing of skills, ideas and expertise with colleagues.
   c.   Provides support and mentoring to novice professionals.

G. Maintenance of Standards

Ethical behavior among professional school counselors, association members and nonmembers, is expected at all times. When there exists serious doubt as to the ethical behavior of colleagues or if counselors are forced to work in situations or abide by policies that do not reflect the standards as outlined in these Ethical Standards for School Counselors, the counselor is obligated to take appropriate action to rectify the condition. The following procedure may serve as a guide:

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

   •   state school counselor association
   •   American School Counselor Association

   5.   The ASCA Ethics Committee is responsible for:

   •   educating and consulting with the membership regarding ethical standards
   •   periodically reviewing and recommending changes in code
   •   receiving and processing questions to clarify the application of such standards; Questions must be submitted in writing to the ASCA Ethics chair.
   •   handling complaints of alleged violations of the ethical standards. At the national level, complaints should be submitted in writing to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 625, Alexandria, VA 22314.

Appendix H: Benefits of a Comprehensive Program

Benefits of School Counseling Programs

Adapted from the American School Counselor Association (ASCA) National Program Model, 2005.

Benefits for Students

- Ensures that every student receives the benefit of the school counseling program by designing content curriculum and individual student planning sessions for every student
- Ensures equitable access to educational and career opportunities
- Focuses on closing the achievement gap
- Identifies barriers to student success
- Promotes academic and educational planning for future success
- Provides students with opportunities to develop skills in the areas of decision making, goal setting, career and educational exploration, personal and social development
- Supports advocacy for students

Benefits for Parents or Guardians

- Provides parent educational and informational sessions
- Enhances communication between parent and counselor
- Supports parents access to school and community resources
- Creates a partnership for parental involvement in their student's academic, career and educational planning

Benefits for Teachers

- Supports a collaborative relationship between school counselors and teachers
- Promotes the role of the counselor as a partner in the educational process
- Focuses on data to improve school climate, student performance and achievement

Benefits for Administrators

- Focuses on accountability for school counselors
- Aligns the school counseling program with the school's mission
- Focuses on program and content standards that provide structure for the school counseling program
- Provides a system for developing, managing and evaluating a school counseling program
- Addresses barriers to student success and provides strategies and interventions for removing or minimizing them
- Identifies data that create barriers to student success

Benefits for Boards of Education

- Provides data about improved student achievement
- Articulates the professional role of the school counselor
- Provides a rationale for a comprehensive school counseling program
- Informs the community about the school counselor's role and the goals of the counseling program
- Demonstrates the need for support and funding
- Informs about the academic, career and personal/social needs of students

Benefits for School Counselors

- Provides counselors with a structure within which they can operate
- Ensures that students have access to counselors
- Defines appropriate professional counselor functions within the framework of a school counseling program
- Offers a curriculum and individual student planning sessions to reach all students
- Provides a system for managing, implementing and evaluating the school counseling program
- Provides a structure for addressing student need, and identifying the program's contribution to the school mission's and student academic success

Benefits for Business, Labor and Industry

- Provides a partnership between the school and community
- Supports the school's access to community resources
- Enhances collaboration between the school, business, and labor
- Communicates the importance of the role of the counselor and the school counseling program in student development

Benefits for Student Services Personnel

- Encourages team work and collaboration to meet student needs
- Clarifies the role and responsibilities of the school counselor
- Defines the school counseling program and its place in the educational and instructional process

State of Connecticut

M. Jodi Rell, Governor

State Board of Education