Washington State Comprehensive School Counseling and Guidance Program Model

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Acknowledgements

Much of the history of guidance and counseling in Washington state is embedded in the accomplishments of current and former guidance and counseling professionals and their counselor educators. Several initiatives have emerged to inform and guide current efforts to create the statewide framework, based on the American School Counselor Association (ASCA) National Model.

The current model, Washington State K-12 School Counseling and Guidance Program Model, is largely based on the “Washington Framework for Comprehensive Guidance and Counseling Programs: Learning and Flourishing in Washington State” (WA CGCP Framework) http://www.cgcpframework.org/. In 2012 this web-based format, called WA CGCP Framework, was created, supported and written by a team of state policy makers, counselor educators, school counselors, agency partners, and stakeholders across the state. The team included Mike Hubert, Danise Ackelson, Dave Forrester, Dr. Diana Gruman, Dr. Chris Sink, Dr. Meghan Shea, Dr. Richard Cleveland, Dr. Christopher Wood, Dr. June Hyun, Norm Wisner, Karyn Holt, Myrna Muto, Heidi Morton, Jeannie Beierle, Dr. Brian Mathieson, Annie Carmichael, Rik Morris, Anneliese Nobles, Chris Kelly, Laura Moore, and others. The WA CGCP Framework was a joint effort by the Office of Superintendent of Public Instruction (OSPI) and Washington School Counselor Association.

This new model has been updated to provide professional school counselors with tools to (1) share with other educators and stakeholders; (2) develop, implement and enhance comprehensive school counseling programs; and (3) access quality resources to improve implementation of school counseling domains. These resources are meant to provide a system that encourages and promotes academic, career, and social/emotional development in preparation for the challenges of the 21st century. Research supports this work for comprehensive school counseling and guidance programs, which have a positive effect on schools and communities. Components of the American School Counseling Association (ASCA) National Model are embedded throughout.

Some benefits to school counselors include:

- Defines responsibilities and roles within the context of a school counseling program of equity for all students.
- Describes the role of school counselors and effective counseling and guidance program activities.
- Supports the academic, career and social/emotional development of all students.
- Provides a framework for program staffing, management, implementation, and accountability.
- Encourages school counselors to be systemic leaders, advocates and change agents.
- Ensures the school counseling program is aligned with the school’s mission.
Chapter 1: Introduction

The early history of school counseling through the more recent development of the American School Counselor Association (ASCA) national model provides the background and foundation for today’s Comprehensive Guidance and Counseling Programs, both nationally and within Washington State. A growing body of research indicates these programs have comprehensive and specific benefits for key stakeholders, including students, families, educators, and community members.

History of School Counseling

The history of school counseling in the United States follows changes in education as our schools adapted to the needs of society and to national policy. So, too, has the role of the school counselor evolved. Multiple forces, including industrialization, immigration, and social reforms, impacted the delivery, approach, and access to education. The number of schools expanded quickly and by 1918, elementary school education was compulsory in all states (Graham, 1974).

While public schools have existed in the U.S. since 1821, the earliest forms of school counseling did not emerge until the early 1900s. School counseling traces its roots to Frank Parsons, a social reformer committed to the cause of organized and intentional vocational guidance. He was instrumental in founding the Bureau of Vocational Guidance in Boston in 1908 (Jones, 1994). The Vocational Bureau helped young people transition from school to work and worked with Boston schools to incorporate vocational guidance. Concurrently, Jesse B. Davis, a high school principal in Michigan, began to integrate vocational guidance into the classroom. In 1913, the National Vocational Guidance Association was established. By 1918, over 900 schools had some form of vocational guidance support. During this early period, counseling duties were typically carried out by classroom teachers (Jones, 1994).

In the decades that followed, guidance counseling was impacted by developments in psychology and by significant events, such as World Wars I and II, the Great Depression, and other international developments. Guidance counseling expanded beyond vocational support as standardized assessments and new counseling theories emerged (Aubrey, 1977). In the 1920s, counselor certification began in Boston and New York. Early in the decade, the emphasis on vocational concerns continued to be evident in the development of vocational assessments and as the nation addressed the needs of veterans. However, progressive shifts in theories of education and emerging trends in human development and personality later in the decade expanded the purview of counselors (Gladding, 2012).

Organizational changes to the ways in which counseling services fit into schools began to occur during the 1930s, and the professional role of counselors and the services they offered continued to expand during the 1940s and 1950s. The role of counseling was reinforced with the 1958 National Defense Education Act (NDEA), an act intended to strengthen education and the nation’s international leadership position in technology, defense, and security (Gladding, 2012). The NDEA provided assistance for the improvement of guidance counseling, testing
programs, and counselor training. By the late 1950s and early 1960s, full-time counselors replaced many teacher-counselors and the number of school counselors tripled, spurring the advancement of school counseling as a profession and the growth of counselor education training programs (Gladding, 2012).

The role of school counselors continued to develop in parallel to changes in education and society. As the momentous social issues of the 1960s arose, the field focused increasingly on the developmental, personal, and social issues of students and on cultural sensitivity. In the late 1960s and the 1970s, the work of counselors became more entwined with central school goals for student academic success (Gladding, 2012). Counselors were also increasingly called on to provide mental health services, fill administrative roles, and respond to a variety of political initiatives designed to promote particular career pathways (ASCA, 2005). Over the years, the diverse duties assigned to school counselors led to role confusion within the profession and in the eyes of the stakeholders who worked with counselors.

**Development of the ASCA National Model**

Recognizing a critical problem, prominent leaders in the late 1990s such as Norman Gysbers and national organizations, including ASCA and the Transforming School Counseling Initiative, coalesced around an initiative to sharpen the professional focus of guidance and counseling programs. First, content standards were written to define student competencies in the areas of academic, career, and social/emotional development. The resulting document called “Sharing the Vision: The National Standards for School Counseling Programs” was published by ASCA in 1997 (Campbell and Dahir, 1997).

Within a few years, a landmark document, “The ASCA National Model: A Framework for School Counseling Programs” (ASCA, 2003) emerged through a collaborative effort to create a vision and define “best practice” for all school counselors. According to the ASCA, “The ASCA National Model reinforced the idea that school counselors help every student improve academic achievement, navigate personal and social development and plan for successful careers after graduation.” The model also provided a framework for counseling services to create uniform services with flexible delivery. In addition, the ASCA National Model reinforced the role of school counseling as central to education goals for student success and academic achievement. A second edition of the national model was published in 2005, followed by a third edition in 2012.

**Comprehensive Guidance and Counseling Programs (CGCP)**

A CGCP is a competency-based, programmatic approach to school counseling and associated educational units (e.g., career, technical, nurses, school psychologists). The ASCA National Model (3rd Ed) presents an approach that is comprehensive and integral to a school’s academic mission, driven by student data, and based on standards in academic, career and social/emotional development. Intending to support and enhance the learning process for all students, the ASCA National Model:

- Ensures equitable access to a rigorous education for all students.
• Identifies the knowledge and skills all students will acquire as a result of the K–12 comprehensive school program.
• Is delivered to all students in a systemic fashion.
• Is based on data-driven decision making.
• Is provided by a state-credentialed school counselor.

By the late 1990s, this programmatic view had become the most widely used organizational framework for the profession endorsed by the American School Counselor Association (ASCA, 2005) and state school counselor organizations. Currently, ASCA’s National Model for comprehensive school guidance and counseling programs is the framework that Washington state’s CGCP is, in large part, fashioned upon.

**Comprehensive School Counseling Programs (CSCP) in Washington State**

Much of the history of guidance and counseling in Washington state is embedded in the accomplishments of current and former guidance and counseling professionals and their counselor educators. Several initiatives have emerged to inform and guide current efforts to create this current statewide model, based on the ASCA National Model.


This guide was developed as a collaborative effort on the part of the Office of the Superintendent of Public Instruction (OSPI), a committee of school counselors, counselor supervisors, counselor educators, and school principal organization representatives. This document was developed “to assist school districts in planning comprehensive counseling and guidance services, implementing these services across all grade levels, and conducting evaluations/self-study of these services” (p. 3).


This guide served to inform hundreds of schools throughout Washington in their development of comprehensive school guidance and counseling programs. Its development included over 118 counselors, career guidance specialists, counselor educators, as well as other stakeholders. This guide is notable for being the first widely-distributed framework to articulate a K-14 seamless, comprehensive guidance and counseling program, as well as being the first state to integrate competencies developed by the Association for Multicultural Counseling and Development.
**Career Guidance Washington**

A third major development in support for comprehensive guidance and counseling took place with the adoption of the Comprehensive Guidance and Planning legislation ([RCW 28A.600.045](http://www.wacisla.com/)) in 2006. This legislation encouraged each middle school, junior high school, and high school to implement a comprehensive guidance and planning program for all students. Navigation 101, the initiative that grew out of this legislation, was the predecessor to Career Guidance Washington.

Career Guidance Washington is a career and college readiness program model designed to prepare all students for their future with support from an advisor and/or counselor with guidance curriculum and tools to develop the High School & Beyond Plan. This statewide guidance and life-planning program for all middle and high school students incorporates key program elements, best practices, and recent data that indicate this college and career readiness program is working well when established as a school-wide program. The program provides every student with a teacher/advisor where meaningful relationships are formed, positive school climate is built, and academic support increases. The lessons are geared to provide tools and templates for the 24-credit graduation “Personalized Pathway Requirement,” starting with the Class of 2019, related to a specific post high school career or educational outcome, chosen by the student based on the student’s interests and High School & Beyond Plan, whether online or pencil and paper version.

**Benefits to Stakeholders**

The Washington Comprehensive School Counseling and Guidance Program Model and the ASCA National Model provide a system that encourages and promotes academic, career, and social/emotional development in preparation for the challenges of the 21st century. All stakeholders share the benefits of this organizational structure.

Student success does not occur in a vacuum. Effective comprehensive guidance and counseling programs actively seek input and partnerships with others throughout the education community in the pursuit of helping students succeed. This includes partnerships and collaboration with families, educators and other school personnel, and with the community beyond the school building. In collaboration, school counselors seek to remove obstacles to student learning and help prepare students to flourish and succeed. All stakeholders share the benefits, including students, family, teachers, administrators, boards of education, school counselors, student service personnel, counselor educators, postsecondary institutions, and the community. For each stakeholder group, the framework acts in multiple ways.
Benefits for Students
The Washington Comprehensive School Counseling and Guidance Program Model and the ASCA National Model:

- Ensures every student receives the benefit of the school counseling program by designing content curriculum for every student.
- Monitors data to facilitate student improvement.
- Provides strategies for closing the achievement gap because some students need more.
- Promotes a rigorous academic curriculum for every student.
- Ensures equitable access to educational opportunities.
- Fosters advocacy for students.
- Supports development of skills to increase student success.

Benefits for Family
The Washington Comprehensive School Counseling and Guidance Program Model and the ASCA National Model:

- Provides support for advocating for their children’s academic/learning, life/career, multicultural/global citizen, and social/emotional development.
- Supports partnerships in their children’s learning and career planning.
- Ensures academic planning for every student.
- Ensures access to school and community resources.
- Provides training and informational workshops.
- Connects to community- and school-based services.
- Provides data for continuous information on student progress.
- Ensures every student receives the content of the school counseling curriculum.
- Promotes a philosophy that some students need more and seeks to ensure they receive it.

Benefits for Teachers
The Washington Comprehensive School Counseling and Guidance Program Model and the ASCA National Model:

- Promotes an interdisciplinary team approach to address student needs and educational goals.
- Increases collaboration with school counselors and teachers.
- Supports development of classroom management skills.
- Supports development of positive student behavior.
- Provides a framework for delivery of classroom guidance lessons.
- Supports the learning environment.
- Promotes teaming to increase student achievement.
- Analyzes data to improve school climate and student achievement.
Benefits for Administrators

The Washington Comprehensive School Counseling and Guidance Program Model and the ASCA National Model:

- Aligns the school counseling program with the school’s academic mission.
- Provides a school counseling program promoting student success.
- Monitors data for school improvement.
- Provides a system for managing a school counseling program.
- Articulates a process for evaluating a school counseling program.
- Uses data to jointly develop school counseling goals and school counselor responsibilities.
- Provides useful data for grant applications and funding sources.
- Provides a proactive school guidance curriculum addressing the students’ needs and enhancing school climate.

Benefits for the Boards and Departments of Education

The Washington Comprehensive School Counseling and Guidance Program Model and the ASCA National Model:

- Provides a rationale based on data for implementing a school counseling program.
- Ensures equity and access to a quality school counseling program for every student.
- Demonstrates the need for appropriate levels of funding.
- Articulates appropriate licenses and staffing ratios.
- Informs the community about school counseling program success.
- Supports standards-based programs.
- Provides data about improved student achievement.

Benefits for School Counselors

The Washington Comprehensive School Counseling and Guidance Program Model and the ASCA National Model:

- Defines responsibilities within the context of a school counseling program.
- Promotes appropriate and effective counseling and guidance program activities.
- Supports the academic, career and social/emotional development of all students.
- Provides a framework for program staffing, management, implementation, and accountability.
- Encourages school counselors to be systemic leaders, advocates, and change agents.
- Ensures the school counseling program is aligned with the school’s mission.

Benefits for Student Services Personnel

The Washington Comprehensive School Counseling and Guidance Program Model and the ASCA National Model:

- Defines the school counseling program.
- Encourages collaborative teaming to ensure individual student success.
• Uses school counseling program data to foster student development.
• Increases collaboration for utilizing school and community resources.

**Benefits for Counselor Educators**

The Washington Comprehensive School Counseling and Guidance Program Model and the ASCA National Model:

• Builds collaboration between counselor education programs and schools.
• Provides a framework for school counseling programs.
• Provides a model for site-based school counseling fieldwork or internships.
• Increases data collection for collaborative research on school counseling programs.
• Establishes a framework for professional development to benefit practicing school counselors.
• Promotes alliances with other educator training programs.

**Benefits for Postsecondary Education**

The Washington Comprehensive School Counseling and Guidance Program Model and the ASCA National Model:

• Enhances articulation and transition of students to postsecondary institutions.
• Prepares every student for advanced educational opportunities.
• Motivates every student to seek a wide range of substantial, postsecondary options, including college.
• Encourages and supports rigorous academic preparation.
• Promotes equity and access to postsecondary education for every student.

**Benefits for Community: Business, Labor and Industry**

The Washington Comprehensive School Counseling and Guidance Program Model and the ASCA National Model:

• Increases opportunities for business, industry and labor to actively participate in the school counseling program.
• Builds collaboration, which enhances a student’s post-secondary success.
• Connects business, industry and labor to students and families.
• Supports the academic preparation necessary for students’ success in the workforce.

**Research Supporting Comprehensive School Counseling and Guidance Programs**

A growing body of research supports the implementation of comprehensive counseling and guidance programs across states, districts, and schools. Studies continue to show that school counseling programs have a positive impact on student standardized test scores, grades, career development, parental satisfaction, school climate, and college preparation (Brigman & Campbell, 2003; Lapan, Gysbers & Petroski, 2001; Lapan, Gysbers & Sun, 1997; Lapan &
The following studies provide further evidence of students who participate in comprehensive counseling and guidance programs have greater success with academics, social/emotional issues, and career planning.

**Student Academic Outcomes, Plus Other Outcomes**

1. Results reveal that the combined school counselor interventions of group counseling and classroom guidance were associated with a positive impact on student achievement and behavior.


2. Action research data providing evidence that school counselors develop and lead programs that contribute to systemic change and improved learning success for students.


3. Missouri students attending high schools with more fully implemented school counseling and guidance programs have significantly higher 10th grade MAP math scores.


4. More fully implemented school counseling programs significantly predicted (a) student perceptions of being safer in their schools (b) better relationships between students and teachers (c) greater satisfaction of students with the education they were receiving in their schools (d) perceptions that one’s education was more relevant and important to one’s future, and (e) earning higher grades.


5. Results provide evidence for Chicago school counselors’ impact on students’ academic achievement, college readiness, and transition into high school. In addition, this report identifies particular actions that a school district can undertake to better utilize and support school counselor professionals. Specifically, it recommends ways to enhance collaboration between principals and school counselors and to reduce the burden of non-counseling tasks.
6. Schools with high Comprehensive School Counseling Program (CSCP) implementation significantly outperformed non-CSCP schools on Grade 6 ITBS language, math, and core total scores and on Grade 7 reading and math Washington Assessment of Student Learning (WASL) scores.


7. Over time, elementary students in schools with Comprehensive School Counseling Programs exhibit higher scores on academic achievement tests than their peers in schools without a CSCP in place. These reviewers concluded that students are helped academically and interpersonally by attending schools with elementary counselors in place.


8. Students in high-implementing Comprehensive Guidance schools achieve higher levels of academic achievement and make better decisions about education and career planning.


Social/Emotional/Relational Outcomes

9. Counselors from WA State demonstrate that a counselor intervention enhanced students’ confidence in their ability to perform well on problem-solving and logical reasoning tasks.

10. Students who have access to counseling programs reported being more positive and having greater feelings of belonging and safety in their schools.


**School Counselor Role and Responsibilities**

11. School counselors in higher-achieving schools spent more time on program management, coordination, and aligning programs with professional standards.

Chapter 2: Washington Model for Comprehensive School Counseling and Guidance Programs

The Washington State Model for Comprehensive School Counseling and Guidance Programs is based on the American School Counselor’s Association’s (ASCA) National Model (3rd Ed). ASCA notes:

School counseling programs are collaborative efforts benefiting students, parents, teachers, administrators and the overall community. School counseling programs should be an integral part of students’ daily educational environment, and school counselors should be partners in student achievement. The question has been posed, “What do school counselors do?” The more important question is, “How are students different as a result of what school counselors do?” To help answer this question, the American School Counselor Association (ASCA) created the ASCA National Model, which is a framework for a comprehensive, data-driven school counseling program.

The ASCA National Model promotes students’ academic achievement, career planning, and social/social development. It serves as the framework for Washington districts and schools in designing, developing, implementing, and evaluating a comprehensive, developmental, and systematic school counseling program.

Developmental Domains

School Counselors strive to support student growth in Academic Success, Career and College Readiness, and Social/Emotional Development to ensure today’s students become the productive, well-adjusted adults of tomorrow. It provides a structure and focus for comprehensive school counseling and guidance programs on the three essential components—academic, career and college, and social/emotional development. (RCW 28A.410.040) These areas are addressed in ASCA’s Mindsets & Behaviors for Student Success (see Appendix C). OSPI also provides numerous resources (examples below) via the following links:

- School Counselor Essentials (http://www.k12.wa.us/SecondaryEducation/GuidanceCounseling/SchoolCounselor.aspx)
- K-12 Education (http://www.k12.wa.us/SecondaryEducation/default.aspx)
- Student Support (http://www.k12.wa.us/StudentSupport/default.aspx)
- **Academic Development and Success** is supported through evidence-based school counseling, data analytics, student planning, and access to academic opportunities. [American School Counselor Association](https://www.asca.org) (ASCA) sets the standards for school counselors—[ASCA Mindsets & Behaviors for Student Success](https://www.asca.org). These standards promote strategies and activities for elementary, middle and high school counseling that optimize the learning potential of each learner, and support the relationship between academic development and readiness for career, college, and life. Data and equity analytics (see [Performance Indicators](https://www.asca.org)) ensure school counselors understand student needs and provide evidence-based school counseling and closing-the-gap interventions for all students. Examples of resources and initiatives that support this area include:
  - School counseling standards
  - Performance indicators and equity analytics
  - The Graduation in Washington Toolkit and other graduation resources
  - High School and Beyond Plans and Processes
  - Graduation: A Team Effort (GATE)
  - 9th Grade Success
  - Graduation Success and Equity Initiative
  - Multi-Tiered Systems of Support

- **Career and College Readiness** resources and initiatives are guided by ASCA standards for personalized planning. Elementary, middle, and high school counselors use these standards to help students start early to develop their middle and high school and beyond planning for a successful postsecondary plan development. Examples of those resources and initiatives include:
  - Career Guidance WA
  - High School and Beyond Plan
  - Dual Credit
  - Washington Career Bridge

- **Social/Emotional Development** resources and initiatives support elementary, middle, and high school students in managing their emotions and in developing effective interpersonal skills. They also help create positive K–12 educational experiences. Examples include:
  - Social Emotional Benchmark Report
  - Mental Health in Schools
  - Project AWARE
  - Attendance Initiative
  - Building Bridges: Dropout Prevention, Intervention, and Retrieval
  - Positive Behavior and Interventions Supports
Themes

The Washington CCGP Model, like the ASCA National Model, incorporates the four themes of leadership, advocacy, collaboration and systemic change as part of the framework of the model (The Education Trust, 1997). In the model graphic, the four themes are repeated around the frame to indicate the importance of the school counselors’ work within these areas. School counselors play a significant part in improving student achievement and promoting equity and access to rigorous education to all students through leadership, advocacy, and collaboration. As systems advocates, school counselors support a safe learning environment and safeguard the human rights of all members of the school community.

Leadership

School counselors provide leadership system-wide to support goals of student success and to ensure effective delivery of the comprehensive school counseling program. They collaborate and advocate for student success by advancing academic achievement, reducing barriers to learning, and creating equitable learning environments. School counselors help every student gain access to rigorous academic and career preparation that will lead to greater opportunity and increased academic achievement. Working as leaders, advocates and collaborators, school counselors promote student success by closing the existing achievement gap whenever it is found between students of color, poor students and underachieving students, and their more advantaged peers. School counselors become effective leaders by collaborating with other professionals in the school to influence system-wide changes and to implement school reforms. In this way, school counselors can have an impact on students, the school, the district, and the state.
Advocacy

School counselors advocate for students’ educational needs and work to ensure these needs are addressed at every level of the school experience. School counselors believe in, support, and promote every student’s goal to achieve success in school. School counselors work proactively with students to remove their barriers to learning. As educational leaders, school counselors are ideally situated to serve as advocates for every student in meeting high standards. Advocating for the academic success of every student is a key role of school counselors and places them as leaders in promoting school reform.

School counselors also work to remove systemic barriers that impede the academic success of any student. Through leadership, advocacy, collaboration, counseling, and the effective use of data, school counselors minimize barriers so students have increased opportunities to achieve success in school. These methods promote equity by providing access to rigorous courses and a quality curriculum for every student. Measurable successes resulting from these efforts include the increased numbers of students completing school academically prepared to choose from a wide range of substantial postsecondary options, including college.

Collaboration

School counselors work with all stakeholders, both inside and outside the school system, to develop and implement responsive educational programs that support the achievement of the identified goals for every student. School counselors build effective teams by encouraging genuine collaboration among all school staff to work toward the common goals of equity, access, and academic success for every student. This may include collecting and analyzing data to identify needed changes in the educational program. School counselors create effective working relationships among students, professional and support staff, parents or guardians, and community members. By understanding and appreciating the contributions others make to educating all children, school counselors build a sense of community within the school, which serves as a platform from which to advocate for every student. In addition, school counselors are a vital resource for parents or guardians, educators, and community agencies. Offering parent or guardian education, information, and training in the community, school counselors are essential partners who enhance the educational opportunities of students and their families.

System Change

With a school-wide expectation to serve the needs of every student, school counselors are uniquely positioned to assess the school for systemic barriers to academic success. School counselors have access to critical data about student placement, students’ academic success or failure, and student course-taking patterns. Collaborating as leaders within the school, counselors have access to quantitative and qualitative data from the school and relevant community sources. They use these data to advocate for every student, ensuring equity and access to a rigorous curriculum, which maximizes post-secondary options. Systemic change occurs when policies and procedures are examined and changed in the light of new data. Such change happens with the sustained involvement of all critical players in the school setting, including and often led by school counselors.
Role of the School Counselor

Educational Staff Associate (ESA) certified school counselors are educated to meet students’ needs by designing, implementing, and evaluating a comprehensive school counseling program. Professional school counselors are employed in elementary, middle/junior high and high schools, in district supervisory positions, and counselor education positions. ASCA describes the roles for school counselors in four key aspects of the Comprehensive School Counseling and Guidance Program.

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

**Management**—School counselors incorporate organizational assessments and tools that are concrete, clearly delineated, and reflective of the school’s needs

**Delivery**—School counselors provide direct and indirect services to students, parents, school staff, and the community through the school counseling curriculum, individual student planning, responsive services, referrals, and consultations.

**Accountability**—To demonstrate the effectiveness of the school counseling program in measurable terms, school counselors analyze school and counseling program data to determine how students are different as a result of the school counseling program. School counselors use data to show the impact of the school counseling program on student achievement, attendance, and behavior and analyze school counseling program assessments to guide future action and improve future results for all students. The performance of the school counselor is evaluated on basic standards of practice expected of school counselors implementing a comprehensive school counseling program.

ASCA expands on these roles at: https://www.schoolcounselor.org/administrators/role-of-the-school-counselor and https://www.schoolcounselor.org/asca/media/asca/home/RoleStatement.pdf

Washington State Policies

Outside of school counselor certification standards, which have been embedded and revised within Washington Administrative Code (WAC), school guidance and counseling program development was ignored by legislation or regulation until the 2007 Legislature noted in their findings language for RCW 28A.410.043: “... that current state statutes fail to mention anything about school counselors. Therefore, the legislature intends to codify into law the importance and the role of school counselors in public schools.” [2007 c 175 § 1.]” The enacting of this legislation (originally HB 1670) endorsed a statewide comprehensive school guidance and counseling program. The legislation notes that:

A school counselor is a professional educator who holds a valid school counselor certification as defined by the professional educator standards
The purpose and role of the school counselor is to plan, organize, and deliver a Comprehensive School Counseling Program that personalizes education and supports, promotes, and enhances the academic, personal, social, and career development of all students, based on the national standards for school counseling programs of the American school counselor association.

By enacting this law, legislators also noted that, “school counselors serve a vital role in maximizing student achievement, supporting a safe learning environment, and addressing the needs of all students through prevention and intervention programs that are part of a comprehensive school counseling program.”

Benchmarks for School Counselors are on the Professional Educator Standards Board website: http://program.pesb.wa.gov/standards/standard-5/counselor/benchmarks. Copies are also available in Appendix H.

Additional information about school counselor certification is available at: http://www.k12.wa.us/SecondaryEducation/GuidanceCounseling/ProfDev.aspx

**Multi-Tiered System of Support**

A Multi-Tiered System of Support (MTSS) is a systematic way of delivering a range of interventions, based on demonstrated levels of need. OSPI uses a three-tiered MTSS model to provide integrated supports for behavior, achievement, and social emotional needs (http://k12.wa.us/MTSS/default.aspx).

The Washington State Comprehensive Guidance and Counseling Program framework also incorporates a three-tiered model that is consistent with the structural frameworks for Response to Intervention (RTI) and for Positive Behavioral Intervention and Support (PBIS). The tiers provide for increasingly intensive interventions in response to student need:

- **Tier 1 is prevention-oriented.** All students in Tier 1 receive high quality, evidence-based services and guidance curriculum.

- **Tier 2 is intervention.** In Tier 2, a smaller set of identified students receive additional services and guidance curriculum to meet their individual needs.

- **Tier 3 is intensive intervention.** In Tier 3, identified students receive highly focused interventions that often require collaboration with community-based services.

Using a basic MTSS framework, Trish Hatch developed the Multi-Tiered Multi-Domained System of Supports (MTMDSS) to reflect the three domains of the school counseling: Academic Success, Career and College Readiness, and Social/Emotional Development. The three levels of the MTMDSS include:
**Tier 1: Core Program with Universal Supports.** All students (100 percent) receive standards- and competency-based school counseling core curriculum, individual planning, and school-wide activities.

**Tier 2: Targeted Intervention for Some Students.** A smaller set of students (20 percent), identified by data screening, receive targeted, data-driven interventions.

**Tier 3: Intensive Intervention for a Few Students.** Tier 3 provides a limited number of high needs students (5 to 10 percent) with supports of a greater intensity specifically tailored to meet individual needs.

MTSS and Response to Intervention (RTI) work in a complementary fashion to identify students in need, to provide support, to monitor student outcomes, and to modify support as needed.

Examples of activities and interventions aligned with *Academic Success, Career and College Readiness,* and *Social/Emotional Development* for each tier include:

**Tier 1**
- **Academic Domain**
  - Classroom guidance lessons on study skills; organization skills
  - Guidance lessons on test-taking strategies
  - Guidance lessons on graduation/college entrance requirements
  - Guidance lessons on scholarships and financial aid
  - Learning styles assessment and interpretation

- **Career Domain**
  - Administration/interpretation of career interest/aptitude surveys for High School and Beyond Plan development
  - Career fairs
  - Implementation of Career Guidance WA or other career guidance curricula
  - Community collaborations such as Junior Achievement Program

- **Social/Emotional Domain**
  - School-wide implementation of Positive Behavior Intervention and Support (PBIS) or other program
  - Character Education curricula or program
  - Social-Emotional Learning (SEL) curricula implementation
  - Bullying Prevention and intervention curricula
  - Suicide and Self-Harm Prevention and intervention curricula
  - Alcohol, Tobacco, and Drug prevention and intervention curricula
  - Other social skills curricula determined by school-wide needs assessment
  - Crisis Response/Management training for school staff
  - Cultural Competency/Diversity training for students/staff
  - Peer Conflict Mediation Programs
  - Curricula regarding personal and sexual safety
Tier 2

- **Academic Domain**
  - Small group instruction/support with study skills
  - Small group tutoring/peer tutoring with struggling students
  - Adult mentoring/peer mentoring assistance with academics
  - Content area study and support groups
  - Individual intervention with academic placement of concerns
  - Small group of individual assistance with test anxiety coping strategies

- **Career Domain**
  - Collaboration support programs such as Gear Up or Upward Bound
  - Small group/individual assistance with college/scholarship applications
  - Small group/individual assistance identifying strengths and interests
  - Career/job-related adult mentoring programs
  - NCAA Clearinghouse assistance

- **Social/Emotional Domain**
  - Small group support/instruction with social skills development
  - Small group support with grief and loss issues
  - Small group support/intervention with alcohol, tobacco, and drug prevention
  - Small group/individual follow-up with depression, self-harm, and suicidal ideation
  - Support groups or sponsorship for LGBTQ students
  - Small support groups organized around ethnic or racial identity issues
  - Peer conflict mediation programs
  - Small group or individual support for pregnant and parenting teens
  - Small group or individual support for victims of abuse

Tier 3

- **Academic Domain**
  - Referral to intervention team for intensive assessment
  - Referral for IEP assessment and potential placement
  - Individual planning to address class placement or academic deficiencies
  - Individual assessment of strengths and learning styles
  - Develop individualized academic intervention plan

- **Career Domain**
  - Letters of recommendation or support for individuals
  - Individual assessment of strengths, interests, and deficits or barriers
  - Individual planning to support transition to post-secondary job training

- **Social/Emotional Domain**
  - Referral to RTI or similar team for intensive behavioral assessment
  - Design and implement individual behavior plan
  - Refer to mental health professional for intensive therapy
  - Solution-focused brief counseling with school counselor
  - Refer to inpatient/outpatient alcohol, tobacco, and drug treatment
  - Small group school re-integration following treatment program
  - Referral for IEP assessment and possible placement
Adapting Model to District/School

Multi-tiered systems are adaptable to district and school priorities and initiatives. The Hatch MTMDSS model includes a template for site-based curricula, activities, and agreed-upon data elements. The tool can also be used as a self-assessment to determine areas of strength and growth for the district.

Details about the MTMDSS, as well as the template, can be found here: http://www.hatchingresults.com/blog/2017/3/multi-tiered-multi-domained-system-of-supports-by-trish-hatch-phd

Data Analytics

A comprehensive school counseling program is data driven. The use of data to effect change within the school system is integral to ensuring that every student receives the benefits of the school counseling program. School counselors must show that each activity implemented as part of the school counseling program was developed from a careful analysis of student needs, student achievement, and related data. Using student and school site data to monitor student progress ensures all students receive what they need to achieve school success. School counselors should be proficient in the collection, analysis, and interpretation of student achievement and related data. School counselors monitor student progress using three types of data: student achievement data, achievement-related data, and standards and competency-related data. This is discussed in more detail in Chapter 4: Management.

Response to Intervention and OSPI

OPSI describes Response to Intervention (RTI) as “a school-based, multi-level prevention system to maximize student achievement and reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student’s responsiveness.” The RTI process determines interventions appropriate for students and continually assesses their effectiveness and additional or alternative supports for a student.

RTI involves the participation of various school personnel including administrators, teachers, school counselors, specialists, as well as parents, who comprise the RTI team. The RTI team identifies each individual student’s needs, develops a plan to address those needs, determines the appropriate tier or level of intervention, and meets to review data and plan the next course of action for the student. RTI’s central purpose is to resolve challenges through preventive measures so the student experiences success and is able to achieve developmental and grade-level goals.

Additional OSPI information and resources about RTI and data analytics can be found at: http://www.k12.wa.us/RTI/
http://www.k12.wa.us/DataAdmin/PerformanceIndicators/DataAnalytics.aspx
Education Research & Data Center (ERDC) (http://www.erdc.wa.gov/)
Response to Intervention and the School Counselor

Professional school counselors implement a data-driven comprehensive school counseling program that meets the needs of all students and includes the identification of students who are at-risk for not meeting academic and behavioral expectations. School counselors assist in the academic and behavioral development of students through implementation of a comprehensive developmental school counseling program based on the ASCA National Model by:

- Providing all students with a standards-based guidance curriculum to address universal academic, career, and social/emotional development.
- Analyzing academic and behavioral data to identify struggling students.
- Identifying and collaborating on research-based intervention strategies that are implemented by school staff.
- Evaluating academic and behavioral progress after interventions.
- Revising interventions as appropriate.
- Referring to school and community services as appropriate.
- Collaborating with administrators about RTI design and implementation.
- Advocating for equitable education for all students and working to remove systemic barriers.
Chapter 3: Foundation

The school counseling program’s foundation serves as the solid ground from which the rest of the program is built. The decisions made during this process become the “what” of the program. The “what” is defined as the knowledge, attitudes, and skills that students should know and be able to do as a result of the program. Designing a strong foundation requires a collaborative effort with staff, parents/guardians, and the community to determine what every student will receive as a benefit of a school counseling program.

During this phase, stakeholders establish the focus on the comprehensive school counseling program based on the academic, career, and social/emotional needs of the students. Elements of the foundation include:

- Program Focus
- Student Competencies
- Professional Competencies

Program Focus

Beliefs

The development of a comprehensive school counseling program centers on the beliefs of the members of the counseling team. Belief statements reflect a common understanding among team members about students, families, teachers, and the educational process. Allowing all team members to contribute to the discussion facilitates the development of belief statements that reflect the full range of experience and talent of the team. When working with a school counseling team, it is important for each team member to contribute to the discussion on beliefs to come to a common understanding about each other’s point of view.

Effective school counseling Belief Statements (ASCA, 2012):

- Indicate agreed-upon beliefs about the ability of all students to achieve.
- Address how the school counseling program meets student needs.
- Address the school counselor’s role as an advocate for every student.
- Identify those involved in the planning, managing, program delivery, and evaluation of program activities.
- Include how data will inform program decisions.
- Include how ethical standards guide the work of school counselors.

Appendix A includes a template and process to develop effective belief statements. After all team members examine their own personal beliefs, they should share them with team members. Beliefs are not right or wrong, but they are what drive us to advocate for students.
Vision Statement

The vision statement communicates what school counselors want to see in the future for the school community. It focuses on the beliefs that school counselors hold about what all students can achieve given the support of a comprehensive school counseling and guidance program. The vision guides our actions and reflects our drive to provide the best learning environment for all students.

An effective Vision Statement (ASCA, 2012):
- Describes a future where the school counseling goals and strategies are being successfully achieved.
- Gives a rich, vivid picture of what success looks and feels like.
- Is bold and inspiring.
- States the optimum student outcomes that are five to 15 years in the future.
- Aligns with the vision of the school and the district.
- Is believable and achievable (Kose, 2011; Levin, 2000).

Mission Statement

A mission statement provides the focus and direction to reach the vision. When developed collaboratively and used regularly, a mission statement can become the guide for program decisions. A good mission statement lets students, parents, staff, and the community know the reason why the school counseling program exists. It provides direction and above all must be consistent with actions.

An effective Mission Statement should:
- Aligns with the school’s mission statement and may show linkages to district and state department of education mission statements.
- Is written with students as the primary focus.
- Advocates for equity, access, and success of every student.
- Indicates the long-range results desired for all students.

Program Goals

Program goals define how the vision and mission will be accomplished. School counselors use these goals to guide the development of curriculum, small group, and closing-the-gap action plans. The goal statements address specific student outcomes and should align with one or more of the three domains: academic, career, or social emotional development.

The program goals should be based on specific school data, and focus attention to an achievement, opportunity, or attainment gap. The OSPI Performance Indicators–Data Analytics (http://k12.wa.us/DataAdmin/PerformanceIndicators/DataAnalytics.asp) and School Report Card (http://reportcard.ospi.k12.wa.us/summary.aspx), Education Research and Data Center (http://www.erdc.wa.gov/)—should be used by elementary, middle, and high school counselors to understand student needs and to provide closing-the-gap interventions. Goal setting, based
on specific school data and aligned with the school counseling vision and mission, gives focus to the program and ensures evidence-based school counseling implementation for all students.

Effective Program Goals should:
- Promote achievement, attendance, behavior, and school safety.
- Are based on school data.
- Address school-wide data, policies and practices or address closing-the-gap issues.
- Address academic, career, and/or social/emotional development.

The SMART goal format (Doran, 1981) is frequently used for writing program goals. SMART is an acronym for Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, and Timely/Time-bound. The SMART goal format articulates both the evidence supporting the strategy and the measurable outcomes for students and educators.

Appendix B includes the Goal Setting Process (ASCA, 2012).

**Student Competencies**

To enhance the learning process for all students, the ASCA Mindsets & Behaviors for Student Success: College- and Career-Readiness standards for every student guide the development of effective school counseling programs. These should be used in conjunction with the Washington’s K-12 Social Emotional Learning Standards and Benchmarks to complement and inform the school counseling program.

**ASCA Mindsets & Behaviors for Student Success**

The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career Readiness for Every Student describe the knowledge, skills, and attitudes students need to achieve academic success, college and career readiness, and social/emotional development. They provide the core from which professional school counselors can assess student growth and development, guide the development of strategies and activities, and create a program that helps students achieve their highest potential.

School counselors select competencies that align with the specific mindsets and behaviors and develop classroom lessons, small groups and activities, and “closing-the-achievement-gap strategies” that address their student’s developmental needs. The selected competencies should directly reflect the vision, mission and goals of the comprehensive school counseling program and align with the school’s academic mission. These competencies guide elementary, middle and high school counselors as they help students start early to develop their middle and high school and beyond planning for a successful postsecondary plan development. They also provide a proven foundation to elementary, middle, and high school counselors for social emotional growth that helps student manage their emotions and develop interpersonal skills.

The ASCA Mindsets & Behaviors for Student Success can be found at https://www.schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf or in Appendix C.
**Washington’s K-12 Social Emotional Learning Standards and Benchmarks**

Washington K-12 Social Emotional Learning Standards and Benchmarks should complement the ASCA Mindsets & Behaviors for Student Success. The standards outline fundamental social emotional learning skills for life effectiveness. Incorporating Social Emotional Learning into a comprehensive school counseling and guidance program will build a foundation to support academic achievement and life-long achievement for all students. The six standards highlight the need to develop awareness and understanding of both self and social competencies.

School counselors should consider how these standards complement and inform their school counseling program and select competencies from these standards that align with the ASCA Mindsets & Behaviors for Student Success and with their school counseling programs mission and goals.

More information about the standards can be found in *Addressing Social Emotional Learning in Washington’s K-12 Public Schools*. The standards are also available in Appendix D.

**Professional Competencies**

Washington school counselors have different resources of professional competencies. The ASCA School Counselor Competencies align with national standards, while the Washington State Benchmarks define the knowledge and skills school counselors need to demonstrate at the Residency, Professional, and Career Levels in Washington State. The Washington State School Counselor Evaluation Framework assists in developing a professional performance evaluation model for school counselors. The ASCA Ethical Standards for School Counselors are the customs, norms, standards, and accepted practice of the school counseling profession (Corey, Corey, & Callanan, 2010).

**ASCA School Counselor Competencies**

The ASCA School Counselor Competencies outline the knowledge, attitudes, and skills that ensure school counselors are equipped to meet the rigorous demands of the profession. These competencies ensure that new and experienced counselors are able to make a positive difference in students’ lives.

The competencies can be used in a variety of ways:

- **School Counselors**
  - Self-assess their own competencies
  - Formulate an appropriate professional development plan

- **School Administrators**
  - Guide the recruitment and selection of competent school counselors
  - Develop or inform meaningful school counselor performance evaluation

- **School Counselor Education Programs**
  - Establish benchmarks for ensuring students graduate with the knowledge, skills, and attitudes needed for developing comprehensive school counseling programs.
The ASCA School Counselor Competencies can be found at https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf and they are located in Appendix E.

ASCA Ethical Standards for School Counselors

The ASCA Ethical Standards for School Counselors (2010) specify the principles of ethical behavior necessary to maintain the highest standard of integrity, leadership, and professionalism. They guide school counselors’ decision-making and help standardize professional practice. ASCA’s Ethical Standards include a nine-step process for ethical decision-making.

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

The ASCA Ethical Standards for School Counselors can be found at http://www.schoolcounselor.org/asca/media/asca/Resource%20Center/Legal%20and%20Ethical%20Issues/Sample%20Documents/EthicalStandards2010.pdf. A copy is also available in Appendix F.

Washington State School Counselor Evaluation Framework

Washington’s School Counselor Evaluation Framework is designed to assist policy makers, districts, and school counselors in developing a professional performance evaluation model for school counselors that is embedded within a Comprehensive School Counseling Program, also known as a multi-tiered system of support that:

- Aligns with current research-based best practices and professional standards.
- Addresses the key functions, practices, and responsibilities of school counselors that positively impact student achievement, social and emotional skill development, and career and college readiness.

This Framework serves to provide an evaluation model for legislators, district and building leaders, as well as school counselors, to utilize in addressing state and school district policy and program goals related to developing performance evaluation model for school counselors.
The Washington State School Counselor Evaluation Framework and Evaluation Example is can be found on the [WA School Counselor Association website](http://www.wa-schoolcounselor.org/content.asp?contentid=180).

The Washington State School Counselor Professional Level Evaluation Criteria are located in Appendix G.

**Washington School Counselor Benchmarks**

The Professional Educator Standards Board, who is responsible for policy and oversight of Washington State’s system of educator preparation, certification, continuing education, and assignment, has developed the Washington School Counselor Benchmarks. These benchmarks define the knowledge and skills school counselors should demonstrate at the Residency, Professional, and Career Levels.

Chapter 4: Delivery

The delivery component focuses on the method of implementing the school counseling program, and on direct and indirect student services. It is recommended that 80 percent or more of a school counselor’s time be spent in direct and indirect student services.

Direct Student Services

Direct student services are in-person interactions between the school counselor and students. These are the activities provided to all students that promote academic, career, and social/emotional development. These are delivered through:

- School counseling core curriculum
- Individual student planning
- Responsive services

School Counseling Core Curriculum

The core curriculum is a planned, written program that is designed to serve all students. Effectively delivered core curriculum is preventive in nature and developmentally appropriate. School counselors not only plan and design the curriculum to serve all students, but they also evaluate the effectiveness of the lessons and activities they deliver. The core curriculum is aligned with the program’s vision, mission and goals, and directly supports all students learning the mindsets and behaviors they need to be successful.

Core curriculum can be delivered by school counselors via direct instruction to students in a team-teaching model with teachers or other professionals, or as learning activities or instructional units in the classroom. School counselors also provide core curriculum by planned activities outside the classroom such as student workshops, team-building and leadership activities, college and career fairs, and postsecondary site visits. As there is increased pressure to accomplish more during instructional classroom time, professional school counselors use creative means to deliver the essential learnings that all students need.

Resources

The ASCA Mindsets & Behaviors for Student Success (see Appendix C) provides standards that can be selected and operationalized. The Washington K-12 Social Emotional Learning Standards and Benchmarks (see Appendix D) align with the vision for social emotional learning and should be referenced and included when planning the school counseling core curriculum. The ASCA Mindsets & Behaviors Program Planning Tool can help schools counselors plan their overall school counseling curriculum to ensure coverage of the standards (see Appendix I).

OSPI has also developed resources that includes Career Guidance WA, an easy-to-use guidance curriculum for grades 6 through 12. There are approximately 29 to 30 lessons per grade level. This is a model program for student post-secondary planning and students develop their high school and beyond plan as they progress through the program. Career Guidance WA provide Personalized Pathways Requirement planning tools and resources, templates, and curriculum
Individual Student Planning

Individual Student Planning should consist of regular, planned activities that help students develop and achieve their academic, career and personal goals. The focus of these activities is to help students develop the skills to plan and to monitor their own learning. The word “Individual” addresses the unique nature of each student’s personal plan. Individual Student Planning is part of comprehensive counseling services for all students. Individual student planning is implemented in strategies, including:

- **Appraisal:** School counselors assist students in evaluating their abilities, interests, skills, and achievement by viewing their personal data from a variety of sources. Test information and other data are often used to help students develop immediate and future plans.

- **Advisement:** School counselors help students make decisions about their education that support their goals based on academic, career/college, and social/emotional data.

Some students may need additional or specialized support in planning. School counselors may also meet with students in small groups, learning workshops, or individually to ensure that each student is achieving the skills and knowledge needed to successfully plan for their future.
Resources

The **High School and Beyond Plan** is a requirement for graduation, and is structured around the three domains of the ASCA National Model: academic development, career development, and social/emotional development. Each student must create a plan that guides their career interest with high school course planning, and helps to set, visualize, and work toward personal and academic goals. The requirements for the **High School and Beyond Plan** are located at OSPI [http://www.k12.wa.us/GraduationRequirements/Requirement-HighSchoolBeyond.aspx](http://www.k12.wa.us/GraduationRequirements/Requirement-HighSchoolBeyond.aspx) and on the [State Board of Education website](http://sbe.wa.gov/HSBeyondPlan.php#.WUGcq4WcHGt).

**Career Guidance WA**, which is referenced in the *School Counseling Core Curriculum* section, serves as a tool for student postsecondary planning. Students develop their High School and Beyond Plan as they progress through the program.

**Dual Credit Programs** and **Academic Acceleration Programs** allow students to take rigorous college-level courses while still in high school. Students may become eligible to earn college credit based on scores obtained in year-end examinations and through taking college-level classes in either high school or universities. Washington state has the following dual credit programs:

- **Programs Allowing Dual Credit Through Standardized Examinations**
  - Advanced Placement
  - International Baccalaureate
  - University of Cambridge International Examinations
- **Programs Allowing Dual Credit Through College Course Enrollment**
  - Running Start
  - Tech Prep
More information about Dual Credit and Academic Acceleration can be found at http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/DualCredit/default.aspx.

The Washington State Board of Education compiles information about graduation requirements for each year. This information can be found at http://www.sbe.wa.gov/graduation.php#.WUGipYWcHGt.

**Responsive Services**

Responsive services include activities to meet students’ immediate needs and concerns. Responsive services involve a range of services from managing urgent crises (school safety, student death, school, or natural disasters) to activities designed to prevent problems from occurring (consultation with staff or agencies, developing peer mediation programs, making referrals for vulnerable youth). School counselors need a range of skills to effectively handle the myriad of duties involved in responsive services. Strategies include:

- **Counseling**: School counselors provide individual or small group counseling sessions to help students overcome issues impacting achievement or success. The sessions are planned, goal-focused, and short-term. When students require long-term therapy or counseling, students should be referred to the appropriate community resources.

- **Crisis Response**: School counselors provide support and assistance as they navigate critical and emergency situations. Crisis response is designed to prevent the situation from becoming more severe. This should follow the school or district crisis plan.

**Indirect Student Services**

Indirect student services are provided for students as a result of school counselors’ interactions with others. While students are the beneficiaries of these activities, school counselors work with a variety of people, including parents, teachers, administrators, school staff, and community stakeholders. Indirect services are delivered through:

- Referrals
- Consultation
- Collaboration

**Referrals**

School counselors establish and maintain close working relationships with a variety of school and community agencies and refer students and parents to these resources for additional assistance. By directing students and parents to resources in the school or community, school counselors help students get the support they need to be successful. School counselors refer students and families to agencies for needs as diverse as mental health, drug and alcohol treatment, academic tutoring, employment training, educational alternatives and many more.
Consultation
School counselors consult with teachers, staff members, parents/guardians, and community organizations. The purpose of the consultation is to share strategies that support student achievement and the school community; to provide academic, career, and social/emotional development; and to provide and receive feedback and information on emerging needs of students.

Collaboration
School counselors work with educators, parents, and the community to support student achievement and to advocate for equity and access for all students. Collaboration includes:

- **Teaming and Partnering**: School counselors work with staff, parents, businesses, and community organizations to support student achievement and the goals of the program. Teaming and partnering may include resource sharing, joint presentations, advisory councils, or formalized partnerships.
- **School/District Committees**: School counselors serve on committees or advisory boards to advocate for student programs and resources and to assist in generating support for the school counseling program.
- **Parent/Guardian Workshops**: School counselors facilitate or organize workshops and informational sessions for parents/guardians about student developmental issues. These workshops should address the needs of the school community and reflect the school counseling curriculum.
Chapter 5: Management

To effectively deliver a quality program addressing every student’s needs, the program must be efficiently and effectively managed. This section includes the assessments and tools designed to manage a school counseling program. These help school counselors develop, implement, and evaluate their school counseling program. Management requires self and program assessment to ensure that counselors are able to identify program strengths and weaknesses. Data can be used to plan for short- and long-term goals to improve the program. Many of the assessments and tools referenced can be downloaded in the ASCA National Model Templates: https://www.schoolcounselor.org/school-counselors-members/asca-national-model/asca-national-model-templates.

Assessments

The ASCA National Model (3rd Ed) identifies three types of assessments. These include:

- School Counselor Competencies Assessment
- School Counseling Program Assessment
- Use-of-Time Assessment

School Counselor Competencies Assessment

School counselor competency assessments also help school counselors to self-assess their knowledge, attitudes, and skills necessary to perform the range of school counselor responsibilities. School counselors, administration, and counselor educators use the School Counselor Competencies, described in Chapter 3 and located in Appendix E in the following ways:

- School Counselors
  - Self-assess their own competencies
  - Formulate an appropriate professional development plan
- School Administrators
  - Guide the recruitment and selection of competent school counselors
  - Develop or inform meaningful school counselor performance evaluation
- School Counselor Education Programs
  - Establish benchmarks for ensuring students graduate with the knowledge, skills, and attitudes needed for developing comprehensive school counseling programs

School counselors may also use the Washington School Counselor Benchmarks, described in Chapter 3 and located in Appendix H, to self-assess their knowledge and skills at the Residency, Professional, and Career Level.
School Counselor Program Assessment

In addition to assessing school counselor competencies, the School Counselor Program Assessment is used to self-evaluate the school counseling program in comparison to the National Model. This assessment should be completed when designing a comprehensive school counseling program and then at least annually to assess program development and implementation.

The data from the assessment should be used to:

- Identify strengths of the program
- Identify program areas in need of strengthening
- Determine short-range goals for improvement
- Determine long-range goals for improvement
- Identify areas for professional development.

The School Counseling Program Assessment is located in Appendix J.

Use-Of-Time Assessment

Use-of-Time assessments help the school counselor determine the percentage of time the school counselor is providing in each of the components of the ASCA National Model. It is recommended that the school counselor spend 80 percent or more of their time performing direct student services and indirect student services. The remaining 20 percent of time is set aside for program management and school support services, such as the school counseling program foundation, management, and accountability tasks, as well as the “fair-share” or “routine” responsibilities of running the school.

The use-of-time assessment provides feedback to the counselor and administration to ensure that the counseling program is provided with fidelity and that student needs are being met. School counselors should complete the Use-of-Time assessment twice a year. The Use-of-Time Assessment is located in Appendix K.
The table below shows a list of appropriate and inappropriate school counseling activities.

<table>
<thead>
<tr>
<th>Appropriate Activities for School Counselors</th>
<th>Inappropriate Activities for School Counselors</th>
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</thead>
<tbody>
<tr>
<td>• Individual student academic planning</td>
<td>• Coordinating paperwork and data entry of all students</td>
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<tr>
<td>• Interpreting cognitive, aptitude, and achievement tests</td>
<td>• Coordinating cognitive, aptitude, and achievement testing programs</td>
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<tr>
<td>• Providing counseling to students who are tardy or absent</td>
<td>• Signing excuses for students who are tardy or absent</td>
</tr>
<tr>
<td>• Providing counseling to students who have disciplinary problems</td>
<td>• Performing disciplinary actions or assigning discipline consequences</td>
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<tr>
<td>• Providing counseling to students as to appropriate school dress</td>
<td>• Sending students home who are not appropriately dressed</td>
</tr>
<tr>
<td>• Collaborating with teachers to present school counseling core curriculum lessons</td>
<td>• Teaching classes when teachers are absent</td>
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<tr>
<td>• Analyzing grade-point averages in relationship to achievement</td>
<td>• Computing grade-point averages</td>
</tr>
<tr>
<td>• Interpreting student records</td>
<td>• Maintaining student records</td>
</tr>
<tr>
<td>• Providing teachers with suggestions for effective classroom management</td>
<td>• Supervising classrooms or common areas</td>
</tr>
<tr>
<td>• Ensuring student records are maintained as per state and federal regulations</td>
<td>• Keeping clerical records</td>
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<tr>
<td>• Helping the school principal identify and resolve student issues, needs, and problems</td>
<td>• Assisting with duties in the principal’s office</td>
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<tr>
<td>• Providing individual and small-group counseling services to students</td>
<td>• Providing therapy or long-term counseling in schools to address psychological disorders</td>
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<tr>
<td>• Advocating for students at individual education plan meetings, student study teams, and school attendance review boards</td>
<td>• Coordinating school-wide individual education plans, student study teams, and school attendance review boards</td>
</tr>
<tr>
<td>• Analyzing disaggregated data</td>
<td>• Serving as a data entry clerk</td>
</tr>
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</table>


### Tools

The ASCA National Model (3rd Ed) identifies eight types of tools. These include:

- Annual Agreement
- Advisory Council
- Use of Data
- School Data Profile
- Program Results Data (Process, Perception, and Outcomes)
- Curriculum, Small-Group, and Closing-the-Gap Action Plans
- Lesson Plan
- Calendars
Annual Agreement

Each year, the school counselors and administrator in charge of the school counseling program meet to outline the organization and focus of the school counseling program. The agreement identifies specific responsibilities of the counselor, student caseload, areas for professional development, and expectations for the counselor and program. The agreement ensures a formal discussion occurs between school counselors and the administrator about the alignment of the school counseling program goals and the goals of the school. This also helps to increase the administrator’s understanding of the school counseling program. When school counselors and administrators meet and agree on program priorities, implementation strategies, and the organization of the counseling department, the entire program runs more smoothly and is more likely to produce the desired results for students.

When developing the agreement, it is recommended that the agreement:

- Is created and signed by the school counselor and supervising administrator within the first two months of school;
- Provides rationale for the school counselor’s use of time based on the school’s data;
- Reflects the school counseling program’s mission and program goals, which align with the school’s mission;
- Lists the school counselor’s specific responsibilities within the school counseling program, such as student caseload and program components or activities;
- Is in agreement with school district job description, policies, and bargaining guidelines; and
- Identifies areas for professional development for the school counselor.

The following steps are suggested for developing an effective annual agreement:

1. Review the annual agreement template as a school counseling team, if appropriate, as early in the year as possible to discuss areas of information needed.
2. Determine any sections of the agreement that will be the same for all school counselors in the building, if appropriate.
3. Complete the annual agreement template within the first month of school (one per school counselor).
4. Schedule an appointment to meet with the principal to review the agreement.
5. Provide a quick but thorough overview of program goals and priorities when meeting with the principal, using the completed annual agreement to guide the conversation.
6. Consider feedback from the principal, and adjust the agreement as needed.
7. Collect signatures of the school counselor(s) and principal before the end of the second month of school.

Advisory Council

School counselors establish an advisory team, which consists of representatives from the school and community, to provide support and recommendations for program development. Creating a team to compile data and make school counseling program decisions based on data has some
significant advantages. First, by relying on a team of diverse members, the school counselor gains insight into issues that they may miss if working alone. Second, including voices from stakeholders group can greatly improve acceptance of counseling programs making implementation easier. Third, the impact of the program may be larger.

Advisory councils assist school counselors by (Johnson & Johnson, 2001):

- Advising on program goals
- Reviewing program results
- Making recommendations about the school counseling program
- Advocating and engaging in public relations for the school counseling program
- Advocating for funding and resources

When creating an advisory council, school counselors must consider:

- **Goals and Objectives**: Goals and objectives should be set in advance of selecting advisory council members. School counselors are responsible for helping members understand the purpose and focus, while council members can provide feedback on the goals and objectives.

- **Representation**: The broader the representation on the advisory council, the more the groups work will accurately reflect the community’s values, concerns, and interest. The council should reflect the diversity of the community, and include students, parents, teachers, school counselors, administrators, school board members, and business and community members.

- **Size**: Although broad representation is crucial, size is also an issue. A rule of thumb is to establish a council with 8 to 20 members. More members may make the council ineffective.

- **Appropriate Candidates**: Careful selection of members is crucial, and screening of candidates is a good idea. Appointing members with a sincere interest in the counseling program is recommended. Provide a brief explanation in the letter to indicate the purpose of the council and the amount of time that may be needed. Give members the opportunity to decline.

- **Chairperson**: An effective chairperson should have skills in planning, conducting meetings, and developing an agenda. The chairperson should possess group facilitation skills and consistently demonstrate effective working relationships with others.

- **Terms of Membership**: Membership includes appointments of one to three years. If the terms are staggered, there will always be an experienced member serving. When a term is expired, appoint a new council member.

- **Agenda and Minutes**: Each council member should have a specific agenda and goals to be accomplished. Send minutes of previous meetings and an agenda in advance of the upcoming meeting.

- **First Meeting**: The person in charge of the council calls the first meeting. Detailed information is provided to direct the council’s purpose and goals. Reports, school data, and other information is included in the information pack sent to each council member.
Setting of meeting dates and times and other organizational activities should take place at the first meeting. The council should meet at least twice a year.

- **Additional Meetings**: As the group forms an identity, topics may arise naturally. However, the focus of the first meeting is to present the school counseling calendar, goals, and objectives. At the end of the year, results will be reviewed and shared along with recommendations for program improvement.

**Use of Data**

A comprehensive school counseling program is based on student needs as determined through a review of the school’s data. Understanding and using data are essential to ensuring equitable services and that every student receives the benefit of a school counseling program.

The use of data helps school counselors:

- Monitor student progress.
- Identify students who are having difficulties or behavior problems.
- Identify barriers to learning.
- Understand factors affecting student behavior.
- Identify access and equity issues.
- Close achievement, opportunity, and attainment gaps.
- Assess and evaluate the effectiveness of activities within the school counseling program.
- Improve, modify, or change services provided to students.
- Educate stakeholders about the power of a comprehensive school counseling program.
- Advocate for additional resources to increase program effectiveness.

**Disaggregated Data**

To ensure every student achieves high academic standards, it is important to understand aggregate data of the entire student body, but it is even more important to understand disaggregated data. School counselors disaggregate the data to understand if a particular group of students is not performing as well as others.

For example, a school counselor may look at data showing that 76 percent of students attend post-secondary education after completing high school. While this may seem like a positive result, analysis of the disaggregated data may show that 87 percent of white students attend post-secondary education, but only 49 percent of students of color attend. This data brings to light the issues of equity and access and helps focus the discussion upon the needs of students.

Although there are many ways to look at disaggregated data, the information that is easily available include:

- Gender
- Race/Ethnicity
- Special Programs
  - Socio-Economic Status (Free or Reduced Priced Meals*)
  - Special Education
  - Transitional Bilingual
- Grade Level
Teacher Assignment

*Although socio-economic status of individual students may be helpful, this is often not available to school counselors at the student level.

School Profile Data

Using student and school site data to monitor student progress helps the school counselor determine which students need to achieve school success. The school data profile template can be used to help school counselors organize and disaggregate data (see Appendix L). Disaggregated data are needed for the school counselor to gain an understanding of whether an opportunity gap or issues of equity exist.

The Washington State Report Card (http://reportcard.ospi.k12.wa.us/summary.aspx) and OSPI Performance Indicators (http://www.k12.wa.us/DataAdmin/PerformanceIndicators/DataAnalytics.aspx) have been prepared to help schools and districts identify and improve equity between student groups. Elementary, middle, and high school counselors use data to understand student needs and provide closing-the-gap interventions. Equity analytics for several measures of success, from kindergarten preparedness to postsecondary enrollment, ensures the role of evidence-based school counseling implementation for all students. Some data may be obtained with in the school district’s student information system.

Below is some data school counselors may look at to understand the needs of their students.

- **Achievement Data**
  - Promotion and retention rates
  - Graduation rates
  - State assessment scores
  - Additional standardized test scores (e.g., SAT/ACT)
  - Grade point averages
  - At or above grade level achievement in reading and math
  - 9th Grade course failures
  - Passing all classes and/or “on track” for graduation
  - Completion of specific academic programs and dual enrollment programs
  - Course enrollment patterns
  - Postsecondary attendance rates
  - Postsecondary remediation rates

- **Behavioral Data**
  - Discipline referrals
  - Suspension rates
  - Alcohol, tobacco, and other drug violations
  - Attendance rates
  - Parent or guardian involvement
  - Participation in extra-curricular activities
  - Homework completion rates
A school data profile template is available in Appendix L.

To get a clear understanding of the impact of the school counseling program, it is important to look at data over time.

- **Short Term**: Data that measure the impact of changes in knowledge, attitudes and skills.
  - Pre-post tests on student competencies addressed in a classroom unit
  - Improved test scores after delivering test-taking lessons
  - Improved classroom behavior after small group counseling
  - Improved grades after delivering homework or study skill lessons

- **Long-Term**: Year-to-year longitudinal impact data. Refer to the OSPI Performance Indicators for additional long-term data.
  - Promotion and graduation rates
  - Attendance rates
  - Suspension rates
  - College acceptance rates

**Program Results Data**

In addition to looking at data to identify areas of concerns, school counselors also look at data to determine if the program attained the goals and if it impacted students. To document how the program impacts students, school counselors collect process data, perception data, and outcomes data.

**Process Data** answers the question, “What did you do for whom?” and provides evidence that an event occurred. This describes the way activities are conducted and how many students were affected. Examples include:

- Three hundred seventy-nine (379) students and parents attended student-led conferences
- Four hundred thirty-nine (439) students attended the middle school orientation meeting

**Perception Data** answers the question, “What do people think they know, believe, or can do?” These data are collected through surveys, needs assessments, program evaluation, and self-report that measures attainment of competencies, changes in attitudes and beliefs, and perceived gains in knowledge. Examples include:

- **Competencies Attainment**
  - One hundred (100) percent of ninth-grade students understand graduation requirements and have completed a graduation plan
  - One hundred (100) percent of sixth grade students can identify three career interests

- **Changes in Attitudes or Beliefs**
  - Ninety-three (93) percent of fourth-grade students believe fighting is not appropriate
  - Sixty-nine (69) percent of all students report feeling safe at school
Ninety (90) percent of parents report benefitting from a presentation on college entrance requirements

- Gains in Knowledge
  - Eighty-nine (89) percent of ninth-graders demonstrate knowledge of promotion requirements
  - Ninety-two (92) percent of all students can identify the early warning signs of violence

**Outcome data** provides school counselors with the opportunity to discuss the extent to which the program has had a positive impact on students’ abilities to utilize the knowledge, attitudes, and skills to effect improvement in achievement and behavior. Examples include:

- **Achievement Outcome Data**
  - Graduation rates improved from 79 percent to 86 percent
  - Identified ninth-grade students increased GPA from 1.0 to 3.4 between the first and second semesters
  - Fourth-grade students improved state math scores from 69 percent meeting or exceeding to 73 percent

- **Attendance Outcome Data**
  - Average attendance increased from 88 percent to 91 percent
  - Identified students decreased average number of days absent from 15 to 8 in the second semester

- **Behavioral Outcome Data**
  - Discipline referrals decreased by 30 percent for students with four or more referrals
  - Number of students referred for discipline decreased by 15 percent by the end of the school year.

Although data collection and analysis are important, school counselors do not have enough time or resources to do this on a regular basis. Using data based on school or state priorities and already available at the local site or the state (e.g. School Report Card, OSPI Performance Indicators) will help counselors identify activities and data that are the highest priority. This will also help align efforts at the school, district, and state levels.

**Action Plans**

To efficiently deliver the school counseling program, there must be a plan detailing how the school counselor intends to achieve the desired results (Johnson & Johnson, 2001). Action plans are utilized in three areas: school counseling curriculum, small groups, and closing-the-gap activities.

The Curriculum Action Plan consists of structured developmental lessons designed to assist students in achieving the competencies, which was describe in Chapter 4: Delivery. The lessons are presented systemically in the school through classroom and group activities. The action plan
template assists school counselors in the design, documentation, and implementation of the school counseling curriculum.

- **Design**: School counselors design the curriculum by selecting specific competencies students need, as demonstrated through the school data.
- **Documentation**: The plan includes lessons taught, competencies addressed, curriculum used, timelines, identified students, evaluation methods, and persons responsible.
- **Implementation**: The curriculum may be implemented in different ways, including direct instruction, team teaching, or coordination with other educators. The competencies are taught through the curriculum materials and activities. Student attainment of the competencies is assessed using pre- and post-tests, product creation, or activity completion.

The Small-Group Action Plan is used to provide focus and organization to the academic, attendance, or behavioral goals of small group activities. Small groups are typically provided as short-term interventions and typically involve four to eight sessions organized around a specific prevention or intervention goal. The template assists school counselors in the design, documentation, and implementation of small groups.

- **Design**: School counselors select students for small groups based on academic, behavioral or attendance data demonstrated through the school data.
- **Documentation**: The plan includes lessons and activities, competencies addressed, curriculum used, timelines, identified students, evaluation methods, and persons responsible.
- **Implementation**: The small group is implemented using counseling skills and techniques appropriate for the group and a variety of curriculum materials or activities. Student attainment of the competencies is assessed using pre-post tests and success reaching the established goals of the group.

The Closing-the-Gap action plan serves as a guide to address academic or behavioral discrepancies between groups. Closing-the-gap activities change from year to year based on student needs as demonstrated in the school’s data. The template assists school counselors in the design, documentation, and implementation of closing-the-gap activities.

- **Design**: School counselors identify students for closing-the-gap activities based on academic, behavioral, or attendance data demonstrated through the school data.
- **Documentation**: The plan includes activities and interventions, competencies addressed, curriculum used, timelines, identified students, evaluation methods, and persons responsible.
- **Implementation**: The activities and interventions are implemented using counseling, collaboration, advocacy, and referral appropriate for identified students. Student attainment of the competencies is assessed using pre-, post-tests and improvement in achievement, attendance, or behavior.
Templates for each of these action plans can be found in Appendix M, Appendix N, and Appendix O, respectively.

Lesson Plans

The importance of lesson planning cannot be overstated. Because school counselors have limited time in the classroom, it is important to give enough time and thought to what will be delivered, to whom, how it will be delivered, and how student attainment of competencies will be evaluated.

Lesson plan topics include:

- **ASCA Mindsets and Behaviors**: The appropriate domain, standards, and competency from the ASCA Student Standards
- **Learning Objectives**: A clear, measurable learning objective related to the selected competency.
- **Materials**: Materials needed to deliver the lesson.
- **Procedure**: Steps to introduce the lesson, present the content, and check for understanding
- **Plan for evaluation**: Plans to collect process, perception, and outcome data
- **Follow up**: Plans to deliver follow up to students who do not master the content.

A lesson planning template is available in Appendix P.

Calendars

School counselors develop and publish a master calendar of school counseling events to inform students, parents, teachers, and administrators of what, when, and where school counseling activities will be held. Calendars also assist with the planning and ensuring program participation. By aligning with the school master calendar, school counselors can assure effective school wide communication. Daily and weekly calendars help counselors manage individual student needs with other tasks such as classroom guidance lessons, collaboration, and leadership responsibilities.

A well-developed calendar that is complete, timely, and colorful can be a powerful public relations booster. Time and thought in the following areas can produce a useful tool:

- Format for ease of understanding
- Consistency in timing and distribution methods (weekly, monthly, annually)
- Attractiveness of the design, color, and detail
- Identification of grade levels, dates, and activities
- Distribution to appropriate persons: students, staff, parents or guardians, and community
- Comparison with established goals for time spent in the elements and strategies of the delivery

(Gysbers & Henderson, 2012; John & Johnson, 2001; Myrick, 2003)
Annual Calendar

The annual calendar identifies and communicates school counseling program priorities. Ideally, the calendar is located in prominent places such as the school’s website and department and classroom bulletin boards. It may also be submitted to the school newspaper. The annual calendar includes activities such as:

- School counseling classroom lessons
- Back-to-school night
- Open house
- Student/parent/teacher meetings
- Standardized test dates
- Career or college nights
- Evening activities provided through the school and community

Weekly Calendar

The weekly calendar provides a detailed plan for the week. This calendar is flexible due to crisis or immediate student needs. The weekly calendar includes activities such as:

- Classroom lessons
- Group and individual counseling
- Meetings with students
- Collaboration and advocacy
- Data analysis
- Committee and fair-share responsibilities
Chapter 6: Accountability

Accountability of the school counseling program is an absolute necessity. According to the Ethical Standards for School Counselors (2010), a school counselor, “assesses the effectiveness of his/her program in having an impact on students’ academic, career, and social/emotional development through accountability measures especially examining efforts to close achievement, opportunity and attainment gaps” (p. 2). While a great deal of attention has been paid to accountability, evaluating school counseling programs and activities has other benefits. “Ultimately, evaluation helps us to do our best work with the greatest impact, most effectively” (Dimmitt, 2009).

The purpose of this component is to analyze the data that have been collect and make program decisions based on the analysis. The three sections include:

- Data Analysis
- Program Results
- Evaluation and Improvement

Data Analysis

Data analysis informs decisions about the school counseling program. Data are reviewed over time to inform school counselors about student needs and school and community trends. The school data profile and use of time assessment are reviewed annually as a part of program evaluation and goal setting for the following year.

School Data Profile Analysis

The school data profile, described in Chapter 5, is a summary of the school’s achievement, attendance, behavior, and safety record. Analyzed over time, this data can contribute to a better understanding of trends at the school. The first school profile data is the baseline, and the yearly updates assess program progress and impact.

The following questions should be considered when analyzing school data profile:

- What strengths are indicated by the data at your school?
- What concerns are raised about the data?
- Do achievement gaps exist?
- Have attendance rates changed?
- What can you learn from examining school safety data?
- How is your school counseling program addressing the gaps?
- How can the school counseling program contribute to closing the gaps or addressing the educational issues posed by the data?
- What additional data are needed to fully understand an educational issue and identify a school counseling intervention?
Use-of-Time Assessment Analysis

Analysis of the use-of-time assessment informs many components of a comprehensive school counseling program such as the annual agreement; calendars; and curriculum, small-group, and closing-the-gap plans. It is recommended that counselors spent 80 percent or more time with direct and indirect student services, such as school counseling core curriculum, individual study planning, responsive services, referrals, consultation, and collaboration, and 20 percent or less time in program management tasks such as committee work, calendaring, data collection/analysis, planning, and fair-share responsibilities. Completing a use-of-time analysis in the fall and spring helps to determine how a school counselor’s time is spent.

It is important to consider the following when analyzing the use-of-time assessment:

- How close am I to allocating at least 80 percent of my time to serving students?
- Is the amount of time allocated to any particular service delivery the most effective use of my time?
- Are the selected delivery methods and strategies the best use of school counselor time that will lead to the accomplishment of identified goals?

Program Results

Analyzing school counseling program results reports ensures programs are evaluated for effectiveness and informs decisions related to program improvement. Three types of results reports are created based on action plans developed as part of the program activities:

- Curriculum results report
- Small-group results report
- Closing-the-gap results report

The student results data are collected for activities outlines in the action plans. Data collection provides the school counseling program with the information needed to evaluate the program as it relates to student progress. The goal is to show change in student behavior and learning. Data analysis helps school counselors determine what worked and what didn’t and clarifies what needs to be changed or improved. School counselors analyze process, perception, or outcome data. Sharing these results with stakeholders serves to advocate for students and the program.

The results report serves as a tool for:

- Ensuring the program was carried out as planned
- Ensuring every student was served
- Ensuring developmentally appropriate materials were used
- Documenting the program’s process, perception, and outcome data
- Analyzing the activities’ effectiveness
- Sharing the impact of the curriculum
- Improving the activity or program
- Advocating for systemic change
Analysis of Curriculum Results Report

The following questions may be helpful with analyzing curriculum results reports:

- Were appropriate learning goals identified? Did the choice of the curriculum or activities support the goals?
- What can be learned from analyzing the process data? (e.g., Did all students receive the curriculum? Were the scheduled sessions conducted?)
- What can be learned from analyzing the perception data? (e.g., Did the curriculum meet the goals of teaching knowledge, attitudes, and skills? Did students report an increase in the knowledge of lesson content? Do pre- and post-test results indicate an increase in learning?)
- What can be learned from analyzing the outcome data? (e.g., What impact did the curriculum have on achievement, attendance, or behavioral data, such as GPA, report card data, state testing, discipline, school safety, and attendance?)
- After reviewing the results report, what are the implications or recommendations?

Analysis of the Small-Group Results Report

The following questions should be considered when analyzing small group reports:

- Were the right goals identified for the group of students? Did the choice of activities or interventions support the goals?
- What can be learned from analyzing the process data? (e.g., Did the size of the groups, the amount or time, or the number of sessions affect the outcome data? What changes might have to be made should this intervention be used again?)
- What can be learned from analyzing the perception data? (e.g. Did the curriculum meet the goals? Did students report an increase in knowledge of lesson content? Do pre- and post-test outcome data indicate there was an increase in learning?)
- What can be learned from analyzing the outcome data? (e.g., What impact did the curriculum have on achievement, attendance, or behavioral data?)
- Reviewing the results report, what are the implications or recommendations?

Analysis of the Closing-the-Gap Results Report

The following questions should be considered when analyzing closing-the-gap reports:

- What can be learned from analyzing the process data? (e.g., Did all students receive the intervention? Were the scheduled sessions conducted? How many students had access to rigorous coursework? Did this number increase?)
- What can be learned from analyzing the perception data? (e.g. Did the curriculum meet the goals? Did students report an increase in knowledge of lesson content? Do pre- and post-test outcome data indicate there was an increase in learning?)
- What can be learned from analyzing the outcome data? (e.g., What impact did the curriculum have on achievement, attendance, or behavioral data?)
- Reviewing the results report, what are the implications or recommendations?
Evaluation and Improvement

Program evaluation and improvement has four components:

- Self-analysis of the school counselors’ strengths and areas of improvement related to knowledge, abilities, and skills necessary for the profession
- Self-analysis of the school counseling program’s strengths and areas of improvement
- Evaluation of the school counselor’s performance by an administrator
- Review of program goals created at the beginning of the year

Analysis of School Counselor Competencies Assessment

The School Counselor Competencies, which were described in Chapter 3 and are located in Appendix E, were developed by practicing school counselors, direct supervisors, and counselor educators. These competencies are provided in an assessment format and can be used in a variety of ways. Practicing school counselors can use them to self-evaluate and create a professional development plan. School administrators can use the competencies as a guide for hiring school counselors or for developing performance evaluations. Counselor educators can use the competencies as a benchmark for training.

Analysis of School Counseling Program Assessment

The school counseling program assessment aligns with the four components of the ASCA National Model and serves as a tool for analyzing each component. This information guides future actions within the program to improve results for students. The assessment should be used to identify gaps in the program and to identify goals for the next year. The assessment is consistent with the Recognized ASCA Model Program (RAMP) application process.

This assessment should be completed in the spring to determine the following:

- Strengths of the program
- Areas for improvement
- Short-range goals for improvement
- Long-range goals for improvement

A copy of the School Counseling Program Assessment is located in Appendix J.

School Counselor Performance Appraisal

A School Counselor Performance Appraisal is an evaluation of the school counselor’s performance, which is conducted once a year by the school administrator. The Washington State Professional Evaluation Framework for School Counselors, developed by the Washington School Counselor Association’s Evaluation Development Committee and serves as a model of evaluation for school counselors. This can be found in Appendix G. Also see WA School Counselor Association website for updates and an example: http://www.wa-schoolcounselor.org/content.asp?contentid=180
Program Goal Analysis

At the end of the school year, the school counselor reviews the program goals identified at the beginning of the year. The program goals should be created when developing the curriculum action plan, the small group action plan, and the closing-the-gap action plan. When reviewing the program goals, the following questions should be considered:

- Was the goal a SMART goal (specific, measurable, attainable, results-oriented, and time-bound)?
- Was the goal a closing-the-gap goal?
- Was the goal met? If not, why?
- What are the implications for goal setting for the following year?
- What implications do these results have for the school counseling program?
Resources

The following resources support implementation of Comprehensive School Counseling and Guidance Programs, such as professional supports for counseling professionals, data resources, links to specific program elements (e.g. Response to Intervention), and more.

Agency Resources

Office of Superintendent of Public Instruction (OSPI)
http://www.k12.wa.us

Washington Student Achievement Council
http://www.wsac.wa.gov/

State Board for Community and Technical Colleges (SBCTC)
http://www.sbctc.ctc.edu

Washington State Board of Education (SBE)
http://www.sbe.wa.gov

Workforce Training and Education Coordinating Board (WTECB)
http://www.wtb.wa.gov

Foundation/Stakeholder Groups

College Spark of Washington
http://www.collegespark.org

College Success Foundation (CSF)
http://collegesuccessfoundation.org

National Center on Response to Intervention (NCRTI)

National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS)
http://www.pbis.org

The Education Trust
http://www.edtrust.org

School Counseling Resources

American College Testing (ACT)
http://www.act.org
Center for School Counseling Outcome Research (CSCORE)
http://www.umass.edu/schoolcounseling/

College Board-Counselor Connection
https://professionals.collegeboard.org/guidance/counseling/counselor-resources

Strive for College
http://striveforcollege.org/

GEAR-UP Washington State
http://www.gearup.wa.gov

Career Guidance WA
http://www.k12.wa.us/secondaryeducation/careercollegereadiness/default.aspx

Professional Organizations
Washington School Counselor Association (WSCA)
http://www.wa-schoolcounselor.org

American School Counselor Association (ASCA)
http://schoolcounselor.org

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

Washington Council for High School and College Relations (WCHSCR)
http://washingtoncouncil.org

Washington Counseling Association (WCA)
http://www.wacounseling.org/

Public School Employees of Washington
http://pseclassified.org/

Association for Career and Technical Education (ACTE)
https://www.acteonline.org/

Professional Development
National Board of Certified Counselors (NBCC)
http://nbcc.org

National Board for Professional Teaching Standards (NBPTS)
http://www.nbpts.org
Crisis Planning, Safety, and Public Health

**OSPI Safety Center**
http://www.k12.wa.us/Safetycenter/default.aspx

Washington State Department of Public Health—Be Prepared Be Safe
http://www.doh.wa.gov/Emergencies/BePreparedBeSafe

Washington State Department of Public Health—Healthy Youth Survey

Washington State Department of Public Health—You and Your Family
http://www.doh.wa.gov/YouandYourFamily

Washington State Department of Public Health—Suicide Fact Sheet (2013)

**Crisis Clinic**
https://crisisclinic.org/

Student Data, Surveys, and Screening

**National Center for Education Statistics**
https://nces.ed.gov/pubsearch/onlinedata.asp

**OSPI Data and Reports**
http://www.k12.wa.us/DataAdmin/

OSPI Performance Indicators—Data and Analytics
http://www.k12.wa.us/DataAdmin/PerformanceIndicators/DataAnalytics.aspx

OSPI Comprehensive Education Data and Research System (CEDARS)
http://www.k12.wa.us/cedars/

**Education Research and Data Center**
http://www.erdc.wa.gov/

**Healthy Youth Survey Information**
http://www.k12.wa.us/safetycenter/HealthyYouthSurvey/default.aspx

**Survey Monkey**
https://www.surveymonkey.com

**EZAnalyze**
http://www.ezanalyze.com/
Search Institute Surveys
http://www.search-institute.org/surveys/DAP

BASC™-2 Behavioral and Emotional Screening System (BASC-2 BESS)

RTI and MTSS

OPSI Response to Intervention (RTI)
http://www.k12.wa.us/RTI/default.aspx

Positive Behavioral Interventions and Supports (PBIS) and PBISApps
http://www.pbis.org/
https://www.pbisapps.org/Pages/Default.aspx

Multi-Tiered System of Supports (MTSS)
http://k12.wa.us/MTSS/default.aspx

ASCA National Model
https://www.schoolcounselor.org/school-counselors-members/asca-national-model

Washington Administrative Code (WAC) RCW 28A.410.043 School counselor certification

Ethical Standards for School Counselors (2010)
https://www.schoolcounselor.org/asca/media/asca/Resource%20Center/Legal%20and%20Ethical%20Issues/Sample%20Documents/EthicalStandards2010.pdf

ASCA Mindsets & Behaviors
https://www.schoolcounselor.org/school-counselors-members/about-asca/mindsets-behaviors
https://schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf

Listservs

OSPI “News and More for School Counselors” Gov Delivery Support Listserv
http://www.k12.wa.us/SecondaryEducation/GuidanceCounseling/default.aspx

Running Start Listserv
https://www.sbctc.edu/colleges-staff/programs-services/running-start/

Washington Council on High School College Relations Listserv
http://www.washingtoncouncil.org/

Scene
http://scene.schoolcounselor.org/home
Publications
American School Counselor Association
• ASCA National Model 3rd Edition
• ASCA National Model Implementation Guide
• ASCA School Counselor Leadership

Data in School Counseling by Trish Hatch

Evidence-Based School Counseling: Making a Difference with Data-Driven Practices by Carey Dimmitt, John C. Carey, and Trish Hatch

Transforming Schools Through Systems Change (III Schoolwide Systems—Putting it All Together) by Charles Salina, Suzann Girtz, and Joannie Eppinga

Potential Websites to Search for Grants
U.S. Dept. Of Education
www.ed.gov

National Institute for Health
www.nih.gov

National Science Foundation
www.nsf.gov/funding/

U.S. Department of Health & Human Services
www.dhhs.gov

Grants, Etc. (University of Michigan)
www.ssw.umich.edu/public/currentProjects/grantsetc/

The Grantsmanship Center
www.tgci.com

The Foundation Center
www.fdncenter.org

Federal Grant search
www.grants.gov/

Bill & Melinda Gates Foundation Grant Programs
www.gatesfoundation.org/grants/pages/overview.aspx

American Educational Research Association
www.aera.net/grantsprogram/res_training/res_grants/RGFly.html

Carnegie Corporation of New York
https://www.carnegie.org/grants/

Grant Forward
https://www.grantforward.com/index

Annie Casey Foundation
http://www.aecf.org/
BIBLIOGRAPHY


APPENDICES

Appendix A: Developing Beliefs
(Adapted from the American School Counselor Association)

When developing beliefs, it is important that each member contribute to the discussion.

The following questions will help the team complete the chart below.
1. What do we believe about the ability of all students to achieve?
2. How do we address developmental needs of all students?
3. What is the school counselor’s role as an advocate for every student?
4. Who do we believe is involved in the planning, managing, delivery, and evaluation of program activities?
5. How are data used to inform program decisions?
6. How do ethical standards guide the work of school counselors?

Following the discussion, complete and record the group’s beliefs.

<table>
<thead>
<tr>
<th>Belief</th>
<th>This belief is important for students because…</th>
<th>What this belief means for the program</th>
<th>What this belief means the school counselor will do</th>
</tr>
</thead>
<tbody>
<tr>
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Appendix B: Goal Setting Process

(Adapted from the American School Counselor Association)

The goal-setting process involves identifying a question, having a courageous conversation about beliefs in student learning, and reviewing data (Dimmitt, Carey, & Hatch, 2007); Haycock, 2001; Marzano, 2010; Singleton & Linton, 2016). The following process includes four ways to examine data elements.

1. Examine School Report Card data (http://reportcard.ospi.k12.wa.us/summary.aspx) and OSPI Performance Indicators—Data Analytics (http://k12.wa.us/DataAdmin/PerformanceIndicators/DataAnalytics.asp) to identify academic gaps by categories such as race/ethnicity, gender, age, or grade level.

2. List current academic, career, and social/emotional domain activities and interventions provided to all students. Use the Brainstorming Activity to review comprehensive school counseling and guidance program services and gaps in program delivery.

3. Identify a specific school improvement plan goal and consider how the comprehensive school counseling and guidance program activities align with the school’s instructional accountability goals.

4. Complete the school counseling program SMART goals worksheet.
Sample School Counseling Program
SMART Goals Worksheet

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

Based on the information above, write a single goal statement sentence

*Example: By the end of the year, the number of discipline referrals will decrease by 20 percent.*
Appendix C: ASCA Mindsets & Behaviors for Student Success

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

(Used with permission from the American School Counselor Association)

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

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

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

Research-Based Standards

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

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

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

Domains

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

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

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

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

Standards

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

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

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

  a. **Learning Strategies**: Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.
b. **Self-management Skills:** Continued focus on a goal despite obstacles (grit or persistence) and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures (delayed gratification, self-discipline, self-control).

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

**Grade-Level Competencies**

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

ASCA Mindsets & Behaviors align with specific standards from the Common Core State Standards through connections at the competency level. This alignment allows school counselors the opportunity to help students meet these college- and career-readiness standards in collaboration with academic content taught in core areas in the classroom. It also helps school counselors directly align with academic instruction when providing individual and small-group counseling by focusing on standards and competencies addressing a student’s developmental needs. School counselors working in states that have not adopted the Common Core State Standards are encouraged to align competencies with their state’s academic standards and can use the competencies from the ASCA Mindsets & Behaviors as examples of alignment.

**ASCA Mindsets & Behaviors Database**

The grade-level competencies are housed in the ASCA Mindsets & Behaviors database at [www.schoolcounselor.org/studentcompetencies](http://www.schoolcounselor.org/studentcompetencies). School counselors can search the database by keyword to quickly and easily identify competencies that will meet student developmental needs and align with academic content as appropriate. The database also allows school counselors to contribute to the competencies by sharing other ways to meet or align with a specific standard.
The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student

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

**Category 1: Mindset Standards**
School counselors encourage the following mindsets for all students.

- **M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- **M 2.** Self-confidence in ability to succeed
- **M 3.** Sense of belonging in the school environment
- **M 4.** Understanding that postsecondary education and life-long learning are necessary for long-term career success
- **M 5.** Belief in using abilities to their fullest to achieve high-quality results and outcomes
- **M 6.** Positive attitude toward work and learning

**Category 2: Behavior Standards**
Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.

<table>
<thead>
<tr>
<th>Learning Strategies</th>
<th>Self-Management Skills</th>
<th>Social Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>B-LS 1. Demonstrate critical-thinking skills to make informed decisions</td>
<td>B-SMS 1. Demonstrate ability to assume responsibility</td>
<td>B-SS 1. Use effective oral and written communication skills and listening skills</td>
</tr>
<tr>
<td>B-LS 2. Demonstrate creativity</td>
<td>B-SMS 2. Demonstrate self-discipline and self-control</td>
<td>B-SS 2. Create positive and supportive relationships with other students</td>
</tr>
<tr>
<td>B-LS 3. Use time-management, organizational and study skills</td>
<td>B-SMS 3. Demonstrate ability to work independently</td>
<td>B-SS 3. Create relationships with adults that support success</td>
</tr>
<tr>
<td>B-LS 5. Apply media and technology skills</td>
<td>B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals</td>
<td>B-SS 5. Demonstrate ethical decision-making and social responsibility</td>
</tr>
<tr>
<td>B-LS 6. Set high standards of quality</td>
<td>B-SMS 6. Demonstrate ability to overcome barriers to learning</td>
<td>B-SS 6. Use effective collaboration and cooperation skills</td>
</tr>
<tr>
<td>B-LS 7. Identify long- and short-term academic, career and social/emotional goals</td>
<td>B-SMS 7. Demonstrate effective coping skills when faced with a problem</td>
<td>B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams</td>
</tr>
<tr>
<td>B-LS 8. Actively engage in challenging coursework</td>
<td>B-SMS 8. Demonstrate the ability to balance school, home and community activities</td>
<td>B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary</td>
</tr>
<tr>
<td>B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions</td>
<td>B-SMS 9. Demonstrate personal safety skills</td>
<td>B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment</td>
</tr>
<tr>
<td>B-LS 10. Participate in enrichment and extracurricular activities</td>
<td></td>
<td>B-SS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities</td>
</tr>
</tbody>
</table>
Appendix D: Washington’s K-12 Social Emotional Learning Standards and Benchmarks

**SELF-AWARENESS**

*Standard 1: Individual has the ability to identify and name one’s emotions and their influence on behavior.*

- Benchmark 1A–Demonstrates awareness and understanding of one’s emotions.
- Benchmark 1B–Demonstrates knowledge of personal strengths, areas for growth, culture, linguistic assets and aspirations.
- Benchmark 1C–Demonstrates awareness and understanding of family, school, and community resources and supports.

**SELF-MANAGEMENT**

*Standard 2: Individual develops and demonstrates the ability to regulate emotions, thoughts, and behaviors in contexts with people different than oneself.*

- Benchmark 2A–Demonstrates the skills to manage and express one’s emotions, thoughts, impulses, and stress in constructive ways.
- Benchmark 2B–Demonstrates constructive decision-making and problem solving skills.

**SELF-EFFICACY**

*Standard 3: Individual has the ability to motivate oneself, persevere, and see oneself as capable.*

- Benchmark 3A–Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals.
- Benchmark 3B–Demonstrates problem-solving skills to engage responsibly in a variety of situations.
- Benchmark 3C–Demonstrates awareness and ability to speak on behalf of personal rights and responsibilities.

**SOCIAL AWARENESS**

*Standard 4: Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.*

- Benchmark 4A–Demonstrates awareness of other people’s emotions, perspectives, cultures, language, history, identity, and ability.
- Benchmark 4B–Demonstrates an awareness and respect for one’s similarities and differences with others.
- Benchmark 4C–Demonstrates an understanding of the social norms of individual cultures.

**SOCIAL MANAGEMENT**

*Standard 5: Individual has the ability to make safe and constructive choices about personal behavior and social interactions.*

- Benchmark 5A–Demonstrates a range of communication and social skills to interact effectively with others.
• Benchmark 5B–Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways.
• Benchmark 5C–Demonstrates the ability to engage in constructive relationships with individuals of diverse perspectives, cultures, language, history, identity, and ability.

SOCIAL-ENGAGEMENT

*Standard 6: Individual has the ability to consider others and a desire to contribute to the well-being of school and community.*

• Benchmark 6A–Demonstrates a sense of social and community responsibility.
• Benchmark 6B–Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals.
• Benchmark 6C–Demonstrates effective strategies to contribute productively to one’s school, workplace, and community.
Appendix E: ASCA School Counselor Competencies

(Used with permission from the American School Counselor Association)

School Counselor Competencies

I. School Counseling Programs

School counselors should possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, results-based school counseling program that aligns with the ASCA National Model.

I-A: Knowledge

ASCA’s position statement, The Professional School Counselor and School Counseling Preparation Programs, states that school counselors should articulate and demonstrate an understanding of:

__ I-A-1. The organizational structure and governance of the American educational system as well as cultural, political and social influences on current educational practices
__ I-A-2. The organizational structure and qualities of an effective school counseling program that aligns with the ASCA National Model
__ I-A-3. Impediments to student learning and use of advocacy and data-driven school counseling practices to act effectively in closing the achievement/opportunity gap
__ I-A-4. Leadership principles and theories
__ I-A-5. Individual counseling, group counseling and classroom guidance programs ensuring equitable access to resources that promote academic achievement; personal, social and emotional development; and career development including the identification of appropriate post-secondary education for every student
__ I-A-6. Collaborations with stakeholders such as parents and guardians, teachers, administrators and community leaders to create learning environments that promote educational equity and success for every student
__ I-A-7. Legal, ethical and professional issues in pre-K–12 schools
__ I-A-8. Developmental theory, learning theories, social justice theory, multiculturalism, counseling theories and career counseling theories
__ I-A-9. The continuum of mental health services, including prevention and intervention strategies to enhance student success

I-B: Abilities and Skills

An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills:

__ I-B-1. Plans, organizes, implements and evaluates a school counseling program aligning with the ASCA National Model
__ I-B-1a. Creates a vision statement examining the professional and personal competencies and qualities a school counselor should possess
__ I-B-1b. Describes the rationale for a comprehensive school counseling program
I-B-1c. Articulates the school counseling themes of advocacy, leadership, collaboration and systemic change, which are critical to a successful school counseling program.

I-B-1d. Describes, defines and identifies the qualities of an effective school counseling program.

I-B-1e. Describes the benefits of a comprehensive school counseling program for all stakeholders, including students, parents, teachers, administrators, school boards, department of education, school counselors, counselor educators, community stakeholders and business leaders.

I-B-1f. Describes the history of school counseling to create a context for the current state of the profession and comprehensive school counseling programs.

I-B-1g. Uses technology effectively and efficiently to plan, organize, implement and evaluate the comprehensive school counseling program.

I-B-1h. Demonstrates multicultural, ethical and professional competencies in planning, organizing, implementing and evaluating the comprehensive school counseling program.

I-B-2. Serves as a leader in the school and community to promote and support student success.

I-B-2a. Understands and defines leadership and its role in comprehensive school counseling programs.

I-B-2b. Identifies and applies a model of leadership to a comprehensive school counseling program.

I-B-2c. Identifies and demonstrates professional and personal qualities and skills of effective leaders.

I-B-2d. Identifies and applies components of the ASCA National Model requiring leadership, such as an advisory council, management system and accountability.

I-B-2e. Creates a plan to challenge the non-counseling tasks that are assigned to school counselors.

I-B-3. Advocates for student success.

I-B-3a. Understands and defines advocacy and its role in comprehensive school counseling programs.

I-B-3b. Identifies and demonstrates benefits of advocacy with school and community stakeholders.

I-B-3c. Describes school counselor advocacy competencies, which include dispositions, knowledge and skills.

I-B-3d. Reviews advocacy models and develops a personal advocacy plan.

I-B-3e. Understands the process for development of policy and procedures at the building, district, state and national levels.

I-B-4. Collaborates with parents, teachers, administrators, community leaders and other stakeholders to promote and support student success.

I-B-4a. Defines collaboration and its role in comprehensive school counseling programs.

I-B-4b. Identifies and applies models of collaboration for effective use in a school counseling program and understands the similarities and differences between consultation, collaboration and counseling and coordination strategies.

I-B-4c. Creates statements or other documents delineating the various roles of student service providers, such as school social worker, school psychologist, school nurse, and identifies best practices for collaborating to affect student success.
__ I-B-4d. Understands and knows how to apply a consensus-building process to foster agreement in a group
__ I-B-4e. Understands how to facilitate group meetings to effectively and efficiently meet group goals

__ I-B-5. Acts as a systems change agent to create an environment promoting and supporting student success
__ I-B-5a. Defines and understands system change and its role in comprehensive school counseling programs
__ I-B-5b. Develops a plan to deal with personal (emotional and cognitive) and institutional resistance impeding the change process
__ I-B-5c. Understands the impact of school, district and state educational policies, procedures and practices supporting and/or impeding student success

I-C: Attitudes
School counselors believe:

__ I-C-1. Every student can learn, and every student can succeed
__ I-C-2. Every student should have access to and opportunity for a high-quality education
__ I-C-3. Every student should graduate from high school and be prepared for employment or college and other post-secondary education
__ I-C-4. Every student should have access to a school counseling program
__ I-C-5. Effective school counseling is a collaborative process involving school counselors, students, parents, teachers, administrators, community leaders and other stakeholders
__ I-C-6. School counselors can and should be leaders in the school and district
__ I-C-7. The effectiveness of school counseling programs should be measurable using process, perception and results data

II: FOUNDATIONS
School counselors should possess the knowledge, abilities, skills and attitudes necessary to establish the foundations of a school counseling program aligning with the ASCA National Model.

II-A: Knowledge
School counselors should articulate and demonstrate an understanding of:

__ II-A-1. Beliefs and philosophy of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level
__ II-A-2. Educational systems, philosophies and theories and current trends in education, including federal and state legislation
__ II-A-3. Learning theories
__ II-A-4. History and purpose of school counseling, including traditional and transformed roles of school counselors
__ II-A-5. Human development theories and developmental issues affecting student success
__ II-A-6. District, state and national student standards and competencies, including ASCA Student Standards
II-A. Legal and ethical standards and principles of the school counseling profession and educational systems, including district and building policies

II-A. Three domains of academic achievement, career planning, and personal and social development

II-B: Abilities and Skills

An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills:

II-B.1. Develops the beliefs and philosophy of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level

II-B.1a. Examines personal, district and state beliefs, assumptions and philosophies about student success, specifically what they should know and be able to do

II-B.1b. Demonstrates knowledge of a school’s particular educational philosophy and mission

II-B.1c. Conceptualizes and writes a personal philosophy about students, families, teachers, school counseling programs and the educational process consistent with the school’s educational philosophy and mission

II-B.2. Develops a school counseling mission statement aligning with the school, district and state mission.

II-B.2a. Critiques a school district mission statement and identifies or writes a mission statement aligning with beliefs

II-B.2b. Writes a school counseling mission statement that is specific, concise, clear and comprehensive, describing a school counseling program’s purpose and a vision of the program’s benefits every student

II-B.2c. Communicates the philosophy and mission of the school counseling program to all appropriate stakeholders

II-B.3. Uses student standards, such as ASCA Student Standards, and district or state standards, to drive the implementation of a comprehensive school counseling program

II-B.3a. Crosswalks the ASCA Student Standards with other appropriate standards

II-B.3b. Prioritizes student standards that align with the school’s goals

II-B.4. Applies the ethical standards and principles of the school counseling profession and adheres to the legal aspects of the role of the school counselor

II-B.4a. Practices ethical principles of the school counseling profession in accordance with the ASCA Ethical Standards for School Counselors

II-B.4b. Understands the legal and ethical nature of working in a pluralistic, multicultural, and technological society.

II-B.4c. Understands and practices in accordance with school district policy and local, state and federal statutory requirements.

II-B.4d. Understands the unique legal and ethical nature of working with minor students in a school setting.

II-B.4e. Advocates responsibly for school board policy, local, state and federal statutory requirements that are in the best interests of students
II-B-4f. Resolves ethical dilemmas by employing an ethical decision-making model appropriate to work in schools.

II-B-4g. Models ethical behavior

II-B-4h. Continuously engages in professional development and uses resources to inform and guide ethical and legal work

II-B-4i. Practices within the ethical and statutory limits of confidentiality

II-B-4j. Continuously seeks consultation and supervision to guide legal and ethical decision making and to recognize and resolve ethical dilemmas

II-B-4k. Understands and applies an ethical and legal obligation not only to students but to parents, administration and teachers as well

II-C: Attitudes

School counselors believe:

II-C-1. School counseling is an organized program for every student and not a series of services provided only to students in need

II-C-2. School counseling programs should be an integral component of student success and the overall mission of schools and school districts

II-C-3. School counseling programs promote and support academic achievement, personal and social development and career planning for every student

II-C-4. School counselors operate within a framework of school and district policies, state laws and regulations and professional ethics standards

III: DELIVERY

School counselors should possess the knowledge, abilities, skills and attitudes necessary to deliver a school counseling program aligning with the ASCA National Model.

III-A: Knowledge

School counselors should articulate and demonstrate an understanding of:

III-A-1. The concept of a school counseling core curriculum

III-A-2. Counseling theories and techniques that work in school, such as solution-focused brief counseling, reality therapy, cognitive-behavioral therapy

III-A-3. Counseling theories and techniques in different settings, such as individual planning, group counseling and classroom guidance

III-A-4. Classroom management

III-A-5. Principles of career planning and college admissions, including financial aid and athletic eligibility

III-A-6. Principles of working with various student populations based on ethnic and racial background, English language proficiency, special needs, religion, gender and income

III-A-7. Responsive services

III-A-8. Crisis counseling, including grief and bereavement

III-B: Abilities and Skills

An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills:
III-B-1. Implements the school counseling core curriculum

III-B-1a. Crosswalks ASCA Student Standards with appropriate guidance curriculum

III-B-1b. Develops and presents a developmental guidance curriculum addressing all students’ needs, including closing-the-gap activities

III-B-1c. Demonstrates classroom management and instructional skills

III-B-1d. Develops materials and instructional strategies to meet student needs and school goals

III-B-1e. Encourages staff involvement to ensure the effective implementation of the school guidance curriculum

III-B-1f. Knows, understands and uses a variety of technology in the delivery of school counseling core curriculum activities

III-B-1g. Understands multicultural and pluralistic trends when developing and choosing school counseling core curriculum

III-B-1h. Understands the resources available for students with special needs

III-B-2. Facilitates individual student planning

III-B-2a. Understands individual student planning as a component of a comprehensive program.

III-B-2b. Develops strategies to implement individual student planning, such as strategies for appraisal, advisement, goal-setting, decision-making, social skills, transition or postsecondary planning

III-B-2c. Helps students establish goals, and develops and uses planning skills in collaboration with parents or guardians and school personnel

III-B-2d. Understands career opportunities, labor market trends, and global economics, and uses various career assessment techniques to assist students in understanding their abilities and career interests

III-B-2e. Helps students learn the importance of college and other post-secondary education and helps students navigate the college admissions process

III-B-2f. Understands the relationship of academic performance to the world of work, family life and community service

III-B-2g. Understands methods for helping students monitor and direct their own learning and social/emotional and career development

III-B-3. Provides responsive services

III-B-3a. Understands how to make referrals to appropriate professionals when necessary

III-B-3b. Lists and describes interventions used in responsive services, such as consultation, individual and small-group counseling, crisis counseling, referrals and peer facilitation

III-B-3c. Compiles resources to utilize with students, staff and families to effectively address issues through responsive services

III-B-3d. Understands appropriate individual and small-group counseling theories and techniques such as rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems

III-B-3e. Demonstrates an ability to provide counseling for students during times of transition, separation, heightened stress and critical change

III-B-3f. Understands what defines a crisis, the appropriate response and a variety of intervention strategies to meet the needs of the individual, group, or school community before, during and after crisis response
__ III-B-3g. Provides team leadership to the school and community in a crisis
__ III-B-3h. Involves appropriate school and community professionals as well as the family in a crisis situation
__ III-B-3i. Develops a database of community agencies and service providers for student referrals
__ III-B-3j. Applies appropriate counseling approaches to promoting change among consultees within a consultation approach
__ III-B-3k. Understands and is able to build effective and high-quality peer helper programs
__ III-B-3l. Understands the nature of academic, career and social/emotional counseling in schools and the similarities and differences among school counseling and other types of counseling, such as mental health, marriage and family, and substance abuse counseling, within a continuum of care
__ III-B-3m. Understands the role of the school counselor and the school counseling program in the school crisis plan

__ III-B-4. Implements program management and school support activities for the comprehensive school counseling program
__ III-B-4a. Creates a program management and school support planning document addressing school counselor’s responsibilities for professional development, consultation and collaboration and program management
__ III-B-4b. Coordinates activities that establish, maintain and enhance the school counseling program as well as other educational programs
__ III-B-4c. Conducts in-service training for other stakeholders to share school counseling expertise
__ III-B-4d. Understands and knows how to provide supervision for school counseling interns consistent with the principles of the ASCA National Model

III-C: Attitudes
School counselors believe:

__ III-C-1 School counseling is one component in the continuum of care that should be available to all students
__ III-C-2 School counselors coordinate and facilitate counseling and other services to ensure all students receive the care they need, even though school counselors may not personally provide the care themselves
__ III-C-3 School counselors engage in developmental counseling and short-term responsive counseling
__ III-C-4 School counselors should refer students to district or community resources to meet more extensive needs such as long-term therapy or diagnoses of disorders

IV: MANAGEMENT

School counselors should possess the knowledge, abilities, skills and attitudes necessary to manage a school counseling program aligning with the ASCA National Model.

IV-A: Knowledge
School counselors should articulate and demonstrate an understanding of:
IV-A. Leadership principles, including sources of power and authority, and formal and informal leadership

IV-A-2. Organization theory to facilitate advocacy, collaboration and systemic change

IV-A-3. Presentation skills for programs such as teacher inservices and results reports to school boards

IV-A-4. Time management, including long- and short-term management using tools such as schedules and calendars

IV-A-5. Data-driven decision making

IV-A-6. Current and emerging technologies such as use of the Internet, Web-based resources and management information systems

IV-B: Abilities and Skills

An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills:

IV-B-1. Negotiates with the administrator to define the management system for the comprehensive school counseling program

IV-B-1a. Discusses and develops the components of the school counselor management system with the other members of the counseling staff

IV-B-1b. Presents the school counseling management system to the principal, and finalizes an annual school counseling management agreement

IV-B-1c. Discusses the anticipated program results when implementing the action plans for the school year

IV-B-1d. Participates in professional organizations

IV-B-1e. Develops a yearly professional development plan demonstrating how the school counselor advances relevant knowledge, skills and dispositions

IV-B-1f. Communicates effective goals and benchmarks for meeting and exceeding expectations consistent with the administrator-counselor agreement and district performance appraisals

IV-B-1g. Uses personal reflection, consultation and supervision to promote professional growth and development

IV-B-2. Establishes and convenes an advisory council for the comprehensive school counseling program

IV-B-2a. Uses leadership skills to facilitate vision and positive change for the comprehensive school counseling program

IV-B-2b. Determines appropriate education stakeholders who should be represented on the advisory council

IV-B-2c. Develops meeting agendas

IV-B-2d. Reviews school data, school counseling program audit and school counseling program goals with the council

IV-B-2e. Records meeting notes and distributes as appropriate

IV-B-2f. Analyzes and incorporates feedback from advisory council related to school counseling program goals as appropriate

IV-B-3. Collects, analyzes and interprets relevant data, including process, perception and outcome data, to monitor and improve student behavior and achievement

IV-B-3a. Analyzes, synthesizes and disaggregates data to examine student outcomes and to identify and implement interventions as needed
IV-B-3b. Uses data to identify policies, practices and procedures leading to successes, systemic barriers and areas of weakness

IV-B-3c. Uses student data to demonstrate a need for systemic change in areas such as course enrollment patterns; equity and access; and the achievement, opportunity and information gap

IV-B-3d. Understands and uses data to establish goals and activities to close the achievement, opportunity and information gap

IV-B-3e. Knows how to use and analyze data to evaluate the school counseling program, research activity outcomes and identify gaps between and among different groups of students

IV-B-3f. Uses school data to identify and assist individual students who do not perform at grade level and do not have opportunities and resources to be successful in school

IV-B-3g. Knows and understands theoretical and historical basis for assessment techniques

IV-B-4. Organizes and manages time to implement an effective school counseling program

IV-B-4a. Identifies appropriate distribution of school counselor’s time based on delivery system and school’s data

IV-B-4b. Creates a rationale for school counselor’s time to focus on the goals of the comprehensive school counseling program

IV-B-4c. Identifies and evaluates fair-share responsibilities, which articulate appropriate and inappropriate counseling and non-counseling activities

IV-B-4d. Creates a rationale for the school counselor’s total time spent in each component of the school counseling program

IV-B-5. Develops calendars to ensure the effective implementation of the school counseling program

IV-B-5a. Creates annual, monthly and weekly calendars to plan activities to reflect school goals

IV-B-5b. Demonstrates time-management skills including scheduling, publicizing and prioritizing time and task

IV-B-6. Designs and implements action plans aligning with school and school counseling program goals

IV-B-6a. Uses appropriate academic and behavioral data to develop school counseling core curriculum and closing-the-gap action plan and determines appropriate students for the target group or interventions

IV-B-6b. Identifies ASCA domains, standards and competencies being addressed by the plan

IV-B-6c. Determines the intended impact on academics and behavior

IV-B-6d. Identifies appropriate activities to accomplish objectives

IV-B-6e. Identifies appropriate resources needed

IV-B-6f. Identifies data-collection strategies to gather process, perception and outcome data

IV-B-6g. Shares results of action plans with staff, parents and community

IV-C: Attitudes

School counselors believe:

IV-C-1. A school counseling program/department must be managed like other programs and departments in a school
IV-C-2. One of the critical responsibilities of a school counselor is to plan, organize, implement, and evaluate a school counseling program.

IV-C-3. Management of a school counseling program must be done in collaboration with administrators.

V: ACCOUNTABILITY

School counselors should possess the knowledge, abilities, skills and attitudes necessary to monitor and evaluate the processes and results of a school counseling program aligning with the ASCA National Model.

V-A: Knowledge
School counselors should articulate and demonstrate an understanding of:

V-A-1. Basic concept of results-based school counseling and accountability issues
V-A-2. Basic research and statistical concepts to read and conduct research
V-A-3. Use of data to evaluate program effectiveness and to determine program needs
V-A-4. Program audits and results reports

V-B: Abilities and Skills
An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills:

V-B-1. Uses data from results reports to evaluate program effectiveness and to determine program needs
V-B-1a. Uses formal and informal methods of program evaluation to design and modify comprehensive school counseling programs
V-B-1b. Uses student data to support decision making in designing effective school counseling programs and interventions
V-B-1c. Measures results attained from school counseling core curriculum and closing-the-gap activities
V-B-1d. Works with members of the school counseling team and with the administration to decide how school counseling programs are evaluated and how results are shared
V-B-1e. Collects process, perception and outcome data
V-B-1f. Uses technology in conducting research and program evaluation
V-B-1g. Reports program results to professional school counseling community
V-B-1h. Uses data to demonstrate the value the school counseling program adds to student achievement
V-B-1i. Uses results obtained for program improvement

V-B-2. Understands and advocates for appropriate school counselor performance appraisal process based on school counselors competencies and implementation of the school counseling core curriculum and agreed-upon action plans
V-B-2a. Conducts self-appraisal related to school counseling skills and performance
V-B-2b. Identifies how school counseling activities fit within categories of performance appraisal instrument
V-B-2c. Encourages administrators to use performance appraisal instrument reflecting appropriate responsibilities for school counselors
__ V-B-3. Conducts a program assessment
__ V-B-3a. Completes a program assessment to compare current school counseling program implementation with the ASCA National Model
__ V-B-3b. Shares the results of the program assessment with administrators, the advisory council and other appropriate stakeholders
__ V-B-3c. Identifies areas for improvement for the school counseling program

V-C: Attitudes
School counselors believe:

__ V-C-1. School counseling programs should achieve demonstrable results
__ V-C-2. School counselors should be accountable for the results of the school counseling program
__ V-C-3. School counselors should use quantitative and qualitative data to evaluate their school counseling program and to demonstrate program results
__ V-C-4. The results of the school counseling program should be analyzed and presented in the context of the overall school and district performance
Appendix F: ASCA Ethical Standards for School Counselors

(Used with permission from the American School Counselor Association)

Ethical Standards for School Counselors:

Preamble

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

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

• Each person has the right to be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations including: ethnic/racial identity, age, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.

• Each person has the right to receive the information and support needed to move toward self-direction and self-development and affirmation within one’s group identities, with special care being given to students who have historically not received adequate educational services, e.g., students of color, students living at a low socio-economic status, students with disabilities and students from non-dominant language backgrounds.

• Each person has the right to understand the full magnitude and meaning of his/her educational choices and how those choices will affect future opportunities.

• Each person has the right to privacy and thereby the right to expect the school-counselor/student relationship to comply with all laws, policies and ethical standards pertaining to confidentiality in the school setting.
• Each person has the right to feel safe in school environments that school counselors help create, free from abuse, bullying, neglect, harassment or other forms of violence.

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

• Serve as a guide for the ethical practices of all professional school counselors, supervisors/directors of school counseling programs and school counselor educators regardless of level, area, population served or membership in this professional association.

• Provide self-appraisal and peer evaluations regarding school counselors’ responsibilities to students, parents/guardians, colleagues and professional associates, schools, communities and the counseling profession.

• Inform all stakeholders, including students, parents and guardians, teachers, administrators, community members and courts of justice, of best ethical practices, values and expected behaviors of the school counseling professional.

A.1. Responsibilities to Students

Professional school counselors:

a. Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals.

b. Are concerned with the educational, academic, career, personal and social needs and encourage the maximum development of every student.

c. Respect students’ values, beliefs and cultural background and do not impose the school counselor’s personal values on students or their families.

d. Are knowledgeable of laws, regulations and policies relating to students and strive to protect and inform students regarding their rights.

e. Promote the welfare of individual students and collaborate with them to develop an action plan for success.

f. Consider the involvement of support networks valued by the individual students.
g. Understand that professional distance with students is appropriate, and any sexual or romantic relationship with students whether illegal in the state of practice is considered a grievous breach of ethics and is prohibited regardless of a student’s age.

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

A.2. Confidentiality

Professional school counselors:

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

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

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

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

e. Promote the autonomy and independence of students to the extent possible and use the most appropriate and least intrusive method of breach. The developmental age and the circumstances requiring the breach are considered and as appropriate students are engaged in a discussion about the method and timing of the breach.
f. In absence of state legislation expressly forbidding disclosure, consider the ethical responsibility to provide information to an identified third party who, by his/her relationship with the student, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Disclosure requires satisfaction of all of the following conditions:

- Student identifies partner or the partner is highly identifiable
- School counselor recommends the student notify partner and refrain from further high-risk behavior
- Student refuses
- School counselor informs the student of the intent to notify the partner
- School counselor seeks legal consultation from the school district’s legal representative in writing as to the legalities of informing the partner

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

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

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

Professional school counselors:

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

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

c. Provide and advocate for individual students’ career awareness, exploration and post-secondary plans supporting the students’ right to choose from the wide array of options when they leave secondary education.
A.4. Dual Relationships

**Professional school counselors:**

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

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

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

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

A.5. Appropriate Referrals

**Professional school counselors:**

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

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

c. Request a release of information signed by the student and/or parents/guardians when attempting to develop a collaborative relationship with other service providers assigned to the student.

d. Develop a reasonable method of termination of counseling when it becomes apparent that counseling assistance is no longer needed or a referral is necessary to better meet the student’s needs.
A.6. Group Work

Professional school counselors:

a. Screen prospective group members and maintain an awareness of participants’ needs, appropriate fit and personal goals in relation to the group’s intention and focus. The school counselor takes reasonable precautions to protect members from physical and psychological harm resulting from interaction within the group.

b. Recognize that best practice is to notify the parents/guardians of children participating in small groups.

c. Establish clear expectations in the group setting, and clearly state that confidentiality in group counseling cannot be guaranteed. Given the developmental and chronological ages of minors in schools, recognize the tenuous nature of confidentiality for minors renders some topics inappropriate for group work in a school setting.

d. Provide necessary follow up with group members, and document proceedings as appropriate.

e. Develop professional competencies, and maintain appropriate education, training and supervision in group facilitation and any topics specific to the group.

f. Facilitate group work that is brief and solution-focused, working with a variety of academic, career, college, and social/emotional issues.

A.7. Danger to Self or Others

Professional school counselors:

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

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

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

A.8. Student Records

Professional school counselors:

a. Maintain and secure records necessary for rendering professional services to the student as required by laws, regulations, institutional procedures and confidentiality guidelines.
b. Keep sole-possession records or individual student case notes separate from students’ educational records in keeping with state laws.

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

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

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

A.9. Evaluation, Assessment and Interpretation

Professional school counselors:

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

b. Consider confidentiality issues when utilizing evaluative or assessment instruments and electronically based programs.

c. Consider the developmental age, language skills and level of competence of the student taking the assessments before assessments are given.

d. Provide interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the students can understand.

e. Monitor the use of assessment results and interpretations, and take reasonable steps to prevent others from misusing the information.

f. Use caution when utilizing assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.
g. Assess the effectiveness of their program in having an impact on students’ academic, career and social/emotional development through accountability measures especially examining efforts to close achievement, opportunity, and attainment gaps.

A.10. Technology

Professional school counselors:

a. Promote the benefits of and clarify the limitations of various appropriate technological applications. Professional school counselors promote technological applications (1) that are appropriate for students’ individual needs, (2) that students understand how to use and (3) for which follow-up counseling assistance is provided.

b. Advocate for equal access to technology for all students, especially those historically underserved.

c. Take appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted through the use of computers, facsimile machines, telephones, voicemail, answering machines and other electronic or computer technology.

d. Understand the intent of FERPA and its impact on sharing electronic student records.

e. Consider the extent to which cyberbullying is interfering with students’ educational process and base guidance curriculum and intervention programming for this pervasive and potentially dangerous problem on research-based and best practices.

A.11. Student Peer Support Program

Professional school counselors:

a. Have unique responsibilities when working with peer-helper or student-assistance programs and safeguard the welfare of students participating in peer-to-peer programs under their direction.

b. Are ultimately responsible for appropriate training and supervision for students serving as peer-support individuals in their school counseling programs.

B. RESPONSIBILITIES TO PARENTS/GUARDIANS

B.1. Parent Rights and Responsibilities

Professional school counselors:

a. Respect the rights and responsibilities of parents/guardians for their children and endeavor to establish, as appropriate, a collaborative relationship with parents/guardians to facilitate students’ maximum development.
b. Adhere to laws, local guidelines and ethical standards of practice when assisting parents/guardians experiencing family difficulties interfering with the student’s effectiveness and welfare.

c. Are sensitive to diversity among families and recognize that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for their children’s welfare by virtue of their role and according to law.

d. Inform parents of the nature of counseling services provided in the school setting.

e. Adhere to the FERPA act regarding disclosure of student information.

f. Work to establish, as appropriate, collaborative relationships with parents/guardians to best serve student.

B.2. Parents/Guardians and Confidentiality

Professional school counselors:

a. Inform parents/guardians of the school counselor’s role to include the confidential nature of the counseling relationship between the counselor and student.

b. Recognize that working with minors in a school setting requires school counselors to collaborate with students’ parents/guardians to the extent possible.

c. Respect the confidentiality of parents/guardians to the extent that is reasonable to protect the best interest of the student being counseled.

d. Provide parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical responsibilities to the student.

e. Make reasonable efforts to honor the wishes of parents/guardians concerning information regarding the student unless a court order expressly forbids the involvement of a parent(s). In cases of divorce or separation, school counselors exercise a good-faith effort to keep both parents informed, maintaining focus on the student and avoiding supporting one parent over another in divorce proceedings.
C. RESPONSIBILITIES TO COLLEAGUES AND PROFESSIONAL ASSOCIATES

C.1. Professional Relationships

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

a. Establish and maintain professional relationships with faculty, staff and administration to facilitate an optimum counseling program.

b. Treat colleagues with professional respect, courtesy and fairness.

c. Recognize that teachers, staff and administrators who are high functioning in the personal and social development skills can be powerful allies in supporting student success. School counselors work to develop relationships with all faculty and staff in order to advantage students.

d. Are aware of and utilize related professionals, organizations and other resources to whom the student may be referred.

C.2. Sharing Information with Other Professionals

Professional school counselors:

a. Promote awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information and staff consultation.

b. Provide professional personnel with accurate, objective, concise and meaningful data necessary to adequately evaluate, counsel and assist the student.

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

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

e. Recognize the powerful role of ally that faculty and administration who function high in social/emotional development skills can play in supporting students in stress, and carefully filter confidential information to give these allies what they “need to know” in order to advantage the student. Consultation with other members of the school counseling profession is helpful in determining need-to-know information. The primary focus and obligation is always on the student when it comes to sharing confidential information.
f. Keep appropriate records regarding individual students, and develop a plan for transferring those records to another professional school counselor should the need occur. This documentation transfer will protect the confidentiality and benefit the needs of the student for whom the records are written.

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

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

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

D. RESPONSIBILITIES TO SCHOOL, COMMUNITIES AND FAMILIES

D.1. Responsibilities to the School

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

b. Inform appropriate officials, in accordance with school policy, of conditions that may be potentially disruptive or damaging to the school’s mission, personnel and property while honoring the confidentiality between the student and the school counselor.

c. Are knowledgeable and supportive of their school’s mission, and connect their program to the school’s mission.

d. Delineate and promote the school counselor’s role, and function as a student advocate in meeting the needs of those served. School counselors will notify appropriate officials of systemic conditions that may limit or curtail their effectiveness in providing programs and services.

e. Accept employment only for positions for which they are qualified by education, training, supervised experience, state and national professional credentials and appropriate professional experience.

f. Advocate that administrators hire only qualified, appropriately trained and competent individuals for professional school counseling positions.
g. Assist in developing: (1) curricular and environmental conditions appropriate for the school and community; (2) educational procedures and programs to meet students’ developmental needs; (3) a systematic evaluation process for comprehensive, developmental, standards-based school counseling programs, services and personnel; and (4) a data-driven evaluation process guiding the comprehensive, developmental school counseling program and service delivery.

D.2. Responsibility to the Community

Professional school counselors:

a. Collaborate with community agencies, organizations and individuals in students’ best interest and without regard to personal reward or remuneration.

b. Extend their influence and opportunity to deliver a comprehensive school counseling program to all students by collaborating with community resources for student success.

c. Promote equity for all students through community resources.

d. Are careful not to use their professional role as a school counselor to benefit any type of private therapeutic or consultative practice in which they might be involved outside of the school setting.

E. RESPONSIBILITIES TO SELF

E.1. Professional Competence

Professional school counselors:

a. Function within the boundaries of individual professional competence and accept responsibility for the consequences of their actions.

b. Monitor emotional and physical health and practice wellness to ensure optimal effectiveness. Seek physical or mental health referrals when needed to ensure competence at all times.

c. Monitor personal responsibility and recognize the high standard of care a professional in this critical position of trust must maintain on and off the job and are cognizant of and refrain from activity that may lead to inadequate professional services or diminish their effectiveness with school community members Professional and personal growth are ongoing throughout the counselor’s career.

d. Strive through personal initiative to stay abreast of current research and to maintain professional competence in advocacy, teaming and collaboration, culturally competent counseling and school counseling program coordination, knowledge and use of technology, leadership, and equity assessment using data.
e. Ensure a variety of regular opportunities for participating in and facilitating professional development for self and other educators and school counselors through continuing education opportunities annually including: attendance at professional school counseling conferences; reading *Professional School Counseling* journal articles; facilitating workshops for education staff on issues school counselors are uniquely positioned to provide.

f. Enhance personal self-awareness, professional effectiveness and ethical practice by regularly attending presentations on ethical decision-making. Effective school counselors will seek supervision when ethical or professional questions arise in their practice.

g. Maintain current membership in professional associations to ensure ethical and best practices.

E.2. Multicultural and Social Justice Advocacy and Leadership

**Professional school counselors:**

a. Monitor and expand personal multicultural and social justice advocacy awareness, knowledge and skills. School counselors strive for exemplary cultural competence by ensuring personal beliefs or values are not imposed on students or other stakeholders.

b. Develop competencies in how prejudice, power and various forms of oppression, such as ableism, ageism, classism, familyism, genderism, heterosexism, immigrationism, linguicism, racism, religionism, and sexism, affect self, students and all stakeholders.

c. Acquire educational, consultation and training experiences to improve awareness, knowledge, skills and effectiveness in working with diverse populations: ethnic/racial status, age, economic status, special needs, ESL or ELL, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.

d. Affirm the multiple cultural and linguistic identities of every student and all stakeholders. Advocate for equitable school and school counseling program policies and practices for every student and all stakeholders including use of translators and bilingual/multilingual school counseling program materials that represent all languages used by families in the school community, and advocate for appropriate accommodations and accessibility for students with disabilities.

e. Use inclusive and culturally responsible language in all forms of communication.

f. Provide regular workshops and written/digital information to families to increase understanding, collaborative two-way communication and a welcoming school climate between families and the school to promote increased student achievement.
g. Work as advocates and leaders in the school to create equity-based school counseling programs that help close any achievement, opportunity and attainment gaps that deny all students the chance to pursue their educational goals.

F. RESPONSIBILITIES TO THE PROFESSION

F.1. Professionalism

Professional school counselors:

a. Accept the policies and procedures for handling ethical violations as a result of maintaining membership in the American School Counselor Association.

b. Conduct themselves in such a manner as to advance individual ethical practice and the profession.

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

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

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

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

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

F.2. Contribution to the Profession

Professional school counselors:

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

b. Provide support, consultation and mentoring to novice professionals.
c. Have a responsibility to read and abide by the ASCA Ethical Standards and adhere to the applicable laws and regulations.

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

Professional school counselors:

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

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

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

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

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

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

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

G. MAINTENANCE OF STANDARDS

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

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

1. The school counselor should consult confidentially with a professional colleague to discuss the nature of a complaint to see if the professional colleague views the situation as an ethical violation.
2. When feasible, the school counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek resolution.

3. The school counselor should keep documentation of all the steps taken.

4. If resolution is not forthcoming at the personal level, the school counselor shall utilize the channels established within the school, school district, the state school counseling association and ASCA’s Ethics Committee.

5. If the matter still remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence:
   - State school counselor association
   - American School Counselor Association

6. 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 Committee chair.
   - Handling complaints of alleged violations of the ASCA Ethical Standards for School Counselors. At the national level, complaints should be submitted in writing to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 625, Alexandria, VA 22314.
G.2. When school counselors are forced to work in situations or abide by policies that do not reflect the ethics of the profession, the school counselor works responsibly through the correct channels to try and remedy the condition.

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

1. Define the problem emotionally and intellectually
2. Apply the ASCA Ethical Standards and the law
3. Consider the students’ chronological and developmental levels
4. Consider the setting, parental rights and minors’ rights
5. Apply the moral principles
6. Determine your potential courses of action and their consequences
7. Evaluate the selected action
8. Consult
9. Implement the course of action
Appendix G: Washington State School Counselor Proficient Level Evaluation Criteria

WASHINGTON STATE SCHOOL COUNSELOR PROFICIENT LEVEL EVALUATION CRITERIA

<table>
<thead>
<tr>
<th>STANDARD 1: SCHOOL COUNSELING PROGRAM</th>
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<tbody>
<tr>
<td>Certified school counselors develop, lead, and evaluate a data-driven school counseling program that is comprehensive, utilizes best practices, and advances the mission of the school.</td>
<td></td>
</tr>
<tr>
<td>Benchmark 1A:</td>
<td>Implements a comprehensive school counseling program aligned with the mission of the school.</td>
</tr>
<tr>
<td>Benchmark 1B:</td>
<td>Works with stakeholders to define, use, and communicate measurable career, social/emotional, and academic benchmarks and outcomes.</td>
</tr>
<tr>
<td>Benchmark 1C:</td>
<td>Works with stakeholders to use a variety of data to inform decision-making and demonstrate accountability.</td>
</tr>
<tr>
<td>Benchmark 1D:</td>
<td>Seeks and adapts informational resources and technology to the individual and system needs in delivery and evaluation of a comprehensive program.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STANDARD 2: STUDENT LEARNING &amp; ASSESSMENT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Certified school counselors use their knowledge of pedagogy, child development, individual differences, learning barriers, and Washington State learning requirements to support student learning. They work effectively with other educators to monitor and improve student success.</td>
<td></td>
</tr>
<tr>
<td>Benchmark 2A:</td>
<td>Analyze and utilize assessment information to facilitate interventions that promote student success.</td>
</tr>
<tr>
<td>Benchmark 2B:</td>
<td>Apply strategies, methods, and results in working with other educators and families to support student learning needs.</td>
</tr>
<tr>
<td>Benchmark 2C:</td>
<td>Recognize and respond accurately to the multiple factors that may affect student success.</td>
</tr>
<tr>
<td>Benchmark 2D:</td>
<td>Develop and conduct strength based programs that promote student career development and life role readiness skills.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STANDARD 3: COUNSELING THEORIES AND TECHNIQUES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Certified school counselors use a variety of research-based counseling approaches to provide prevention, intervention, and responsive services to meet the academic, social/emotional, and career needs of all students.</td>
<td></td>
</tr>
<tr>
<td>Benchmark 3A:</td>
<td>Builds respective and positive relationships with students, families, and staff members in order to effectively support student development and facilitate transitions.</td>
</tr>
<tr>
<td>Benchmark 3B:</td>
<td>Effectively applies best-practices to respond to a range of students and disruptions to the learning environment.</td>
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<td>Benchmark 3C:</td>
<td>Identifies student needs through consultation and assessment; develops individual and group interventions to promote academic and life success.</td>
</tr>
<tr>
<td>Benchmark 3D:</td>
<td>Leads in the planning and implementation of research-based guidance programs designed to meet the identified needs of the students.</td>
</tr>
</tbody>
</table>
## STANDARD 4: EQUITY, ADVOCACY, AND DIVERSITY
Certified school counselors understand cultural contexts in multicultural society, demonstrate fairness, equity, and sensitivity to every student, and advocate for equitable access to instructional programs and activities.

<table>
<thead>
<tr>
<th>Benchmark 4A:</th>
<th>Collaborate in providing culturally relevant counseling, instruction, and communication.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark 4B:</td>
<td>Collaborate with educators and families to integrate the academic language needs of students in comprehensive guidance and counseling practice.</td>
</tr>
<tr>
<td>Benchmark 4C:</td>
<td>Collaborate in the development of school policies, programs, and services that are equitable, responsive, and prevent harassment and marginalizing behaviors.</td>
</tr>
</tbody>
</table>

## STANDARD 5: SCHOOL CLIMATE AND COLLABORATION
Certified school counselors collaborate with colleagues, families, and community members to establish and foster an inclusive, nurturing, and physically safe learning environment for students, staff, and families.

<table>
<thead>
<tr>
<th>Benchmark 5A:</th>
<th>Builds collaborative relationships with school, family, and community stakeholders to foster a positive school learning environment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark 5B:</td>
<td>Monitors student needs data to identify school-wide needs and safety concerns; communicates effective counseling program response to concerns.</td>
</tr>
<tr>
<td>Benchmark 5C:</td>
<td>Utilizes data and systems change theory to advocate for school policies, programs, and services that enhance a positive school climate.</td>
</tr>
<tr>
<td>Benchmark 5D:</td>
<td>Facilitates teams to address school-wide needs and prepare for disasters and crises.</td>
</tr>
</tbody>
</table>

## STANDARD 6: PROFESSIONAL IDENTITY AND ETHICAL PRACTICE
Certified school counselors engage in continuous professional growth and development and advocate for appropriate school counselor identity and roles. They adhere to ethical practices and to the Washington State and federal policies, laws, and legislation relevant to school counseling.

<table>
<thead>
<tr>
<th>Benchmark 6A:</th>
<th>Engages in professional growth planning as a habit of practice, accessing the expertise of peers and professional associations.</th>
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<tr>
<td>Benchmark 6B:</td>
<td>Models reflective practice and modification of behavior to peers.</td>
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<td>Benchmark 6C:</td>
<td>Facilitates conversations and rationale for counselor identity and program.</td>
</tr>
<tr>
<td>Benchmark 6D:</td>
<td>Collaborates with others to assure adherence to ethical and legal standards in school counseling, including prevention and reporting of child abuse and neglect, harassment, intimidation, and bullying.</td>
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</tbody>
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**STANDARD 1: SCHOOL COUNSELING PROGRAM**

Certified school counselors develop, lead, and evaluate a data-driven school counseling program that is comprehensive, utilizes best practices, and advances the mission of the school.

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<th>Benchmark 1A:</th>
<th>Implements a comprehensive school counseling program aligned with the mission of the school.</th>
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<td>Benchmark 1B:</td>
<td>Works with stakeholders to define, use, and communicate measurable career, social/emotional, and academic benchmarks and outcomes.</td>
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<td>Seeks and adapts informational resources and technology to the individual and system needs in delivery and evaluation of a comprehensive program.</td>
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**CRITERION EXAMPLES**

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<td><strong>1A</strong></td>
<td>Implement a comprehensive school counseling program aligned with the mission of the school.</td>
<td>Design and lead a comprehensive school counseling program with the mission of the school.</td>
</tr>
<tr>
<td><strong>1B</strong></td>
<td>Works with stakeholders to define, use, and communicate measurable career, social/emotional, and academic benchmarks and outcomes.</td>
<td>Define, use, and communicate measurable career, personal/social, and academic benchmarks and outcomes.</td>
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<td><strong>1C</strong></td>
<td>Works with stakeholders to use a variety of data to inform decision-making and demonstrate accountability.</td>
<td>Use data to inform decision-making and demonstrate accountability.</td>
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<td><strong>1D</strong></td>
<td>Seeks and adapts informational resources and technology to the individual and system needs in delivery and evaluation of a comprehensive program.</td>
<td>Select and use informational resources and technology to facilitate delivery and evaluation of a comprehensive program.</td>
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STANDARD 2: STUDENT LEARNING & ASSESSMENT

Certified school counselors use their knowledge of pedagogy, child development, individual differences, learning barriers, and Washington state learning requirements to support student learning. They work effectively with other educators to monitor and improve student success.

| Benchmark 2A: | Analyze and utilize assessment information to facilitate interventions that promote student success. |
| Benchmark 2B: | Apply strategies, methods, and results in working with other educators and families to support student learning needs. |
| Benchmark 2C: | Recognize and respond accurately to the multiple factors that may affect student success. |
| Benchmark 2D: | Develop and conduct strength based programs that promote student career development and life role readiness skills. |

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<td><strong>2A</strong></td>
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Certified school counselors use a variety of research-based counseling approaches to provide prevention, intervention, and responsive services to meet the academic, social/emotional, and career needs of all students.

| Benchmark 3A: | Builds respective and positive relationships with students, families, and staff members in order to effectively support student development and facilitate transitions. |
| Benchmark 3B: | Effectively applies best-practices to respond to a range of students and disruptions to the learning environment. |
| Benchmark 3C: | Identifies student needs through consultation and assessment; develops individual and group interventions to promote academic and life success. |
| Benchmark 3D: | Leads in the planning and implementation of research-based guidance programs designed to meet the identified needs of the students. |

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Benchmark 4A: Collaborate in providing culturally relevant counseling, instruction, and communication.

Benchmark 4B: Collaborate with educators and families to integrate the academic language needs of students in comprehensive guidance and counseling practice.

Benchmark 4C: Collaborate in the development of school policies, programs, and services that are equitable, responsive, and prevent harassment and marginalizing behaviors.

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<td>Benchmark 5B:</td>
<td>Monitors student needs data to identify school-wide needs and safety concerns; communicates effective counseling program response to concerns.</td>
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<td>Benchmark 5C:</td>
<td>Utilizes data and systems change theory to advocate for school policies, programs, and services that enhance a positive school climate.</td>
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<td><strong>5B</strong></td>
<td>Monitors student needs data to identify school-wide needs and safety concerns; communicates effective counseling program response to concerns.</td>
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Certified school counselors engage in continuous professional growth and development and advocate for appropriate school counselor identity and roles. They adhere to ethical practices and to the Washington State and federal policies, laws, and legislation relevant to school counseling.

**Benchmark 6A:** Engages in professional growth planning as a habit of practice, accessing the expertise of peers and professional associations.

**Benchmark 6B:** Models reflective practice and modification of behavior to peers.

**Benchmark 6C:** Facilitates conversations and rationale for counselor identity and program.

**Benchmark 6D:** Collaborates with others to assure adherence to ethical and legal standards in school counseling, including prevention and reporting of child abuse and neglect, harassment, intimidation, and bullying.

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<tbody>
<tr>
<td>6A</td>
<td><strong>Basic (Residency)</strong></td>
</tr>
<tr>
<td>Engages in professional growth planning as a habit of practice, accessing the expertise of peers and professional associations.</td>
<td>Maintain current knowledge and skills through professional growth planning and participation in K–12 guidance teams, professional organizations and trainings.</td>
</tr>
<tr>
<td>6B</td>
<td>Models reflective practice and modification of behavior to peers.</td>
</tr>
<tr>
<td>6C</td>
<td>Facilitates conversations and rationale for counselor identity and program.</td>
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<td>Collaborates with others to assure adherence to ethical and legal standards in school counseling, including prevention and reporting of child abuse and neglect, harassment, intimidation, and bullying.</td>
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Appendix H: School Counselor Benchmarks

WA School Counselor Benchmarks

http://program.pesb.wa.gov/program-review/standards/standard-5/counselor/benchmarks

Required implementation by November, 2013

STANDARD 5.A. School Counseling Program: Certified school counselors develop, lead, and evaluate a data-driven school counseling program that is comprehensive, utilizes best practices, and advances the mission of the school.

1. Residency Level—The school counselor demonstrates knowledge of:
   - A. History, philosophy, and trends in school counseling and educational systems.
   - B. Best practices of school counseling and guidance program design and implementation.
   - C. Methods of evaluation for school counseling programs and counseling outcomes.

2. The school counselor demonstrates skills to:

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<tr>
<th>Residency Level</th>
<th>Professional Level</th>
<th>Career Level</th>
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</thead>
<tbody>
<tr>
<td><strong>A. Program Implementation</strong></td>
<td>Design and lead a comprehensive school counseling program aligned with the mission of the school.</td>
<td>Implements a comprehensive school counseling program aligned with the mission of the school.</td>
</tr>
<tr>
<td>B. Program measures</td>
<td>Define, use, and communicate measurable career, social/emotional, and academic benchmarks and outcomes.</td>
<td>Works with stakeholders to define, use, and communicate measurable career, social/emotional, and academic benchmarks and outcomes.</td>
</tr>
<tr>
<td>C. Program data</td>
<td>Use data to inform decision-making and demonstrate accountability.</td>
<td>Works with stakeholders to use a variety of data to inform decision-making and demonstrate accountability.</td>
</tr>
<tr>
<td>D. Program technology</td>
<td>Select and use informational resources and technology to facilitate delivery and evaluation of a comprehensive program.</td>
<td>Seeks and adapts informational resources and technology to respond to the individual and system needs in delivery and evaluation of a comprehensive program.</td>
</tr>
</tbody>
</table>
STANDARD 5.B. Student Learning and Assessment: Certified school counselors use their knowledge of pedagogy, child development, individual differences, learning barriers, and Washington state learning requirements to support student learning. They work effectively with other educators to monitor and improve student success.

1. Residency Level—The school counselor demonstrates knowledge of:

   A. The factors influencing student development, achievement and engagement in school.
   B. Current Washington state learning goals, assessments, and requirements.
   C. Group dynamics and team facilitation strategies to enable students to overcome barriers to learning.
   D. Curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies.

2. The school counselor demonstrates skills to:

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<tbody>
<tr>
<td>A. Assesses student learning</td>
<td>Select appropriate assessment strategies to evaluate student progress.</td>
<td>Analyze and utilize assessment information to facilitate interventions that promote student success.</td>
<td>Utilize a broad array of assessment strategies to consult, plan, and advocate effectively with and for students.</td>
</tr>
<tr>
<td>B. Collaboration on student learning</td>
<td>Consult with educators and parents/guardians to support student learning needs.</td>
<td>Apply strategies, methods, and results in working with other educators and families to support student learning needs.</td>
<td>Participate in and build effective teams of educators and families to support student learning needs.</td>
</tr>
<tr>
<td>C. Barriers to learning</td>
<td>Assess the barriers that impede students’ academic development and develop plans to address these barriers.</td>
<td>Recognize and respond accurately to the multiple factors that may affect student success.</td>
<td>Counselors convene, lead, and collaborate with others in addressing systemic barriers to learning.</td>
</tr>
<tr>
<td>D. Career readiness</td>
<td>Conduct programs to enhance student development and prepare students for a range of post-secondary options.</td>
<td>Develop and conduct strength based programs that promote student career development and life role readiness skills.</td>
<td>Counselors facilitate groups to identify programs and facilitate life/career development across the curriculum.</td>
</tr>
</tbody>
</table>

STANDARD 5.C. Counseling Theories and Techniques: Certified school counselors use a variety of research-based counseling approaches to provide prevention, intervention, and responsive services to meet the academic, social/emotional and career needs of all students.

1. Residency Level—The school counselor demonstrates knowledge of:

   A. Current theories and methods for delivering individual and group counseling and classroom guidance for individual, target, and universal domains.
   B. Strategies for helping students make transitions, develop career/post-secondary plans, and cope with environmental and developmental problems.
   C. School and community resources to support student needs across the three domains.
   D. Research relevant to the practice of school counseling.
2. The school counselor demonstrates skills to:

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<tr>
<td>A. Relational Counseling</td>
<td>Establish an environment of respect and rapport in order to serve the needs of all students</td>
<td>Builds respective and positive relationships with students, families, and staff members in order to effectively support student development and facilitate transitions.</td>
<td>Builds effective partnerships across stakeholder groups and K-12 systems to support student development and facilitate transitions.</td>
</tr>
<tr>
<td>B. Responsive Services</td>
<td>Respond effectively and lead others through crisis and disruption of the learning environment.</td>
<td>Effectively applies best-practices to respond to a range of student needs and disruptions to the learning environment.</td>
<td>Implements and leads others to take a systemic approach to student needs and responsive services according to best current research practices.</td>
</tr>
<tr>
<td>C. Individual and group counseling</td>
<td>Conduct individual and group counseling to meet identified student needs.</td>
<td>Identifies student needs through consultation and assessment; develops individual and group interventions to promote academic and life success.</td>
<td>Develops identification systems that are predictive and responsive to the academic, social/emotional, and career development needs of students.</td>
</tr>
<tr>
<td>D. Guidance programs</td>
<td>Plan, lead and assess guidance programs to promote student development and future planning.</td>
<td>Leads in the planning and implementation of research-based guidance programs designed to meet the identified needs of students.</td>
<td>In coordination with K-12 stakeholders, assesses the effectiveness of guidance program adoptions and makes recommendations for district-wide program improvement.</td>
</tr>
<tr>
<td>E. Intervention services</td>
<td>Implement procedures for the assessment and management of high risk behaviors.</td>
<td>Works with stakeholders to respond and facilitate student academic success; distinguishes underlying issues in addressing behavior concerns.</td>
<td>Collaborates and consults with staff and community partners to coordinate services for students who need intensive support services to be successful in school.</td>
</tr>
</tbody>
</table>

**STANDARD 5.D. Equity, Advocacy, and Diversity:** Certified school counselors understand cultural contexts in a multicultural society, demonstrate fairness, equity, and sensitivity to every student, and advocate for equitable access to instructional programs and activities.

Residency Level:

1. Residency Level—The school counselor demonstrates knowledge of:

   A. The cultural, ethical, economic, legal, and political issues surrounding equity and student learning.
   B. The community, environmental, and institutional opportunities that affect the academic, career, and social/emotional development of students.
   C. The ways in which educational decisions, programs, and practices can be adapted to be culturally congruent and respectful of student and family differences.
2. The school counselor demonstrates skills to:

<table>
<thead>
<tr>
<th></th>
<th>Residency Level</th>
<th>Professional Level</th>
<th>Career Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Culturally relevant counseling</strong></td>
<td>Provide culturally relevant counseling, instruction, and communication.</td>
<td>Collaborate in providing culturally relevant counseling, instruction, and communication.</td>
<td>Lead others in providing culturally relevant counseling, instruction, and communication.</td>
</tr>
<tr>
<td><strong>B. Academic language</strong></td>
<td>Collaborate with educators to address the academic language needs of students.</td>
<td>Collaborate with educators and families to integrate the academic language needs of students in comprehensive guidance and counseling practice.</td>
<td>Leads others to integrate the academic language needs of students in comprehensive guidance and counseling practices.</td>
</tr>
<tr>
<td><strong>C. Equitable services and policies</strong></td>
<td>Advocate for school policies, programs, and services that are equitable, responsive, and prevent harassment and marginalizing behaviors.</td>
<td>Collaborate in the development of school policies, programs, and services that are equitable, responsive, and prevent harassment and marginalizing behaviors.</td>
<td>Lead in the development of school policies, programs, and services that are equitable, responsive, and prevent harassment and marginalizing behaviors.</td>
</tr>
</tbody>
</table>

**STANDARD 5.E. School Climate and Collaboration:** Certified school counselors collaborate with colleagues, families, and community members to establish and foster an inclusive, nurturing, and physically safe learning environment for students, staff, and families.

1. Residency Level—The school counselor demonstrates knowledge of:

   A. Elements of safe and effective learning environments.
   B. Effective approaches to build family and community partnerships to support student learning.
   C. Systems change theories and models of collaboration in school settings.
   D. The potential impact of and models to address crises, emergencies, and disasters on students, educators, and school.

2. The school counselor demonstrates skills to:

<table>
<thead>
<tr>
<th></th>
<th>Residency Level</th>
<th>Professional Level</th>
<th>Career Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Learning environment</strong></td>
<td>Engage in positive and productive relationships with colleagues, students, parents/guardians, and community partners.</td>
<td>Builds collaborative relationships with school, family, and community stakeholders to foster a positive school learning environment.</td>
<td>Establishes collaborative partnerships with school district and community stakeholders to foster a positive P-12 learning environment.</td>
</tr>
<tr>
<td><strong>B. Assesses school-wide needs</strong></td>
<td>Assess and articulate school-wide needs and safety concerns.</td>
<td>Monitors student needs data to identify school-wide needs and safety concerns; communicates effective counseling program response to concerns.</td>
<td>Develops processes to monitor student needs data, identify concerns, and effectively implement counseling program responses.</td>
</tr>
</tbody>
</table>
### Standard 5.F. Professional Identity and Ethical Practice

Certified school counselors engage in continuous professional growth and development and advocate for appropriate school counselor identity and roles. They adhere to ethical practices and to the Washington state and federal policies, laws, and legislation relevant to school counseling.

1. **Residency Level**—The school counselor demonstrates knowledge of:

   A. Professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.
   
   B. The school counselor's role as member of and leader in the educational community.
   
   C. Ethical and legal considerations specifically related to the practice of school counseling.

2. **The school counselor demonstrates skills to:**

<table>
<thead>
<tr>
<th>Residency Level</th>
<th>Professional Level</th>
<th>Career Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Professional growth planning</td>
<td>Maintain current knowledge and skills through professional growth planning and participation in K-12 guidance teams, professional organizations and trainings.</td>
<td>Engages in professional growth planning as a habit of practice, accessing the expertise of peers and professional associations.</td>
</tr>
<tr>
<td>B. Reflective practice</td>
<td>Reflect upon the impact of their own practice, strengths, limitations, and biases and make adjustments as needed.</td>
<td>Models reflective practice and modification of behavior to peers.</td>
</tr>
<tr>
<td>C. Counselor program identity</td>
<td>Articulate, model and advocate for an appropriate school counselor identity and program.</td>
<td>Facilitates conversations and rationale for counselor identity and program.</td>
</tr>
<tr>
<td>D. Ethical and legal standards</td>
<td>Apply and adhere to the ethical and legal standards in school counseling, including prevention and reporting of child abuse and neglect, harassment, intimidation, and bullying.</td>
<td>Collaborates with others to assure adherence to ethical and legal standards in school counseling, including prevention and reporting of child abuse and neglect, harassment, intimidation, and bullying.</td>
</tr>
</tbody>
</table>
Appendix I: ASCA Mindsets & Behaviors: Program Planning Tool
(Used with permission from the American School Counselor Association)

<table>
<thead>
<tr>
<th>Grade Level/Delivery</th>
<th>Academic</th>
<th>Career</th>
<th>Social/Emotional</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

### Mindsets
- M 1: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- M 2: Self-confidence in ability to succeed
- M 3: Sense of belonging in the school environment
- M 4: Understanding that postsecondary education and lifelong learning are necessary for long-term career success
- M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes
- M 6: Positive attitude toward work and learning

### Behavior: Learning Strategies
- B-LS 1: Demonstrate critical-thinking skills to make informed decisions
- B-LS 2: Demonstrate creativity
- B-LS 3: Use time-management, organizational and study skills
- B-LS 4: Apply self-motivation and self-direction to learning
- B-LS 5: Apply media and technology skills
- B-LS 6: Set high standards of quality
- B-LS 7: Identify long- and short-term academic, career and social/emotional goals
- B-LS 8: Actively engage in challenging coursework
- B-LS 9: Gather evidence and consider multiple perspectives to make informed decisions
- B-LS 10: Participate in enrichment and extracurricular activities

### Behavior: Self-Management Skills
- B-SMS 1: Demonstrate ability to assume responsibility
- B-SMS 2: Demonstrate self-discipline and self-control
- B-SMS 3: Demonstrate ability to work independently
- B-SMS 4: Demonstrate ability to delay immediate gratification for long-term rewards
- B-SMS 5: Demonstrate perseverance to achieve long- and short-term goals
- B-SMS 6: Demonstrate ability to overcome barriers to learning
- B-SMS 7: Demonstrate effective coping skills when faced with a problem
- B-SMS 8: Demonstrate the ability to balance school, home and community activities
- B-SMS 9: Demonstrate personal safety skills
- B-SMS 10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

### Behavior: Social Skills
- B-SS 1: Use effective oral and written communication skills and listening skills
- B-SS 2: Create positive and supportive relationships with other students
- B-SS 3: Create relationships with adults that support success
- B-SS 4: Demonstrate empathy
- B-SS 5: Demonstrate ethical decision-making and social responsibility
- B-SS 6: Use effective collaboration and cooperation skills
- B-SS 7: Use leadership and teamwork skills to work effectively in diverse teams
- B-SS 8: Demonstrate advocacy skills and ability to assert self, when necessary
- B-SS 9: Demonstrate social maturity and behaviors appropriate to the situation and environment
## Appendix J: School Counseling Program Assessment

(Used with permission from the American School Counselor Association)

### School Counseling Program Assessment

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

<table>
<thead>
<tr>
<th>a. Standards are identified and align with program mission and goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Standards and competencies selected from other standards (state/district, 21st Century, Character Ed, etc.) align with ASCA Mindsets &amp; Behaviors, program mission and goals as appropriate</td>
</tr>
</tbody>
</table>

## School Counselor Professional Competencies and Ethical Standards

| a. ASCA School Counselor Competencies have been reviewed |
| b. ASCA Ethical Standards for School Counselors have been reviewed |

## PROGRAM MANAGEMENT

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>No</th>
<th>In Progress</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Counselor Competencies Assessment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School counselor competencies assessment has been completed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>School Counseling Program Assessment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School counseling program assessment has been completed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Use-of-Time Assessment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Use-of-time assessment completed twice a year</td>
<td></td>
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</tr>
<tr>
<td>b. Direct and indirect services account for 80 percent of time or more</td>
<td></td>
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</tr>
<tr>
<td>c. Program management and school support activities account for 20 percent of time or less</td>
<td></td>
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</tr>
<tr>
<td><strong>Annual Agreement</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>a. Created and signed by the school counselor and supervising administrator within first two months of school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. One agreement per school counselor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Provides rationale for use of time based on data and goals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Reflects school counseling program mission and program goals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Lists school counselor roles and responsibilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Identifies areas for school counselor professional development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Advisory Council</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Membership includes administrator and representatives of school and community stakeholders</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Meets at least twice a year and maintains agenda and minutes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Advises on school counseling program goals, reviews program results and makes recommendations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Advocates and engages in public relations for the school counseling program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Advocates for school counseling program funding and resources</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Use of Data

a. School data profile completed, tracking achievement, attendance and behavior data
b. School data inform program goals
c. School counseling program data (process, perception, outcome) are collected and reviewed and inform program decisions
d. Organizes and shares data/results in a user-friendly format (e.g., charts)

Action Plans (Curriculum, Small Group and Closing the Gap)

a. Data are used to develop curriculum, small-group and closing-the-gap action plans using action plan templates
b. Action plans are consistent with the program goals and competencies
c. Projected results (process, perception and outcome) data have been identified
d. Projected outcome data are stated in terms of what the student will demonstrate

Curriculum Lesson Plan

Curriculum lesson plan templates are used to develop and implement classroom activities

Calendars (Annual and Weekly)

a. Indicate activities of a comprehensive school counseling program
b. Reflect program goals and activities of school counseling curriculum, small-group and closing-the-gap action plans
c. Are published and distributed to appropriate persons
d. Indicate fair-share responsibilities
e. Weekly calendar aligns with planned use of time in the annual agreement

DELIVERY

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

(Used with permission from the American School Counselor Association)

### Use of Time Assessment

<table>
<thead>
<tr>
<th>Time</th>
<th>Direct Student Services</th>
<th>Indirect Student Services</th>
<th>Program Management and School Support</th>
<th>Non-School-Counseling Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:15-7:30 a.m.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7:31-7:45 a.m.</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7:46-8 a.m.</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8:01-8:15 a.m.</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>8:16-8:30 a.m.</td>
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<td>0</td>
</tr>
<tr>
<td>8:31-8:45 a.m.</td>
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<td>0</td>
</tr>
<tr>
<td>8:46-9 a.m.</td>
<td>0</td>
<td>0</td>
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<td>0</td>
</tr>
<tr>
<td>9:01-9:15 a.m.</td>
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<tr>
<td>9:16-9:30 a.m.</td>
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<tr>
<td>9:31-9:45 a.m.</td>
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<tr>
<td>9:46-10 a.m.</td>
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<tr>
<td>10:01-10:15 a.m.</td>
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<tr>
<td>10:16-10:30 a.m.</td>
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<tr>
<td>10:31-10:45 a.m.</td>
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<tr>
<td>10:46-11 a.m.</td>
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<tr>
<td>11:01-11:15 a.m.</td>
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Appenix L: School Data Template Profile

(Used with permission from the American School Counselor Association)

**School Data Profile Template**

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Appendix M: School Counseling Core Curriculum Action Plan
(Used with permission from the American School Counselor Association)

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<th>Perception Data (Type of surveys/assessments to be used)</th>
<th>Outcome Data (Achievement, attendance and/or behavior data to be collected)</th>
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Figure: School Counseling Core Curriculum Action Plan
## Appendix N: Small Group Action Plan
(Used with permission from the American School Counselor Association)

### SMALL GROUP ACTION PLAN

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<th>Perception Data (Type of surveys/assessments to be used)</th>
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(Used with permission from the American School Counselor Association)
# Appendix O: Closing the Gap Action Plan

(Used with permission from the American School Counselor Association)

## ACTION PLAN

### CLOSING THE GAP

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Appendix P: Lesson Plan Template
(Used with permission from the American School Counselor Association)

Lesson Plan Template

School Counselor: ___________________________ Date: ________________

Activity: __________________________________________________________

Grade(s): __________________________________________________________________

ASCA Mindsets & Behaviors (Domain/Standard):
____________________________________________________________________

____________________________________________________________________

Learning Objective(s) (aligns with competency):

1. _________________________________________________________________

2. _________________________________________________________________

3. _________________________________________________________________

Materials: __________________________________________________________
____________________________________________________________________

Procedure: __________________________________________________________
____________________________________________________________________

Plan for Evaluation: How will each of the following be collected?

Process Data: _______________________________________________________  

Perception Data: _____________________________________________________  

Outcome Data: ______________________________________________________  

Follow-Up: _________________________________________________________  

____________________________________________________________________

____________________________________________________________________