Developmental Counseling Model for Illinois Schools

Best Practices for School Counselors

2018 Edition
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Foreword

In Illinois, it is our mission to provide leadership and resources to achieve excellence across all Illinois districts and to ensure equitable outcomes for all students. This work involves stakeholders, as together we build, strengthen and sustain whole, healthy systems wherein every school offers a safe and healthy learning environment for all students. School counselors serve a critical role in ensuring student success through the supports they provide to youth both in and out of the classroom. School counselors are critical intermediaries for students in numerous ways, as we prepare all students for academic success, college and career readiness, and healthy social-emotional development.

As school counselors in Illinois mirror national efforts of the American School Counselor Association, their work incorporates building adult competencies which impact student academic performance while also identifying and responding to specific non-academic factors. The importance of addressing the complex needs of developing human beings is a best practice and now holds greater prominence in comprehensive educational opportunities such as in the Every Student Succeeds Act (ESSA). Illinois reflects that social and emotional development of children and youth is essential to academic success with a requirement since 2013 for all programs leading to licensure in Illinois to demonstrate ways in which they inform and instruct their candidates on the social and emotional standards (refer to this page). Illinois further prioritizes the importance of meeting the needs of “the whole child” as an essential part of promoting academic excellence which is reflected within the Illinois State Board of Education’s Vision: “Illinois is a state of whole, healthy children nested in whole, healthy systems supporting communities wherein all citizens are socially and economically secure.”

As you work on behalf of the students of Illinois, it is my hope that you will find this document a valuable resource. Thank you for your commitment to promoting the very best opportunities and supports for our students as they develop interpersonal competencies and the ability to function successfully and responsibly in life.

Tony Smith, Ph.D.
State Superintendent of Education
Executive Summary

Rationale and Context

The school community is confronted daily with challenges that directly interfere with the educational process. These challenges require that schools abandon traditional methods in favor of new, proactive, innovative approaches that support the academic achievement of ALL students. School counselors are uniquely qualified and positioned to serve as critical intermediaries for Illinois students in numerous ways as they prepare all students for academic success, college and career readiness, and healthy social/emotional development.

Ultimately, the Illinois school counselor’s goal is to help ‘every student succeed’ and support them in becoming productive classroom and school community contributors, competent and satisfied in their future careers, and socially/emotionally healthy individuals throughout their lifespan. This can lead to a long-lasting, statewide impact in our economy, culture, mortality, quality of life and well-being in every region of Illinois.

What is the Illinois Model?

The Developmental Counseling Model for Illinois Schools, hereafter referred to as the “Illinois Model,” is a tool used to assist school counselors and administrators in building a school counseling program that is comprehensive in scope, preventive in design, developmental in nature, and focused on the three American School Counselor Association (ASCA) domains: academic, career and social/emotional. The Illinois Model is strongly aligned to and builds on the fundamental, evidence-based components of the ASCA National Model (2012) and tailors them for Illinois’ unique population and school communities. It includes best practices, samples, templates, and resources from across the nation.

The approach described in the Illinois Model is proactive, emphasizing universal Tier 1 school counseling supports for ALL students and the use of “data identifiers” to actively target students in need of Tier 2 and 3 supports. It discusses how Illinois School counselors can work to assess areas of student growth through accountability systems embedded in district improvement plans which ensure continuous growth in our students and our comprehensive school counseling programs.

The Illinois Model was developed to support school counselors and administrators in utilizing the ASCA National Model, content specific to Illinois, and other nationwide best practices within Illinois schools, including MTSS, Illinois Social/Emotional Learning Standards, Common Core discipline-specific standards, school counseling services as outlined by the Illinois School Code (105 ILCS 5/10-22.24b), Illinois Standards for the School Counselor, and school counseling classroom curriculum.

Who Should Use the Illinois Model?

This manual is prepared primarily for school counselors, but is recommended for use by administrators, teachers, school support personnel, parents, community members, and policy makers. Highly adaptable, the Illinois Model offers Illinois districts the freedom to collaboratively contribute their own expertise as it
relates to the developmental needs of students.

School counselors are ideally and uniquely equipped for the coordination and organization of their school’s school counseling program. Yet, to effectively achieve the goals of the Illinois Model in its fullest sense, all key stakeholders must play a significant role in its implementation, from school staff and community members, to university educators who train school counselors, administrators, and teachers. The Illinois Model can and should be used by anyone who desires to understand how school counseling programs can be successfully implemented in schools.

Key Highlights

Organized by ASCA National Model component (Foundation, Management, Delivery, and Accountability), the Illinois Model stresses that effective school counseling programs:

● Support the school’s mission and demonstrate a measurable impact on the school’s goals.
● Advocate for the equity and access of all students, taking into consideration the unique needs of its own diverse population.
● Provide school counseling supports around the three domains (academic, social/emotional, career) to ALL students based on tiered need (Tier 1 = universal core curriculum for ALL students; Tier 2 = data-informed, targeted supports provided to SOME students; Tier 3 = deep and intensive supports for FEW students).
● Collaborate with administrators, staff, students, parents, community members, and other key stakeholders.
● Appropriately use school counselors’ time, skills, and energy so they may adequately focus on achieving the goals of the school counseling program through direct and indirect services for all students. **Note: The Illinois Model recommends a maximum school counselor-to-student ratio of 1:250 and that school counselors spend 80% or more of their time in appropriate direct and indirect services to students.**

What’s New in the 2018 Edition of the Illinois Model?

The newest edition of the Illinois Model was designed to build on prior models while integrating key elements reflective of the evolving profession of school counseling and the changing needs of Illinois students. Specifically, the following hands-on tools and features have been added:

● **Illinois Learning Standard Crosswalk**: This resource is designed to support school counselors in more effectively collaborating with teachers to deliver school counseling core curriculum in the classroom. Using the Illinois Learning Standards’ grade bands (K-3, 4-5, 6-8, 9-10, 11-12), it outlines standards for each content area that can be taught or co-taught in the classroom by school counselors. This enables school counselors to easily locate Illinois Learning Standards related to school counseling, build those standards into school counseling lesson plans, and demonstrate to administrators and teachers which standards their classroom lessons will support.

● **School Counseling Core Curriculum Resource List**: The development of a LIVE and ever-expanding resource list of sample core curricula has been added to better enable school counselors to locate curriculum for use in the classroom.
Additional Tier 1 resources for school counselors, including a Sample School Counseling Curriculum Map, horizontally and vertically aligned across all grade levels K – 12 and sample lesson plan packages (lesson plan, all needed materials, pre/post -test) for select topics.


An expanded discussion of the difference between a traditional “guidance counselor” and a transformed “school counselor.”

Qualifications and training of an Illinois school counselor.

Listing of critical school counseling program elements recommended to be implemented in all Illinois schools.

Statement of Support from the Illinois School Counseling Association

The Illinois School Counseling Association (ISCA), a division of the Illinois Counseling Association, fully supports the implementation of the Illinois Model in all schools across the state. It strives to promote legislation that supports the ideal ratio of school counselors to students (1:250), educate key stakeholders on the appropriate roles and responsibilities of the school counselor, and advance the profession to the benefit of all students across the state. Additional goals from the bylaws include:

- SECTION 2. The mission of the Illinois School Counselor Association is to provide leadership, advocacy, and collaboration for Illinois school counselors, which results in systemic change to enhance the success of all students in their academic, college, career, and social/emotional development.

- SECTION 3. The primary goal of the Illinois School Counselor Association is to encourage, enhance, and promote the work of the school counselor as a vital link in the educational experience of students. The major focus is to assist pre -kindergarten through post -secondary students in maximizing their academic college, career and social/emotional growth and development.

(ISCA, 2017, Bylaws)

In addition, ISCA seeks to link current, relevant training opportunities for practicing Illinois school counselors through annual conferences, workshops, and virtual training opportunities. Through these efforts, the field of school counseling is moving in a progressive direction in the state of Illinois.
Brief History of the Model

The planning and implementation of developmental counseling is not entirely new to the work of school counselors. From the outset, school counselors provided individual and group counseling for students along with individual planning for academic and career development. In the 1960’s and 1970’s, counselors were educated to offer large group guidance activities. Some schools were offering extensive group guidance activities. For example, Niles North High School in Skokie, Illinois offered a comprehensive group guidance program that was highly developmental in scope. Curriculum projects were written in the summers of 1965 and 1966, and counselors delivered the activities in 25-minute homerooms which met every school day. Utilizing this format, counselors could see all students – freshmen, sophomores, juniors and seniors - any day of the week. Programming covered academic, career and social/emotional topics for Grades 9 through 12.

As school counselors advanced to guide more students in areas outside of career, educational organizations also worked to define the role of school counselors. In 1983 the Illinois State Board of Education (ISBE) published “Pupil Personnel Services Recommended Practices and Procedures Manual: School Counseling.” The goal was to outline the basic role and function of the school counselor. In this publication, the role and function of the school counselor was described as the “Constellation of Services” model, and this description was in common use from the 1960’s through the early 1980’s. Critics of this model pointed out that counselors played an important but ancillary role in the total education of the student. Furthermore, this model was too oriented toward high school counseling and did not speak to how elementary and middle school counselors should function. Critics began talking of a different form of role and function for the school counselor, which is known today as “school counseling.”

Recognizing the First Illinois Model

In the early 1990’s, in response to the national movement to create comprehensive, developmental school counseling programs, the Illinois Counselor Educators and Supervisors (ICES), in collaboration with the Illinois School Counselor Association (ISCA) and the Illinois Counseling Association (ICA), saw a need and took the initiative to develop a model specifically for Illinois school counseling programs. These three entities must be recognized for their leadership, direction, encouragement, and financial support of the first Illinois Model; indeed, without their combined resources, the model would not have been possible.

When the first team of writers began this undertaking, the task force agreed that there was no need to “recreate the wheel” in writing the Illinois Model. The writers concluded that there was an abundance of good information already available to school counselors and that the task should be to combine the best of what was available into the Illinois document.

The writers found that they not only borrowed from many sources, but some areas took on a uniqueness all their own, making this truly an Illinois Model. The references section reflects the variety of resources that were used. The first Illinois Model drew heavily upon the work of Dr. Norman C. Gysbers, University of Missouri-Columbia; his contributions to this model and to developmental school counseling are significant.
The first writers of the model were also guided by state programs from Alaska, Connecticut, Indiana, Iowa, New Jersey and Wisconsin. After several years of hard work, “The Developmental Counseling Model for Illinois Schools” was published in 1996.

Revisions to the Illinois Model

Since the first Illinois Model was published in 1996, the world has gone through many changes that have had a direct impact upon the work of school counselors. Updating the Illinois Model is responsive to the changing needs of school counseling in the state of Illinois. Consider these recent powerful influences shaping our youth and consequently, our profession:

- State and federal legislation, especially the Every Student Succeeds Act (ESSA), formerly authorized as the “No Child Left Behind Act,” has had a great effect upon the academic domain. The increased emphasis on student supports highlights the role of school counselors.

- Technological explosion and globalization of the internet have added new meaning to career and postsecondary planning. These influences and burgeoning Illinois college and career readiness standards punctuate the critical role of school counselors who are trained in these important areas of academics and career planning. Another educational initiative developing across the state is the "completion of a concrete postsecondary plan for students" as a mandatory requirement for graduation.

- The social/emotional domain has seen perhaps the greatest impact of all with violence, disasters, and tragedies such as Las Vegas, Sandy Hook, Newtown, Northern Illinois University, Virginia Tech, Hurricane Katrina, 9/11, and Columbine, touching the lives and hearts of those across the nation, especially our students.

In 2001, recognizing the changing role and function of school counselors, the Illinois State Board of Education Student Services Providers Advisory Board was charged to revise the 1983 Recommended Practices and Procedures document. Under the direction of Eric Thatcher, then School Counseling Consultant for ISBE, and with the work of ISCA representatives Doug Bush, Cathy Shelton and Dr. Anna Marie Yates, and editorial input from Dr. Toni Tollerud, the “School Counseling Best Practices Manual” was created. This document reflected the comprehensive and developmental philosophy for school counselors. Also, school counselors and counselor educators became members of the Illinois Children’s Mental Health Partnership. This group’s work, through legislation, has had a positive impact upon our children and the counseling profession.

The 2010 version of the Illinois Model was meant to provide school counselors with practices and procedures that would assist them in better serving all students. By utilizing the resources from the American School Counselor Association and the Illinois Learning Standards, the 2010 model was intended to be a guide for school counselors moving toward utilizing the ASCA National Model, 2nd Edition (2005).

The 2014 version of the Illinois Model was designed be used as a supplement to the newly released 3rd edition of the ASCA National Model (2012). An executive summary was added, language was modified to reflect new ASCA terminology, and resources were updated and streamlined accordingly. Checklists were also provided at the beginning of each chapter to help school counselors review their understanding of issues presented within the chapter and take practical steps towards implementing their own comprehensive, developmental, “transformed” school counseling program.

The 2018 Revision Task Force invites you to read this document with fresh eyes, an excited spirit, and a
can-do attitude to learn how to contribute to this innovative, cutting-edge approach to school counseling. This evidence-based model has proven results in student success and preparing them to become the next generation of parents, workers, leaders, and citizens. Our vision is that all Illinois administrators, teachers, students, families, community members, and policy makers will understand that school counselors are vital members of the educational leadership team and critically important to student success. Together, we will make a difference!

Acknowledgements

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In 2012, ASCA released a fourth edition of the ASCA National Model. Therefore, a team of ISCA members set forth to update and streamline the 2010 model. Members of this 2012 revision team are as follows:

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2010 Revision Task Force

A leadership council with representatives from the Illinois Counseling Association (ICA), Illinois Counselor Educators and Supervisors (ICES) and the Illinois School Counselor Association (ISCA) asked for a revision of the 2009 Illinois Model. The president of each respective association invited readers and writers to join this revision team, including the following:

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In 2005, a committee was formed and work commenced to revise the 1996 Illinois Model. Team members were serving on the leadership councils of the Illinois Counselor Educators and Supervisors (ICES) and the Illinois School Counselor Association (ISCA). The 1996 writers were also invited to participate in the revision process. Many individuals contributed time and expertise to this endeavor. The team members for the Second Edition included the following:

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Illinois Model 1996

Recognition for the 1996 Illinois Model is extended to the following people. The contributions of these people are what took the Illinois Model from the idea to reality. It was a significant amount of work and their efforts and contributions deserve special notice.

Writing Team:
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Also, Carla Luczak and Chris Kimball deserve a special thank you.
Chapter 1: Introduction

By the end of this chapter, readers will:

**Attitudes**
- Believe in assuming leadership roles in school communities as well as with stakeholders to maximize school counseling efforts.

**Knowledge**
- Understand the tools available to enhance understanding of school counseling in the school community and with key stakeholders.

**Skills**
- Identify 3-5 ways through data, presentations, or other means to advance the transformed school counselor roles and responsibilities in the school community and with key stakeholders.

Making the Model Work: Checklist for Chapter 1

- Share the Illinois Model with others (e.g., your principal, colleagues, community members, faculty, and school board members). Explain how the implementation of this model improves academic performance and contributes to students’ success.
- Outline how school counseling programs are mechanisms for change in schools and communities.
- Review the “assumptions” outlined in this chapter, and select items to be used as discussion topics at your school counseling department, school board, parent, faculty, staff or community meetings.
Introduction, Rationale, and Philosophy

The American School Counselor Association (ASCA) has been a strong advocate for comprehensive, preventative, developmental school counseling programs throughout the nation’s schools. The Illinois Model proposes a framework very similar to the ASCA National Model. Specific attention is given to issues schools and students encounter, which are unique to Illinois. Additionally, solutions and strategies to address those issues are offered using a developmental approach. Because of this, the Illinois Model serves as an essential supplement to the ASCA National Model for school counselors in Illinois.

Throughout the Illinois Model, school counselors will identify resources specific to Illinois that can be used in creating the foundation of a school counseling program, delivering and managing the program components and holding stakeholders accountable for program success. The Illinois Model represents the best thinking of practitioners and educators in Illinois who have examined the ASCA National Model and models of other states. They have accounted for the needs of students in Illinois. This newest edition of the Illinois Model is released with the hope that it will be a useful and approachable tool to assist current and aspiring school counselors and other educational leaders with assessing the degree to which current school counseling programs align with the recommended developmental approach and further assist with the implementation of the ASCA National Model (3rd Edition) statewide.

A developmental counseling approach is designed to permeate all aspects of school counseling programs. Although school counselors already positively influence students in Kindergarten through 12th grade (K-12), developmental school counseling components influence social/emotional concerns throughout childhood development, including pre-kindergarten. A developmental program assumes that as individuals grow, they encounter certain developmental challenges that, if met, allow the students to act in responsible ways. If school counselors offer a developmental and preventive curriculum that employs both individual and group methods, students will be able to learn to communicate effectively; resolve conflicts; engage in effective decision making; act responsibly; and live safe, meaningful and productive lives.

Rationale

The American education system experiences considerable pressure from a complex array of societal influences. Educators are being asked to do more with ever diminishing resources. The educational system is being held responsible for responding to a variety of social problems in addition to teaching the basic educational skills necessary for students in our public education system to compete effectively in an
emerging global economy. Essential in this current charge from both national and state policy makers is the consideration of ensuring equity and access for all students in our public school systems. Outcomes for all students, and particularly students who have been traditionally marginalized, are the following: 1) increase high school graduation rates, 2) increase retention of students in postsecondary programs, 3) mitigate the negative impacts of social/emotional influences that create barriers to student success.

School counselors believe that teaching life skills is inherent in school counseling curriculum and is critically necessary in preparing all students for school and work. It was from this rationale that a comprehensive developmental school counseling program was created.

The four guiding principles of the Illinois Model are as follows:

● Provide clear guidelines for Illinois school counseling programs to follow in developing comprehensive, developmental, preventive programs for their schools.
● Provide flexibility to allow school counseling programs to develop goals and objectives that reflect the unique needs of the student populations being served within their communities.
● Provide a structure for school counselors to use in explaining the purposes of counseling and the functions of counselors to students, parents, teachers, administrators and community members.
● Provide a framework which enables school counseling programs to demonstrate accountability.

School counselors, who are school leaders, must examine their local educational system with a social justice lens, advocate for the removal of inequities and barriers to student success, and make positive, practical contributions toward the development of an educational system that equitably serves all students in their school community.

Philosophy

A developmental school counseling program is guided by the understanding that collectively students’ thoughts and actions change as they reach developmental milestones. School counselors create school counseling programs, along with the help of other key school and community stakeholders, to meet the academic, career and social/emotional needs of each unique student as he or she progresses in age and throughout grades K-12.

Assumptions

Listed below are several assumptions of an effective school counseling program:

● Is based on goals according to clearly identified student needs;
● Is essential to a student’s personal growth and development, and therefore essential to academic success;
● Contains curricular elements which clearly identify the knowledge, attitudes and skills to be acquired;
● Is regularly and systematically evaluated based on its outcomes;
● Is coordinated and implemented by a licensed school counselor.

Purpose of School Counselors

(Source: Chicago Public Schools 2017 -2018 School Counseling Handbook )
School counselors exist to positively impact the achievement of ALL students. School counselors are **educators** who design and deliver school counseling programs that are comprehensive in scope, preventive in design, developmental in nature, and promote student achievement. School counselors support a secure learning environment, work to safeguard the human rights of all members of the school community (Sandhu, 2000), and address the needs of all students through culturally relevant prevention and intervention programs that are a part of comprehensive school counseling programs (Lee, 2001).

At minimum, school counselors are state -licensed, master's -degree professionals, focusing their time and energy on strategies for improving student success. “Across Illinois, school counselors rely on a national comprehensive school counseling model based on decades of evidence attesting to the positive impact of school counselors on student achievement” (Patterson -Mills, et. al, 2017 | Empirical Research Studies Supporting the Value of School Counselors).

Working within three domains (academic, social/emotional, postsecondary) and three tiers (1=ALL, 2=SOME, 3=FEW), school counselors implement standards -based core curriculum for all students in the school. Then, school counselors use pre -determined data metrics to identify which students have need of MORE, over and above the core curriculum (Hatch, 2017).

Guided by a strict set of ethical standards, school counselors ensure their practice is aligned to the ASCA National Model. To achieve program effectiveness, the American School Counselor Association recommends a maximum school counselor -to-student ratio of 1:250 and that school counselors spend 80% or more of their time in direct and indirect services to students.

School counselors have a unique, client -centered, multicultural training, and use their “social justice lens” to examine school policies, practices, data, curriculum, and resource allocation to advocate for the elimination of barriers that prevent equitable access to a high -quality education. They actively and intentionally work to close opportunity, achievement, and attainment gaps. School counselors promote social justice in their buildings by empowering students and families from historically oppressed populations, challenging bias, and advocating for an equitable educational environment that supports ALL students.

Because of the critical, high -stakes nature of the work, school counselors use a structured, intentional, systematic approach to address the academic, social/emotional, and postsecondary development of their students. They also develop a plan for collecting data and regularly share the impact of their school counseling program with key stakeholders.

School counselors participate as members of the educational leadership team and use the skills of leadership, advocacy and collaboration to promote systemic change as appropriate. “School counselors demonstrate their belief that all students have the ability to learn by advocating for an education system that provides optimal learning environments for ALL students” (ASCA Ethical Standards, 2016). Simply put, school counselors are agents of change!

**Qualifications and Training of an Illinois School Counselor**

School counselors are well -trained professionals. At the time of publication, to obtain an Illinois Professional Educator License (PEL) with a School Support Personnel Endorsement in School Counseling, PK to Age 21 (formerly known as a Type 73), individuals must:

- **Have a master's degree or higher in school counseling or a related field, awarded by a regionally**
accredited institution of higher learning. The minimum core coursework required for licensure in the state of Illinois is as follows: structure, organization, and operation of the educational system, with an emphasis on P-12 schools, growth and development of children and youth, diversity of Illinois students and the laws and programs that have been signed to meet their unique needs, and effective management of the classroom and learning process. Additionally, most graduate programs are a minimum of 60 credit hours.

- Complete a minimum of 700 hours of practicum and internship field experiences under the supervision of Illinois endorsed school counselors.
- Pass a test of basic skills, such as the Test of Academic Proficiency (“TAP”), or present current ACT/SAT results with an acceptable score.
- Pass the School Counseling (181) test.

The Illinois School Board of Education also encourages school counselors-in-training to work in diverse and underserved settings to ensure exposure to a broad range of experiences. School counselors-in-training who were not endorsed teachers prior to their Master’s degrees are required to have coursework in classroom management, special and diverse learners, reading methods, and the psychology of teaching.

Neither the above referenced coursework or practicum are required if the applicant holds a valid out-of-state license in school counseling or an educator license with stipulations endorsed for school counselor and can provide evidence of one year of full-time experience as a school counselor. Learn more about Illinois licensure here.

### Illinois School Counseling Program Critical Elements

Comprehensive school counseling programs are student-centered and data-informed, enhancing the learning process and promoting success for ALL students. Effective school counseling programs include the below critical services and practices. It is important to note that to achieve maximum program effectiveness, administrators, district leaders, and policy makers should strive to support school counselors in developing and implementing the below critical components by providing necessary resources, removing any non-counseling duties from school counselors’ assigned tasks, and staffing school counselors at a maximum school counselor-to-student ratio of 1:250. However, even without the necessary resources, school counselors should still strive to incorporate these critical elements into their programs, although perhaps on a smaller scale (Hatch, 2013, Ch. 9).

School counselors and administrators are highly encouraged to use the below table to assess their school counseling services and practices and set goals for improvement.

<table>
<thead>
<tr>
<th>SERVICES That Should be Implemented in Every Illinois School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implemented Fully</td>
</tr>
<tr>
<td>School counseling core curriculum delivered to all students (Tier 1)</td>
</tr>
</tbody>
</table>

Menu of Tier 2 and 3 services, with predetermined data elements that trigger the need for these supports (Sample 1 | Sample 2 | Sample 3).

- Determine which data element “thresholds” you will use to automatically identify the students in need of Tier 2/3 supports, rather than relying solely on teacher referrals, which are very subjective and often result in students being “missed.” Example: Students with 3+ absences during the first 5 weeks of school are automatically flagged by the counselor to be screened to determine which intervention may
Developmental Counseling Model for Illinois Schools - 5th Edition, 2018

**PRACTICES that Should be Implemented by Every Illinois School Counselor**

<table>
<thead>
<tr>
<th>Implemented Fully</th>
<th>Implemented Partially</th>
<th>Not Yet Implemented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is evaluated under an appropriate, school counseling-related/Illinois Model-aligned framework.</td>
<td></td>
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<tr>
<td>Regularly attends professional development in accord with areas of identified need based on their most recent performance evaluation.</td>
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<tr>
<td>Develops a comprehensive school counseling program plan before the first day of school each year, including an annual agreement, goals based on school data, action plans, lesson plans, annual calendar, and a plan for evaluating the impact of the school counseling program.</td>
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<tr>
<td>Progress monitors the impact of the school counseling plan regularly throughout the school year and develops results reports to share with school staff and other key stakeholders.</td>
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<tr>
<td>Posts the school counseling mission statement and annual calendar in a location that is easily accessible to students, families, and staff (i.e. website).</td>
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</tr>
</tbody>
</table>

*Continued on the next page…* 

<table>
<thead>
<tr>
<th>Implemented Fully</th>
<th>Implemented Partially</th>
<th>Not Yet Implemented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishes a system that staff can use to refer students to the school counselor (<a href="#">sample form</a></td>
<td>(<a href="#">sample process guide</a></td>
<td></td>
</tr>
<tr>
<td>Develops a referral list of community services/hotline numbers and posts it in a location that is easily accessible to students, families, and staff (i.e. website)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with chronic academic, attendance, or behavior concerns should automatically be targeted by the school counselor for school counseling interventions on a regular basis through data-driven methods. The referral form should only be used for students experiencing sudden or concerning changes in the above, personal problems, or a family crisis.</td>
<td></td>
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</tr>
<tr>
<td>Maintains contact logs (<a href="#">sample</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tracks their time (<a href="#">resource list of time trackers</a></td>
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</tr>
<tr>
<td>Follows a schedule/calendars their time (should have a specified time block for walk-ins).</td>
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<tr>
<td>Shares their weekly calendar with administration (i.e. gives the principal &quot;view&quot; access to their Google Calendar, while taking appropriate precautions to protect the confidentiality of any students they have scheduled to see).</td>
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<tr>
<td>Uses pre-/post-tests to measure the change in student attitudes, knowledge, and skills before and after a lesson (sample).</td>
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<td>----------------------------------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>Convenes weekly, data-driven department meetings with agendas. If you are the only counselor at your school, determine with whom you should meet on a weekly basis (i.e. administrator, related service providers). These meetings should center around a review of current school data (i.e. attendance, grades, misconducts, FAFSA completion); Data Analysis Protocol</td>
<td>ATLAS Looking at Data Protocol. Consider establishing a School Counseling Advisory Council to help you to plan, implement, and evaluate your school counseling program.</td>
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<tr>
<td>Actively participates in school leadership teams (i.e. Instructional Leadership Team, Postsecondary Leadership Team).</td>
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<tr>
<td>Checks emails daily and responds to voicemail messages in a timely manner.</td>
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<tr>
<td>Complies with the ASCA Ethical Standards for School Counselors (2016) at all times. These standards are the ethical responsibility of all school counselors. In this document, the American School Counselor Association (ASCA) specifies the obligation to the principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism.</td>
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<tr>
<td>Keeps abreast of district policies, state/national legislation, and current research impacting school counseling work.</td>
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<tr>
<td>Maintains their state licensure and keeps an active membership in professional organizations such as the American School Counselor Association and Illinois School Counselor Association.</td>
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</tbody>
</table>

**Additional Role Statements, Job Descriptions, and Resources**

- ASCA Position Statements on the Roles of School Counselors
- Job Description for School Counselors (Example from Chicago Public Schools)
- State School Counselor Evaluations and Job Descriptions
- ASCA Resource Center (Member access only)
- More Sample Job Descriptions and Performance Evaluations from the Use of Data Online Appendix (scroll down to Ch. 9)
Chapter 2: Structural Frameworks

By the end of this chapter, readers will:

Attitudes

- Believe that there is a new vision for the school counseling profession, one that has transformed due to societal influences and demands affecting schools and students.

Knowledge

- Understand which school counseling frameworks support equity, access, and systemic change within schools for the benefit of all students.

Skills

- Effectively convey the transformed school counseling initiative and related legislative implications.
- Explain the difference between a “guidance counselor” and
Transforming School Counseling

The introductory chapter presented a succinct rationale for comprehensive, developmental school counseling. Traditional guidance programs have become outdated and do not address the challenges presented in today’s educational landscape or the developmental needs of all students. Much of what developmental models stand for is congruent with the changing premises of educating the “whole child” and with making the educational programs more realistic in the preparation of our future workforce.

National efforts by the American School Counseling Association, National Center for Transforming School Counseling, and Center for School Counseling Outcome Research emphasize the need for school counselors to use data-driven interventions to close achievement, access and equity gaps.

The Transforming School Counseling Initiative (TSCI), a division of the Education Trust, is the first national agency to address the training and preparation of school counselors. The TSCI Center calls for school counselors to be skilled in the areas of leadership, advocacy, use of data, collaboration and teaming, and systemic change. The evaluation of school counselors and their programs should include measures to assess these skills. Importantly, TSCI helped school counseling graduate programs train school counselors to become advocates and leaders poised to make systemic change in their schools,
especially for those who had been historically marginalized.

The **No Child Left Behind** (2001) legislation also introduced educational changes that emphasized a focus on accountability. In 2004, Illinois mandated the implementation of the Social/Emotional Learning Standards. The State of Illinois has required school districts to submit a policy to address teaching and assessing social/emotional skills and protocols for responding to children with social/emotional, mental health problems, or a combination of such problems that impact learning ability.

The 2004 Reauthorization of **Individuals with Disabilities Education Improvement Act** (IDEA) also prompted a change in school counseling programs. School counselors are now called upon to assist both general educators and special education teachers in implementing Response to Intervention/Multi-tiered System of Supports (RTI/MTSS) procedures (see resources at the beginning of this chapter). The RTI/MTSS process allows schools to identify at-risk students earlier, provide appropriate instructional interventions for all students and monitor the educational progress of all students.

President Obama signed the **Every Student Succeeds Act** (ESSA) into law on Dec. 10, 2015. ESSA replaces the No Child Left Behind Act (NCLB) of 2001. ESSA includes provisions that will help to ensure success for students and schools. Below are just a few. The law:

- Advances equity by upholding critical protections for America’s disadvantaged and high-need students.
- Requires—for the first time—that all students be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students’ progress toward those high standards.
- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators—consistent with our Investing in Innovation and Promise Neighborhoods.
- Sustains and expands this administration's historic investments in increasing access to high-quality preschool.
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

**How does ESSA impact school counseling?** According to ASCA (source), the bulk of school counseling provisions and opportunities for funding are found in Title IV, part A: “Student Support and Academic Enrichment Grants” of ESSA. ASCA is pleased with the Senate and House negotiations and believes this section has many opportunities for districts to expand their school counseling programs. The purpose of Title IV is to increase the capacity of states, school districts, schools and communities to:

- Provide all students with access to a well-rounded education (this section refers to STEM, the arts, PE and other subject areas).
- Improve school conditions for student learning (this section has several school counseling provisions, including the language “provide mentoring and school counseling to all students”).
- Improve the use of technology to improve the academic achievement and digital literacy of all students (ASCA).
What does this all mean for Illinois?

While we recognize, respect, and affirm the contributions of earlier generations of counselors, it is clear that the most effective school counselors in the 21st century are transforming their role and becoming an integral part of every student’s core curriculum.

School counselors can no longer afford to continue using methods and approaches that do not meet the needs of ALL students in their building. School counselors must step into their place as leaders and advocates in educational reform. As school counselors connect their work to schools' overall plans for improvement, they serve to support the interdependent relationship that exists between students' academic, career, and social/emotional needs.

Together, we must transform and redefine the role of the school counselor to one that has a clear, measurable impact on student outcomes. Now is the time for school counselors to become integrated into the total student curriculum.

Transformed School counselors are:
Leaders!
Advocates!
Collaborators!

The Difference Between a “Guidance Counselor” and a “School Counselor”

The profession of school counseling is rapidly evolving to better impact student achievement. To reach and maintain nationally accepted standards of service, Illinois school counselors must align their practice to that of a “school counselor,” as defined by the American School Counselor Association. The below table identifies the fundamental differences between “guidance counselors” and “school counselors.”

Illinois school counselors should assess their current practice to determine which areas align more with that of a “guidance counselor” and which areas align more with that of a “school counselor.” For areas that are more aligned to the outdated “guidance counseling” model, they should work with their
An important goal of the Illinois Model is for school counselors, administrators, and others to conceptualize a structural framework, through which they will be able to see how all the components fit together to address students’ needs. The major consideration is to address the concerns and needs of ALL students in Illinois - not just a select few - and to help each to develop meaningful, responsible, and productive lives. Today’s school counselors must identify as change agents, proactively working to advance the lives of all students in their buildings. Like students, school counselors have the potential for growth. This straightforward model can empower school counselors to develop that potential.

Central to this framework is the necessity for school counselors to show how their programs affect the academic outcomes of students. The Illinois Model provides how to’s on data collection/accountability measures and ways of presenting this information to stakeholders. The use of a developmental approach accentuates the preventive piece, capturing the concept that young people can learn what will enhance their lives, their careers and their abilities to adapt to a rapidly changing society. Using data provides evidence
of both the positive impact of the school counseling program and the growth of students.

School counselors can and must successfully transition the way they “do school counseling” in order to effectively meet the needs of ALL students in the building. They must broaden their focus toward a new vision, outlined below (The Education Trust, 2009):

<table>
<thead>
<tr>
<th>Leadership</th>
<th>Advocacy</th>
<th>Teaming and Collaboration</th>
<th>Counseling and Coordination</th>
<th>Assessment and Use of Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promoting, planning, and implementing prevention programs, career and college activities, course selection and placement activities, social/personal management and decision-making activities</td>
<td>Making available and using data to help the whole school look at student outcomes</td>
<td>Participating in or consulting with teams for problem solving; ensuring responsiveness to equity and cultural diversity issues as well as learning styles</td>
<td>Brief counseling of individual students, groups and families</td>
<td>Assessing and interpreting student needs, and recognizing difference in culture, languages, values and backgrounds</td>
</tr>
<tr>
<td>Providing data snapshots of student outcomes, showing implications and achievement gaps, and providing leadership for school to view through equity lens</td>
<td>Using data to effect change; calling on resources from school and community</td>
<td>Collaborating with other helping agents (peer helpers, teachers, principal, community agencies, business)</td>
<td>Coordinating resources, human and other, for students, families, and staff to improve student achievement (community, school, home)</td>
<td>Establishing and assessing measurable goals for student outcomes from counseling programs, activities, interventions, and experiences</td>
</tr>
<tr>
<td>Arrange one-to-one relationships for students with adults in school setting for additional support and assistance in reaching academic success</td>
<td>Advocating student experiences and exposures that will broaden student’ career awareness and knowledge</td>
<td>Collaborating with school and community teams to focus on rewards, incentives and supports for student achievement</td>
<td>Working as key liaison with students and school staff to set high aspirations for all students and develop plans and supports for achieving these aspirations</td>
<td>Assessing building barriers that impede learning, inclusion and/or academic success for students</td>
</tr>
<tr>
<td>Playing a leadership role in defining and carrying out the guidance and counseling function</td>
<td>Advocating student placement and school support for rigorous preparation for all students</td>
<td>Collaborating with school staff members in developing staff training on team responses to student’ academic, social, emotional and developmental needs</td>
<td>Coordinating staff training initiatives that address students’ needs on a school-wide basis</td>
<td>Interpreting student data for use in whole school planning for change</td>
</tr>
</tbody>
</table>

The Education Trust (2009)

Using the ASCA National Model to Conceptualize the Illinois Model

The figure (see below) used to conceptualize the ASCA National Model can also be used to conceptualize the Illinois Model. Similarities in both models that suggest the program is built on four interwoven elements: (a) Foundation, (b) Management System, (c) Delivery System and (d) Accountability. Chapters 3 through 6 detail how school counselors will build a comprehensive program using these four quadrants. The Illinois Model has distinct differences from the ASCA National Model concerning legislation and other issues pertinent to students in Illinois. For example, school counselors in Illinois use a Multi-Tiered, Multi-Domain System of Supports (MTMDSS) to create team approaches to prevention and intervention in schools (Hatch, 2017). Read more about MTMDSS later in this chapter.

The ASCA National Model figure is a useful approach to conceptualize the implementation of a
Developmentally appropriate, comprehensive school counseling program adhering to the Illinois State Standards. As school counselors build comprehensive programs aligned with both the Illinois Model and the ASCA National Model, it is important to emphasize various concerns specific to Illinois, such as the Illinois Social/Emotional Learning Standards, MTMDSS, mental health programming, and the Postsecondary and Workforce Readiness Act (i.e. PaCE, competency-based learning, etc.)

School Counseling Domains

Illinois school counseling programs should address standards in three interrelated domains targeting the developmental needs of all students:

1. Academic: Standards guiding school counseling programs to implement strategies and activities to support and maximize each student’s ability to learn. This includes equitable educational planning, encouragement and support to take rigorous courses, academic self-concept, goal-setting, and the development of soft skills that enable students to succeed academically.
2. **College/Career** : 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 lifespan. This includes competencies around career awareness and exploration, employment readiness, goal-setting, and awareness and exploration of postsecondary pathways such as bachelor’s degrees, associate’s degrees, apprenticeships, career certifications, public service/gap years, military, and full-time employment with a family-supporting wage.

3. **Social/Emotional** : Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills. This includes self-awareness, self-management, responsible decision-making, relationship skills, and social awareness.

Through delivery of services within each domain, the developmental school counseling program is designed to help students acquire the attitudes, knowledge, and skills necessary to master the identified standards.
What is MTSS and Why is it Important?

A Multi -Tiered System of Supports (MTSS) is a framework for continuous improvement that is systematic, prevention-focused, and data-informed, providing a coherent continuum of supports responsive to the need of all learners.

The Illinois MTSS framework is made up of six essential components.

- Shared Leadership
- Problem Solving Process
- Curriculum and Instruction
- Progress Monitoring
- Family Community Engagement
- Evaluation of MTSS

As an educational process, MTSS allows educators to judge the overall function of their educational system. Educators can use their available resources to improve student performances by systematically evaluating and analyzing student progress through ongoing universal screening and progress monitoring.

This process meets the mandate of IDEA (2004) and creates an integrated, comprehensive framework that focus on the Common Core State Standards (CCSS). Additional Resources on MTSS:

- For more on Illinois’ MTSS Framework, please visit http://www.ilmsss.net.
- ASCA Position Statement: The School Counselor and Multitiered System of Supports
- ISBE Presentation: Multi-Tiered System of Supports: Uniting Through One Vision
- Database of Tiered Interventions from Intervention Central

MTMDSS: A New Way for School Counselors to Think About MTSS


Similar to MTSS and RtI, the Multi-Tiered, Multi-Domain System of Supports (MTMDSS) is a program planning and decision-making framework that utilizes an evidence-based practice approach to school counseling core curriculum and instruction that is aligned with assessments to address the needs of ALL students. However, while MTSS is concerned with academics and behavior, school counselors are concerned with much more. MTMDSS is a way of aligning the ASCA National Model to the spirit and function of MTSS by incorporating the three school counseling domains (academic, college and career, and social/ emotional), as well as the three tiers (1 = ALL, 2 = SOME, 3 = FEW).

School counselors are integral parts of the total educational program for student success. The entire school community is invested in student academic achievement, college and career readiness, and social/ emotional well-being. School-wide proactive, preventative, and data driven intervention services and activities belong to the entire school. Therefore, it is recommended that schools add the third domain (college and career readiness) to their MTSS program and create a comprehensive school-wide MTMDSS.

The MTMDSS is a framework (see image below) specifically for school counseling programs to organize a continuum of core instruction and interventions to meet students’ needs with the goals of: 1) Ensuring all students receive developmentally appropriate instruction; 2) Maximizing student achievement; and 3) Increasing the social, emotional, and behavioral competencies of students.
Providing a strong prevention-oriented framework is key to teaching students foundational and developmentally appropriate skills such as treating others with respect, learning organizational strategies and study strategies, understanding the college readiness and application process, resolving minor conflicts, and beginning the career exploration process. Devoting significant time to teaching classroom lessons and school-wide activities within the Tier 1 framework provides a strong foundation of evidence-based prevention education programs and services that students need to succeed, which reduces the likelihood of students qualifying for Tier 2 and 3 interventions.

**Multi-Tiered, Multi-Domain System of Supports for School Counseling Programs**
Examples of School Counseling Supports at Each Tier and Domain

This list is meant to serve as a reference only. Not all supports listed below will be appropriate for all schools. School counselors must collaborate with their administrators to analyze school data and determine the most appropriate supports for their school, based on student need.
### Tier 3 (FEW)

<table>
<thead>
<tr>
<th>Academic</th>
<th>Career</th>
<th>Social/Emotional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referrals for tutoring, academic supports,</td>
<td>Referrals as appropriate (i.e. SOAR Centers, Job Corp)</td>
<td>Collaboration with crisis</td>
</tr>
<tr>
<td>or re-engagement centers</td>
<td>Intensive, short-term, solution-focused individual counseling</td>
<td>team/SASS</td>
</tr>
<tr>
<td>Academic support plans/contracts</td>
<td>for students identified as at-risk</td>
<td>Referrals (i.e. DCFS, mental</td>
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<tr>
<td>Intensive, short-term, solution-focused</td>
<td>Individual student/family advising around postsecondary issues</td>
<td>health services, shelters,</td>
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<tr>
<td>individual academic planning for students</td>
<td>Postsecondary advocacy (i.e., financial aid appeals; arranging one-on-</td>
<td>other community services)</td>
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<td>identified as at-risk</td>
<td>on-one admissions interviews with college reps)</td>
<td>Consultation with a student's</td>
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<td>Transition plans for incarcerated, expelled,</td>
<td>Coordinating one-on-one postsecondary supports (i.e., college essay-</td>
<td>outside therapist</td>
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<tr>
<td>and hospitalized students</td>
<td>writing supports, drawing out students who are interested in</td>
<td>Consultation with or reports</td>
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<tr>
<td>Intensive attendance-related supports</td>
<td>non-traditional pathways</td>
<td>to DCFS</td>
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<tr>
<td>(i.e. home visits)</td>
<td>Transition plans for incarcerated, expelled, and hospitalized students</td>
<td>Behavior Support Plans</td>
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<td>Summer melt advocacy/planning</td>
<td>DREAMer and DACA support</td>
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<td>Postsecondary reengagement</td>
<td>Trauma-focused interventions</td>
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<td>(e.g., Anger Coping, Think</td>
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<td>Social skills interventions</td>
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<td>(e.g., S.S. GRIN)</td>
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<td>Peace Circles, Peer Jury,</td>
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<td>Peer Conference</td>
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<td>Check-in/Check-out</td>
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<td>Restorative Conversations</td>
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<td>Supports for students in</td>
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<td>temporary living situations</td>
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<td>FAFSA workshops for</td>
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<td></td>
<td></td>
<td>families of first-generation</td>
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<td></td>
<td></td>
<td>students</td>
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<td>College tours for special</td>
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<td></td>
<td>populations</td>
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<td>Coordination of mentoring</td>
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<td>supports</td>
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<td>College essay-writing</td>
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<td>supports</td>
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<td>Supporting Posse applicants</td>
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<td></td>
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<td>Consultancy, collaboration</td>
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### Tier 2 (SOME)

<table>
<thead>
<tr>
<th>Academic</th>
<th>Career</th>
<th>Social/Emotional</th>
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<tbody>
<tr>
<td>Short-term, solution-focused small group</td>
<td>Short-term, solution-focused small group counseling (i.e. Posse,</td>
<td>Short-term, solution-focused</td>
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<tr>
<td>counseling (i.e. study skills, executive</td>
<td>Gates)</td>
<td>small group counseling</td>
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<td>functioning skills)</td>
<td>Closing-the-gap activities &amp; equity, access, and systemic change</td>
<td>(i.e. children of</td>
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<tr>
<td></td>
<td>activities</td>
<td>divorce, grief,</td>
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<td>relationships, social</td>
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<td>skills)</td>
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<td>Closing-the-gap activities</td>
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<td>&amp; equity, access, and</td>
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<td>systemic change activities</td>
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<td>DREAMer and DACA support</td>
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<td>Check-in/Check-out</td>
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<td>Supports for students in</td>
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<td>College tours for special</td>
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<td>- Teaching standards -based, developmental classroom lessons focused on the academic domain (i.e. transcript review, high school applications)</td>
<td>- Teaching standards -based, developmental classroom lessons focused on the career domain</td>
<td>- Teaching SEL standards -based, developmental classroom lessons</td>
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<td>- Facilitating completion of the Individual Learning Plan for all students</td>
<td>- Facilitating completion of the Individual Learning Plan for all students</td>
<td>- Training appropriate school staff to deliver standards -based curriculum/coordinating school-wide SEL curricula (i.e. Second Step)</td>
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<tr>
<td>- Collaboration with Grade Level Teams/House Teacher Teams</td>
<td>- College tours, business tours, or other postsecondary site visits for all students in a particular grade level</td>
<td>- Co-teaching SEL standards with content -area teachers</td>
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<td>- High school fairs and informational sessions for students and families</td>
<td>- FAFSA workshops, open to all students</td>
<td>- School-wide expectations about behavior (i.e. BRAVE, ACHIEVE)</td>
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<td>- Advisory lessons on academic domain content</td>
<td>- Fairs (college, career, scholarship)</td>
<td>- Advisory lessons on SEL domain content</td>
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<td>- Student/parent orientations</td>
<td>- Senior Seminar courses</td>
<td>- Coordination of Sexual Health Curriculum</td>
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<td>- Marketing of enrichment and extracurricular opportunities</td>
<td>- Advisory lessons on career domain</td>
<td>- Marketing of enrichment and extracurricular opportunities</td>
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<td>- High School Investigation Day</td>
<td>- Student/parent orientations</td>
<td>- School-wide or grade level -wide team building, leadership workshops</td>
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<td>- Freshman Connection</td>
<td>- Career domain workshops for families</td>
<td>- Social/emotional workshops for families</td>
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<tr>
<td>- Service Learning supports</td>
<td>- Marketing of enrichment and extracurricular opportunities (i.e. job shadowing, internships)</td>
<td>- Coordinating school-wide responsive services to address an emergency, disaster, or other crisis situation</td>
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<tr>
<td>- Academic Progress Monitoring of ALL students (i.e. Dashboard, D/F Gradebook Report, Grade Level/Dept. discussions)</td>
<td>- Decision Day activities</td>
<td>- Coordination of school-wide awareness events (i.e. Day of Silence)</td>
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<td>- Culture and Climate Team: (Inclusive of Admin., School Staff and Clinicians)</td>
<td>- Resume and interviewing workshops (i.e. “What Not to Wear” fashion show)</td>
<td>- Adolescent depression prevention in health class</td>
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*Table used with permission from Chicago Public Schools*
Chapter 3: Foundation

By the end of this chapter, readers will:

Attitudes

- Believe that the school counseling program beliefs, vision, and mission are the underlying tenets in creating a rigorous and comprehensive program where all students benefit from the work school counselors do.

Knowledge

- Understand that professional and student competencies, along with local, state, and federal legislature equip school counselors to meet rigorous demands of the profession and student needs.

Skills

- Develop appropriate needs assessments and meaningful program goals to assure that the school counseling program operates upon the needs of students.

Making the Model Work: Checklist for Chapter 3

☐ Print all relevant standards for easy access. Read about the history, purpose and development of these documents.

☐ Download & review the IL DCFS Manual for Mandated Reporters (specifically review Appendix C). Complete the online “Recognized & Reporting Child Abuse: Training for Mandated Reporters.”

☐ Identify how school counselors in your school work with teachers to implement the mandated Illinois Social/Emotional Standards. Use the Self-Assessing Social and Emotional Instruction and Competencies: A Tool for Teachers to assist in the process.

☐ Using school data, identify some of the unique needs your students may possess that require mastery of certain standards and competencies. Discuss with key stakeholders and develop a plan to put the standards into action. Use the NOSCA Strategic Planning Tool as a guide.

☐ In collaboration with key colleagues, develop for your school counseling program a set of written beliefs, a vision and a mission statement.
Foundation

This chapter focuses on building the foundation of comprehensive school counseling programs that:

- Align with the ASCA National Model, ASCA School Counselor Competencies and Illinois Standards for School Counselors;
- Reflect the ASCA Mindsets & Behaviors for Student Success, Illinois Student Competencies, and Illinois Social/Emotional Learning Standards; and
- Provide school counseling services as enumerated by the Illinois School Code.

The foundation of developmental school counseling programs is based on beliefs, a vision, and a mission statement. Developmental school counseling programs are also focused on meeting specific goals related to the academic, career, and social/emotional needs of the students they are designed to serve. Furthermore, the Foundation is influenced by local, state, and federal legislation.

Professional Standards and Competencies for School Counselors

Understanding the applicable standards is essential when creating a strong foundation for a comprehensive school counseling program.

The ASCA School Counselor Competencies outline the knowledge, abilities, skills and attitudes that ensure school counselors are equipped to meet the rigorous demands of the profession and the needs of all students. These competencies help ensure new and experienced school counselors are equipped to establish, maintain and enhance a comprehensive school counseling program addressing academic achievement, career planning and personal/social development (ASCA, 2012). “The competencies and indicators directly reflect the school counseling program, mission and goals” (ASCA, 2012, pg. 29). The 2012 ASCA School Counselor Competencies can be downloaded from http://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf.

The Illinois Standards for School Counselors outlines 23 standards which school counselors must have knowledge and performance capability in order to receive certification (ISBE, 2002). The standards can be downloaded from https://www.isbe.net/Documents/23ark.pdf. Standard 11 specifically addresses Program Development and compels school counselors to:

- use available resources in implementing a comprehensive counseling program;
- use data compiled from needs assessment in planning the counseling program;
- use data from multiple sources, including surveys, interviews, focus groups and needs assessments, to enhance students’ outcomes;
- design, implement, monitor, and evaluate a comprehensive developmental school counseling program with an awareness of the various systems affecting students, parents and school faculty and staff;
- implement and evaluate specific strategies designed to meet program goals and objectives for enhancing students’ competencies;
- identify student achievement competencies and implement activities and processes to assist students in achieving these competencies; and
- prepare a counseling calendar reflecting appropriate time commitments and priorities within a comprehensive developmental school counseling program.
Site supervisors and university professors should point out to graduate students that the School Counseling Content Area Test for an Illinois Professional Educator License is based on the Illinois Standards for School Counselors.

**Standards and Resources for Navigating Ethical & Legal Challenges**

School counselors face legal and ethical challenges every day, ranging from confidentiality issues to records maintenance to duty to report suspected neglect and/or child abuse (ASCA, 2012).

The [*ASCA Ethical Standards for School Counselors*](#) specify the principles of ethical behavior necessary to maintain the highest standard of integrity, leadership and professionalism" (ASCA, 2013, pg. 30).

Additional resources, such as articles written by the chair of ASCA’s Ethics Committee, webinars, and answers to frequently asked questions, can be accessed [here](#).

*Watch a webinar on the ASCA Ethical Standards* [1:19:14]

**Additional resources to consult and become familiar with regarding legal and ethical implications for Illinois school counselors include:**

- [*A Comparison of the 2010 and 2016 ASCA Ethical Standards for School Counselors and a Rationale for the Changes*](#) (2016)
- [*IL DCFS Manual for Mandated Reporters*](#)
- [*Federal Education Rights and Privacy Act* (FERPA)](#)
- [*Illinois School Student Records Act*](#)
- [*Erin’s Law*](#)
- [*McKinney-Vento Homeless Assistance Act*](#)
- [*Illinois School Bullying Prevention Task Force Resources & Recommendations*](#)
- [*Chicago Public Schools Legal Guidance for Mental Health Professionals*](#) (may include some internal district links)

**School Counseling Standards for Students**

Student standards and competencies are specific behaviors that students are expected to develop relative to the goals of the school counseling program. Identification of specific competencies allows school counselors and other key stakeholders to engage in dialogue with each other relative to specific outcomes of the program as well as methods being used to produce the outcomes.

Standards and competencies are very useful in communicating to others (parents, students, faculty, administration) what the developmental school counseling program intends to accomplish. Competency statements also readily lend themselves to assessment allowing for evaluation and accountability of school counseling programs.
The student standards and competencies that shape the foundation and delivery system of a comprehensive school counseling program in the state of Illinois are (1) the ASCA Mindsets and Behaviors for Student Success, (2) the Illinois Student Competencies, and (3) the Illinois Social/Emotional Learning Standards.

**ASCA Mindsets and Behaviors for Student Success**

The American School Counselor Association introduced the “ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career Readiness for Every Student” in 2014. These standards describe the attitudes, knowledge, and skills students need for achievement of academic success, college and career readiness and social/emotional development.

The 35 mindsets and behavior standards were derived from a wide range of educational standards based on research and best practices for student achievement. School counselors use these 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 levels to reflect the district’s local priorities (source).

In assessing the standards, school counselors choose competencies that align with specific standards that become the foundation for classroom lessons, small groups and activities in tandem with developmental needs of students. The chosen competencies then become a direct reflection of the vision, mission and goals for the comprehensive school counseling program, in alignment with the school's academic mission.

The 35 mindset and behavior standards can be applied to any of the three domains (Academic Development, Career Development, Social/Emotional Development) and are constructed with all students in mind (ASCA Mindsets & Behaviors, 2014).

Learn more about the ASCA Mindsets & Behaviors:
- Access the ASCA Mindsets & Behaviors
- ASCA Mindsets & Behaviors Program Planning Tool
- Watch a webinar on the ASCA Mindsets & Behaviors from counselor blogger Rebecca Atkins [5:47]

**Illinois Learning Standards**

The Illinois Learning Standards (ILS) define what all students in all Illinois public schools should know and be able to do in the core areas because of their elementary and secondary schooling. The purpose of these rigorous standards is to better prepare students for college and the workforce.
Although the ILS does not include standards specifically for school counseling as a content area itself, there are many standards within each of the core areas that school counselors can address through the school counseling core curriculum. These standards are outlined in the NEW Illinois Learning Standard Crosswalk tool, outlined below:

**NEW! Illinois Learning Standard Crosswalk Tool**

This resource is designed to support the school counselor in more effectively collaborating with content-area teachers to deliver school counseling core curriculum in the classroom.

Using the Illinois Learning Standards’ grade bands (K-3, 4-5, 6-8, 9-10, 11-12), the tool outlines standards at each band and for each content area that can be taught or co-taught in the classroom by school counselors.

This enables school counselors to easily locate Illinois Learning Standards related to school counseling, build those standards into school counseling lesson plans, and demonstrate to administrators and teachers which standards their classroom lessons will support.

The **Illinois Social/Emotional Learning (SEL) Standards** describe the content and skills for students in grades K-12 for social and emotional learning. Each standard includes five benchmark levels that describe what students should know and be able to do in early elementary (grades K-3), late elementary (grades 4-5), middle/junior high (grades 6-8), early high school (grades 9-10), and late high school (grades 11-12). (source)

Other competencies to consider when designing and implementing a comprehensive school counseling program may include, but are not limited to:
The School Counselor’s Role in Student Standard Mastery

While standards may be delivered across the curriculum in all subject areas, it is important to note that the school counselor provides the leadership to establish partnerships with teachers to ensure the delivery of content that will result in students mastering the school counseling-related standards.

Standard mastery is a critical component of the comprehensive school counseling program. In addition to the Illinois Learning Standard Crosswalk tool outlined above, school counselors may also check out a review tool for applying SEL standards across the curriculum at the Center on Great Teachers and Leaders.

School Counseling Services in the Illinois School Code

The Illinois School Code (105 ILCS 5/10-22.24a-b) defines school counselors and some school counseling services that may be provided in schools. Once the knowledge, abilities, skills and attitudes necessary to meet the rigorous demands of the profession and the needs of pre-K–12 students are mastered, school counselors can use the services listed in the Code as a guide for building a strong comprehensive school counseling program foundation. Read the full text of school counseling services enumerated in the Illinois School Code.

Beliefs, Vision, Mission Statement

**Beliefs**
The process of building strong developmental school counseling programs begins with brainstorming a set of beliefs. School counselors need to think and genuinely believe students have the capacity to develop certain skills and will be able to demonstrate more positive attitudes through participation in developmental school counseling programs. Ideally, these are tied to the goals and beliefs of individual schools and districts.

The beliefs of all school faculty and staff are integral to the consistent implementation of effective school counseling programs. It is not enough for only school counselors and teachers to believe that “every student can succeed.” Each school professional with which students interact, such as deans, coaches, office and lunchroom staff, must also believe all students can learn, even those students who pose the most challenges. Stakeholders’ beliefs help influence their actions and they support the school counseling program instead of diverting from it.

Consider the following stakeholders as being instrumental to the seamless implementation of a school counseling program:

- Students, families
- Administrators
- Teachers, teacher assistants, paraprofessionals
- Community members, local business owners, representatives from community-based agencies
- Volunteer staff
- Office, security, custodial, and lunchroom personnel
Gather input from all school counseling department members and work to achieve consensus. Capitalizing upon the variety of experiences will strengthen the program’s foundation and broaden the focus of a vision for the future success of all students. Sample belief statements can be found below:

### Sample Belief Statements  (Courtesy of Al Raby High School, Chicago, IL - RAMP School)

We, the School Counselors of Al Raby High School, believe:

1. That all students at Raby have the ability to achieve
2. Every student at Raby must have access to a comprehensive school counseling program which is planned, delivered, and managed by both full-time, state licensed, master's degree-level school counselors
3. The counseling program must be evaluated annually by the two counselors, advisory council, administrators, and district counseling director through reviewing counseling department results reports, end-of-the-year surveys to staff and students, and our district ASCA Implementation Plan.
4. We must deliver holistic, comprehensive services that address student developmental needs and focus on primary prevention and intervention
5. That we must always abide by the principles of ethical behavior as outlined in the ASCA Ethical Standards for School Counselors
6. That aligning our school counseling program with the ASCA National Model and ASCA National Standards for Students will help us to better serve and advocate our students
7. That to promote an effective school counseling program, we must demonstrate the necessary knowledge, skills, and attitudes as outlined in the ASCA School Counselor Competencies
8. Our school counseling program must be evidence-based and data-driven, so we are better equipped to promote programmatic and systemic change
9. To serve as effective advocates for our students, we must consider all students’ ethnic, cultural, racial, gender, socioeconomic, sexual differences and special needs when planning and implementing the school counseling program
10. In ensuring access and equity in our school by providing extra support to those students who need “more” through intentional closing-the-gap activities
11. That the school counselors must regularly participate in professional development activities essential to maintaining a quality school counseling program
12. In utilizing community resources so that we can better serve our students and foster a stronger school-community relationship
13. Our ultimate goal is to graduate college-ready, responsible citizens who can effectively advocate for social and environmental causes.

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### Sample Belief Statements  (Courtesy of Evanston Township High School, Evanston, IL)

The following principles are the foundation for the school counseling program:
➔ Measurable student competencies are developed based on demonstrated need in the areas of academic, college/career and personal/social domains.
➔ The delivery system includes a school counseling curriculum, individual planning, responsive services and system support.
➔ The program uses tools to monitor student progress.
➔ All aspects are implemented by a credentialed school counselor.
➔ There is ongoing collaboration between school counselors and the school community.
➔ Data drives program decisions.
➔ Counselors analyze both process and outcome data and seek improvement based on this data.
➔ The process and outcome data collected from students and parents is carefully analyzed by the counselors at the end of each school year as one means of program evaluation.
➔ All ETHS counselors work together to plan and implement the counseling program.
➔ The ETHS counseling program will be overseen and evaluated by the Associate Principal of Student Services and the Lead Counselor.
➔ The counseling program and its materials will be managed by all fifteen counselors collaboratively and through dialogue with the AP of Student Services and Lead Counselor.
➔ Counselors actively continue to examine and eliminate beliefs, policies and practices in the school counseling program that perpetuate racial disparities in achievement.
➔ Counselors actively share successes with the school community.

Additional resources to help define beliefs can be found on p. 22-23 of the ASCA National Model, 3rd Ed.

Vision

Based on previously stated beliefs, a vision statement should include desired outcomes for the current school counseling plan and “blueprints” for improved services in the future. A vision statement also may align with the growing needs of the district, city, state, nation and world.

The following are characteristics of a vision statement:

● Describes a future world where the school counseling goals and strategies are being successfully achieved.
● Outlines a rich and textual picture of what success looks like and feels like
● Is bold and inspiring.
● States the best possible student outcomes that are five to 15 years away
● Is believable and achievable.

(ASCA, 2012)

Examples of possible resources to help shape a vision statement, as well as sample vision statements, can be found below:

● Center for School Change (http://www.Centerforschoolchange.org) Search “Vision Statement”
Sample Vision Statement  (courtesy of Glenbard West High School, Glen Ellyn, IL - RAMP School)

The Glenbard West School Counseling Department prepares students for successful transition into post-secondary education and career fulfillment, empowering students to become positive contributors to the greater community. Our students will graduate from a two or four-year college, technical training program, military, and will be prepared for the diverse challenges of the workforce. All students will achieve personal and academic growth to reach individual success throughout their adult life.

Sample Vision Statement  (courtesy of Taft High School, Chicago, IL - RAMP School)

The vision of the William Howard Taft Counseling Department is to develop lifelong learners by instilling the 10 International Baccalaureate Learner Profile characteristics of Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced and Reflective. The William Howard Taft Counseling Department delivers services that reflect the IB Learner Profile characteristics. To that end, students are supported and challenged to develop and display these characteristics throughout their academics, extra-curricular efforts and community engagement. Students go out into the post-secondary world ready to expand upon these values.

Sample Vision Statement  (courtesy of Northwest Middle School, Chicago, IL - RAMP School)

Students at Northwest Middle School are prepared for the challenges of secondary and postsecondary education and the high demands of the ever-changing global society. All students participate in curriculum that allows for personal growth through collaboration with peers, teachers, and school staff, to strengthen necessary skills such as critical thinking, problem solving, decision making, and interpersonal skills for success. With the help of a supportive school environment, students feel empowered to be leaders and are prepared to overcome any challenge that may arise. Students are well equipped with the necessary tools to solve problems both academically and socially.

Sample Vision Statement  (courtesy of Chester High School, Chester, IL)

All students are prepared to experience college and career success and are committed to lifelong learning in a changing society.
Mission Statement

The school counseling program mission statement is a critical piece of your program’s foundation. It outlines your school counseling program’s core purpose and focus and should be clearly aligned with the school’s mission statement. Your mission statement serves as the solid ground upon which the rest of the comprehensive school counseling program is built.

Designing a strong foundation requires a collaborative effort with administration, staff, students, parents/guardians, and the community to determine what every student will receive as a benefit of the school counseling program. In drafting an initial mission statement or revising an existing mission statement, engage in personal reflection and thoughtful discussion with key stakeholders about the following:

- Your belief about the ability of all students to achieve.
- Your role in advocating for the equity, access, and success of all students in your building.
- The role of student standards in your practice.
- The long-range results you desire for students in your building.
- Your vision for the ideal school community in which the school counseling strategies are being fully implemented and goals are being successfully achieved.

A high-quality school counseling mission statement:

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

Sample Mission Statement (Courtesy of Glenbard West High School, Glen Ellyn, IL - RAMP school)

The mission of the Glenbard West School Counseling Department is to provide a safe and caring environment to guide, support, and empower all students in academic, college, career, and social-emotional development.

Sample Mission Statement (Courtesy of Northwest Middle School, Chicago, IL - RAMP school)

The mission of the NWMS counseling program is to provide a data driven, comprehensive support system that advocates for the needs of the diverse student population. In collaboration with community members, families, and school staff, the counselor will promote equity, access, and success within the academic, social/emotional, and career development domains of all students. Counselors will foster students’ growth and provide them with the tools necessary for a successful integration into high school and
postsecondary education, with an emphasis on becoming lifelong learners.

**Sample Mission Statement** *(Courtesy of Rotolo Middle School, Batavia, IL - RAMP school)*

The RMS Counseling Department assists all students in reaching their maximum potential by providing a comprehensive counseling program that addresses academic achievement, social/emotional development, and career readiness. The school counselors are dedicated to helping all students becoming lifelong learners and problem solvers, in collaboration with teachers, administrators, and parents.

**Sample Mission Statement** *(Courtesy of John Hersey High School, Arlington Heights, IL)*

The primary mission of John Hersey High School Counseling Program is to help each and every student reach their full potential as citizens capable of meeting the challenges of a changing society. The School Counseling Staff will strive to meet the academic, personal/social, and career needs of our students by working collaboratively with faculty, staff, parents and community members. The counselors will create a school climate and counseling program that serves all students. The program will model and encourage the positive behaviors, skills and knowledge needed for students to become independent lifelong learners.

See more sample mission statements.

## Needs Assessments

Today’s transformed school counselors conduct annual needs assessments to assist in identifying student needs. A needs assessment is a piece of a systematic investigation to determine whether existing programs are meeting the unique needs of students. Some of these needs may be expressed clearly by school district policy and state and federal legislation, while others remain subtler or covert. Results of the needs assessment should lead school counselors and administrators to make more informed choices and, therefore, more effective decisions regarding program objectives and strategies. Needs assessments are also valuable in justifying new programs, changes, and improvements that strengthen the school counseling program and the total school program.

It is important to recognize that students may have differing needs based upon their communities, cultural influences, economic resources, familial patterns and available resources. A high-quality needs assessment is developed with students’ cultural identities and complexities in mind.

### Guidelines for Needs Assessments

A variety of commercially produced needs assessments are available and can be modified to fit each school system. A survey can be developed for the entire population of the school or for a random sample of the population. The following list of guidelines for needs assessment work may be helpful:

1. Preparing for the needs assessment:

   - Utilize an advisory committee to develop the tool.
● Include input from students (at all grade levels), parents, teachers and other staff.
● Use newsletters and memos to inform (templates available in document and publisher software).
● Become familiar with procedures and current technology to report data results.
● Expect enthusiasm and resistance.

2. Assessing the current school counseling program:

● Gather both quantitative and qualitative data on the status of the current program.
● Identify things already being done to meet student needs.
● Develop the needs assessment around the program mission statement, philosophy, goals and competencies.
● Change current goals and competencies addressed based upon the results of the needs assessment.
● Identify expectations of community leaders and business leaders to assist in the assessment.
● Utilize all resources available in achieving a thorough assessment.

3. Creating needs assessment surveys based on the developmental levels of the students:

● Use similar wording if assessing the same need from different populations (such as teachers, students, and parents).
● Be brief and concise.
● Help those responding to the needs assessment to be aware of how the data will be used.
● Use technology, like Google Forms, to make data collection and reporting more efficient.
● Reference “Making Data Work,” full citation located in the appendix.

4. Administering and analyzing the results:

● Select the best procedure to get the results desired (i.e., a random sampling versus surveying everyone in the school).
● Acquire data from a variety of people: students, teachers, parents, etc.
● Tally results using percentages and report by the differentiated groups.
● Include highest needs and those needs that are already being met.
● Set priorities based upon the results.
● Reference “Making Data Work” Section 3.

5. Developing student goals, competencies and counseling strategies to address identified needs:

● Develop age appropriate goals that are specific and time-limited
● Develop a reporting procedure to share results and how the results will be used
● Select innovative and effective counseling strategies (i.e. classroom units and group, small groups or individual counseling, workshops, presentations or faculty development, consultation, collaboration with staff or community resources)

6. Reviewing the needs of students and evaluating the effectiveness of programs annually

● Determine the best time of year to deliver the needs assessment (i.e. beginning of year, end of year)
In her book, “The Use of Data in School Counseling: Hatching Results for Students, Programs, and the Profession (p. 113),” Dr. Trish Hatch discusses the need for school counselors to “rethink the purpose of faculty needs assessments.” There is an important distinction to be made between asking faculty for input in prioritizing topics that the school counselor has already identified based on data and asking them what needs the school counselor should address. A highly-trained professional, the school counselor is well-versed and uniquely suited to identify students’ needs through current school data. Indeed, they are the “content experts” in addressing students’ developmental needs.

The purpose of the needs assessment should not be to ask what the school counseling program should focus on. Rather, the purpose of the needs assessment should be to gain buy-in from key stakeholders, educate them on ways the school counselor can address those needs, and provide feedback on which of the pre-identified needs should gain priority over others, due to limited resources.

**Sample Needs Assessments and Resources:**

- Student Needs Assessment (courtesy of Pine Lake Preparatory High School)
- Faculty/Staff Needs Assessment (courtesy of Northwest Middle School)
- Youth Risk Behavior Survey
- Illinois Youth Survey
- Sample Needs Assessments from the Use of Data Free Online Appendix (scroll down to Ch. 6)
- ASCA Scene Resource Library (accessible to ASCA members only - join today!)
- Create your own online needs assessment using technology:
  - Google Forms
  - Survey Monkey
  - Qualtrics

**Program Goals**

Program goals are the key to building data-driven school counseling programs. Effective program goals provide focus to the implementation of a data-informed school counseling program and specifically define student outcomes in each of the three domains: academic, career, and social/emotional development. According to the ASCA National Model (ASCA, p. 25), effective program goals do the following:

1. Promote achievement, attendance, behavior, and/or school safety
2. Are based on school data
3. Address school-wide data policies and practices or address closing the-gap issues
4. Address academic, career, and/or personal/social development
Why Use Outcome Data for My S.M.A.R.T. Goals?

Outcome data demonstrates that the counseling intervention resulted in behavior change, which in turn impacted student academic performance. Outcome data includes “BAG” data (Behavior, Attendance, Grades) and other high-stakes metrics.

When school counselors measure their impact on critical school data, it maximizes their ability to impact the success of students, because school counseling activities are likely aligned to school-wide goals for improvement. It provides information on the school counselor’s work by determining whether what they did actually made a difference. Lastly, it influences how key stakeholders recognize the importance of the school counseling work and the need to continue interventions.

S.M.A.R.T. Goal Drafting Process Overview

1. Conduct a thorough review of your school’s data, determining needs and gaps
2. Choose the right focus (should be strategic and align with your school’s improvement plan)
3. Ensure your goal statement is S.M.A.R.T.:
   - Specific/Strategic
   - Measurable
   - Achievable/Attainable
   - Results-Oriented
   - Time-Bound

Sample Academic Domain Goals:

- 50% of freshmen will achieve a GPA of 2.5 or higher by the end of the school year.
- Identified 3rd, 6th, and 8th grade students with one or more Ds/Fs in a core class at the end of the five-week progress report will improve by one letter grade by the end of the first quarter.
- Increase the % of African American and Latino males enrolling in AP courses by 8% by the end of the school year.
- Increase the % of females enrolling in AP math and science courses by 5% by ____.
- 55% of our 6th graders will end the school year with a 3.0 GPA or higher.
- By the end of the school year, 75% of targeted students (those experiencing severe test anxiety) will improve their scores on the NWEA by 5%.

Sample Social/Emotional Domain Goals:

- Decrease the number of discipline referrals among 5th graders by 20% by the end of the school year.
- Decrease the instances of SCC 3-8 offenses (cheating, plagiarizing, etc.), school-wide, by 25% by the end of semester 1.
- 85% of 6th-8th graders will participate in at least one extracurricular activity during the ____ school year.
- To reduce the percentage of 3rd graders with 2 or more early warning indicators to 14% by
the end of the school year.
➔ To increase the senior attendance rate from 87.6% to 90% by the end of the school year.
➔ To increase the % of students with an adult family member attending Report Card Pick-Up by 15% for both first and second semesters.
➔ Decrease the number of student tardy occurrences school-wide by 5% for the _____ school year.
➔ Decrease SCC 1-3 Offenses by 15% by the end of the school year.

Sample Career Domain Goals:

➔ 72% of graduates will enroll in a postsecondary institution by the fall following graduation.
➔ To increase enrollment at match schools by 10 percentage points by the spring following graduation.
➔ To increase the college persistence rate by 6% for the Class of ____.
➔ To increase scholarship dollars earned to $16 million for the Class of ____.
➔ 25% of seniors will earn at least one Early College and Career credential by graduation.
➔ 10% of juniors will successfully complete an internship by August of ____.
➔ To increase the degree attainment rate among Latino males by 5% by September of ____.

For school counselors serving populations with special needs, consider the following as possible outcome data metrics for career domain S.M.A.R.T. goals:

➔ % who have obtained a State ID
➔ % for which parents have obtained guardianship of the student
➔ % completing "Career Community Connections" or other work training programs
➔ % who have registered for Prioritization of Urgency of Need for Services (PUNS)
➔ % completing One Summer Chicago experience
➔ % who are DRS Certified (Illinois Department of Human Services Division of Rehabilitation Services)
➔ % completing After Schools Matter experience
➔ % who are “Travel Trained”
➔ % who have obtained competitive employment
➔ % receiving Social Security Income
➔ % who have received a Benefit Access Free Ride card

Additional Resources for Setting SMART Goals:

● ASCA SMART Goal Worksheet
● Learn more about the process of “Setting Strong S.M.A.R.T. Goals” (courtesy of Chicago Public Schools, 2015)

Strategic Planning Process

According to the National Office of School Counselor Advocacy (NOSCA), “strategic planning helps school counselors use data to set clear goals and develop strategies with measurable outcomes for student achievement and success.” NOSCA’s Strategic Planning Process:

STEP 1: Collect, analyze and interpret data to identify gaps in student outcomes.
STEP 2: Develop and prioritize measurable, data-driven goals aligned with school, district, state and national goals.

STEP 3: Develop strategies and interventions to meet goals.

STEP 4: Develop and implement the plans for each goal, including benchmarks to monitor progress.

STEP 5: Collect and report outcome data to all stakeholder, and adjust strategies and interventions as needed based on results.

STEP 6: Institutionalize policies, practices and procedures to sustain gains in equity.

NOSCA’s six-step strategic planning process generally focuses on aligning college and career counseling with school improvement plans, but the systematic approach can be applied to any domain of the school counseling goal setting process to ensure goals are data-informed and address equity gaps.

Impacts of Local, State, and Federal Legislation

Local, state, and federal legislation impacts educational programs and influences the goals and mission of schools. School counselors should harness these opportunities. For example, school counselors can have a significant impact on accomplishing the goals of the School Improvement Plan. Many SIPs are based on the No Child Left Behind Act (NCLB) of 2001, reauthorized as ESSA on Dec. 10, 2015.

Another example is the adoption of the Illinois Social/Emotional Learning (SEL) Standards. In 2004, the Illinois Board of Education mandated SEL standards, which have been designed to be delivered across the curriculum in all subject areas. However, it is the school counselor who provides the leadership to establish partnerships with teachers to develop and deliver these standards.

Finally, the Illinois School Code (105 ILCS 5/School Code) highlights services of developmental school counseling programs. The description of services does not specifically identify goals, but does outline and describe the role that the school counselor plays in fulfilling the mission of the school. Read the full text of school counseling services in the Illinois School Code (105 ILCS 5/School Code) Section 10-22.24b.


Diversity Statements and Tools

- Related ASCA Position Statements:
  - Cultural Diversity
  - Equity for All Students
  - Students With Disabilities
  - Gender Equity
  - LGBTQ Youth
  - Transgender/Gender-Nonconforming Youth
  - Working With Students Experiencing Issues Surrounding Undocumented Status
- 2017 ASCA Webinar Series: Interrupting Racism: Race & Equity in Your Program
- Evanston/Skokie School District 65’s Belief Statements
- Gay, Lesbian, Bisexual and Transgender Students
- ASCA Resource Center (Member access only)

Chapter 4: Management
By the end of this chapter, readers will:

Atitudes
- Believe that management tools such as data, calendars, action plans, and advisory councils are critical to the school counseling program’s ability to serve students.

Knowledge
- Understand management processes for planning, assessment, and implementation of the school counseling program.

Skills
- Create and utilize all recommended management tools.

Making the Model Work: Checklist for Chapter 4

- Complete the following assessments and evaluate your findings:
  - School Counselor Competencies Assessment
  - School Counseling Program Assessment
  - Use of Time Assessment

- Collaborate with your administrator to complete the Student Data Profile.

- Set goals to create missing components such as the annual agreement, action plans, calendar, and time distribution chart.

- Download and review the Principal-Counselor Relationship Toolkit with your administrator. Consider studying and discussing elements of the toolkit throughout the school year.

Overview: Organizational Assessments and Tools for a Comprehensive, Developmental School
Counseling Program

Comprehensive school counseling programs must include tools that school counselors and other stakeholders can utilize to effectively develop, implement, and evaluate each program. The management section of the model provides these tools and sets up the organization of comprehensive programs that addresses the needs of students. It is of the utmost importance that the comprehensive program is driven by national trends and school specific data and evaluated on an annual basis. By utilizing the tools and assessments provided, a school counselor should be able to more effectively and efficiently manage the school year, leaving adequate time for direct and indirect services.

Agents of Change

As described in the ASCA National Model Themes, school counselor leaders are culturally responsive change agents who integrate instructional and school counseling best practices to initiate, develop, and implement equitable services and programs for all students. School counselors are skilled at advocating, teaming and collaborating, and using data to promote student success. School counselor leaders are also able to construct meaning from their professional experiences to bring about substantive change for all students. Whether at the elementary, middle, or high school level, all school counselors have both the ability and responsibility to lead. Effective school counselor leadership requires:

- visionary thinking
- recognizing and challenging inequities
- shared decision making
- collaborative processing
- modeling excellence and high standards of practice
- a courageous stance

Garnering Administrative Support for the School Counseling Program

In setting the stage for change, and developing a supportive framework within a comprehensive management system, it is essential to obtain administrative support for program change. When school administrators understand what a comprehensive school counseling program encompasses, they tend to be enthusiastic and supportive of developing programs.

A cooperative and supportive relationship needs to develop between school counselors and school administrators. Without this support, establishing an effective school counseling program will be very difficult. For example, school counselors should keep their administrators informed about workshops, programs, and developments; this allows administrators to stay abreast of new program initiatives and services being provided to students.

The National Office of School Counselor Advocacy (NOSCA) provides researched-based best practices for developing the principal-counselor relationship. This framework can be implemented and used “to create a true partnership and support a school vision to prepare students for successful futures, including college success” (NOSCA, 2013). Some resources are listed below:

Voice from the Field:

“As a solo school counselor in my building, I feel that collaboration is key in any type of school counseling-related initiative. A positive administrator - counselor relationship is incredibly powerful and simply makes things more efficient. For example, gaining approval for a new task is much quicker when there is a large amount of trust in the relationship.”
Toolkit: Enhancing the Principal-School Counselor Relationship - This toolkit was developed through “a multiyear research project undertaken by ASCA, NOSCA and NASSP to learn what school counselors and principals think is important in their relationships, how they view the current state of their own relationships within their schools and what effective school counselor/principal relationships might look like” (ASCA).

Finding a Way: Practical Examples of How an Effective Principal-Counselor Relationship Can Lead to Success for All Students - This document “tells the stories of principals and school counselors who have formed strong partnerships to overcome challenges and prepare students for college,” highlighting the activities, skills, and behaviors contributing to their success (ASCA).

A Closer Look at the Principal-Counselor Relationship - This report includes the results of a national survey of more than 2,300 school counselors and principals. “Respondents shared their perceptions about the most important characteristics of a successful relationship and the most significant barriers they face” (ASCA).

Performance Appraisal and Program Assessments

School counselors should annually complete both a performance appraisal and a program assessment in order to self-evaluate areas of strength and improvement for individual skills and program activities. ASCA provides the following two planning tools to support school counselor assessment:

- ASCA School Counselor Performance Appraisal - This tool is based on the ASCA School Counselor Competencies and assists the school counselor in appraising their own performance concerning the knowledge, abilities, skills, and attitudes required to meet the rigorous demands of the profession.

- ASCA School Counseling Program Assessment - This tool enables school counselors to self-assess their level of implementation of a comprehensive, ASCA-aligned school counseling program.

School counselors should complete these two tools annually and discuss the results with their administrator during their annual performance evaluation, highlighting areas of strength and developing goals for improvement. Additionally, the evaluating administrator should be trained to appropriately and effectively evaluate the school counselor. For more information about school counselor performance and program appraisal, review ASCA’s position statement, “The School Counselor and Annual Performance Appraisal.”

Use of Time

Too often, school counselors find themselves with job descriptions that do not match their educational and experiential qualifications and are assigned duties that are not within the scope of a transformed school counselor’s role and function. These non-counseling activities come at the expense of providing essential, critical services to students and therefore need to be reassigned.

Non-counseling activities create significant barriers to implementation of comprehensive, developmental school counseling programs. Placing school counselors in inappropriate roles has a detrimental effect on one’s ability to provide a comprehensive school counseling program that impacts the achievement of all students in the building.

Per the ASCA Ethical Standards (2014), B.2.c., school counselors are ethically required to “advocate for a school counseling program free of non-school-counseling assignments identified by ‘The ASCA National...
Model: A Framework for School Counseling Programs’ as inappropriate to the school counselor’s role.” See below for examples of appropriate and inappropriate activities for school counselors:

<table>
<thead>
<tr>
<th>☑ APPROPRIATE</th>
<th>❌ INAPPROPRIATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Individual student academic program planning</td>
<td>• Coordinating paperwork and data entry to all new students</td>
</tr>
<tr>
<td>• Interpreting cognitive, aptitude and achievement tests</td>
<td>• Coordinating cognitive, aptitude and achievement testing programs</td>
</tr>
<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>
</tr>
<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 (i.e. substitute teaching)</td>
</tr>
<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>
</tr>
<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>
</tr>
<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>
</tr>
<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>
<tr>
<td>• Serving as a member on an IEP team</td>
<td>• Being the case manager for special education, serving as the 504 coordinator, or authoring IEPs</td>
</tr>
<tr>
<td>• Assisting in transition planning and goal writing</td>
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</tbody>
</table>

Adapted from ASCA (2012)
Assessing and Monitoring the School Counselor's Use of Time

School counselors can monitor how their time is being allocated by conducting a use-of-time assessment at least twice a year. Tracking their use of time regularly helps to ensure that school counselors are being utilized and utilizing their own time appropriately. ASCA recommends that school counselors spend at least 80% of their time providing a combination of direct and indirect services:

- **Direct Student Services** are in-person interactions between school counselors and students. Through the direct services components of school counseling core curriculum, individual student planning and responsive services, school counselors help students develop the knowledge, attitudes and skills identified from the school counseling core curriculum. Direct services include large group, classroom instruction, small group and individual counseling.

- **Indirect Student Services** are provided on behalf of students through the school counselor's interactions with others, incorporating the elements of leadership, advocacy, and collaboration to enhance student achievement and promote systemic change related to equity and access (ASCA, 2012). Indirect services include referrals to outside community agencies, consultation with parents, teachers, and administration and collaboration with staff, parents, administrators and community organizations to support student achievement and well-being.

The remaining 20% or less of a school counselor's time should be spent ensuring that the foundation, management, and accountability sections of the comprehensive program are in order and helping with fair share duties within the school.

"Fair Share Duties" = Activities that all members of the school staff take equal turns doing to ensure the school’s smooth operation.

When an activity falls heavier on school counselors than other school staff, it is no longer a fair share activity. In this case, the duty should be re-allocated equally or reassigned altogether.
See below for a list of use of time assessments and time trackers:

- **ASCA’s Use of Time Assessment**
- Google Sheets Time Tracker for MONTH | for YEAR (free) - developed high school counselor Heidi Truax
- **EZAnalyze** (free) - developed by school counselor educator Tim Poynton
- **noteCounselor** ($) - developed by middle school counselor Mandy Chambers
- **DigitalCounselor** (a free version and $ version) - developed by elementary school counselor Felipe Zañartu
- **Hallways** ($)  
- **SCUTA** ($)  

Disclaimer: The list above contains external links to tools created and maintained by external public and private entities. These links are provided for your convenience and do not necessarily constitute an endorsement, recommendation, or favoring by ISCA.

### Calendars

Arguably the most useful tool for school counselors is an annual calendar of all school counseling-related curriculum, events, programs, workshops, and activities that will take place during the school year. The school counseling annual calendar should be developed to the extent that it can be published to inform students, parents, teachers and administrators of what, when, and where school counseling activities will be held throughout the school year.

This calendar must be developed in collaboration with administration and faculty. School counselors are encouraged to get important school counseling dates on the schoolwide calendar early (i.e. spring semester) and collaborate with key staff to reserve school rooms/spaces, ensuring that dates are not double-booked for competing events.

ASCA (2012) recommends utilizing this template for your annual calendar (see below for a snapshot). Your annual calendar should be user-friendly for all stakeholders, using language consistent with a 3rd grade reading level and translated into languages spoken at home by your student population.

In each cell, create a bullet pointed list of activities by month (indicated by row) and by type of service (indicated by column). Be comprehensive without being redundant. Items that are ongoing throughout the year, such as department meetings or monthly award celebrations should go in the “Ongoing Services” row. Only items specific to each month or that are not routine (weekly, monthly, or quarterly) should be included in the specific month it occurs. Your annual calendar should be made available to all students, families, staff, etc.

**Voice from the Field:**

“It’s easy to see fair share duties as a burden but at least with certain things, it can be a gift! I’ve turned lunch duty into time for one-on-one check-ins, student clubs into small groups, and detention into core curriculum lesson opportunities. These choices had two impacts: 1) It helped me feel like I was still engaging in counselor work, and 2) It helped my principal and coworkers see what it is I do and value my work more, which in turn inspired the administrative team to assign me...”

**Voice from the Field:**

“As the only school counselor in my elementary school, the most useful and most used tool is the annual calendar. In collaboration with my administrators, drafting the annual calendar before the school year begins allows us to plan and advertise tier I school counseling lessons and activities, as well as tier II small groups that will be implemented, based on a review of current school data. This early, proactive collaboration allows for a smoothly-run school year.”
and other key stakeholders no later than the first day of school and posted in a location easily accessible to the school community (i.e. website).

<table>
<thead>
<tr>
<th>Month</th>
<th>Direct Student Services</th>
<th>Indirect Student Services</th>
<th>Program Planning and School Support</th>
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<tbody>
<tr>
<td></td>
<td>School Counseling Core Curriculum</td>
<td>Individual Planning</td>
<td>Responsive Services</td>
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<tr>
<td>Ongoing Services</td>
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<td>Jul</td>
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</table>

The activities in the annual calendar must reflect work school counselors are doing to support the school counseling program goals of that school year. While there may be many tasks which occur annually (recruitment, credit recovery registration, back to school nights, FAFSA, Career Day, etc.) there should also be activities that are unique to the needs and goals of the school year you are implementing.

If school counselors are struggling to identify what tasks are completed in any given month, there are two documents which may provide insight:

- The *College Counseling Sourcebook, 7th Edition*, Ch. 1-12, has a list of activities that school counselors frequently complete listed by month.
- The *Suggested Monthly School Counseling Activities Calendar* from Chicago Public Schools, which provides suggestions for school counselors by month.

View a sample completed annual calendar from [Lavizzo Elementary School](#).

**Annual Agreement**

An annual agreement is one of the best ways to ensure effective implementation of a comprehensive, developmental school counseling program and garner administrative support. This tool ensures that formal discussion between the school counselor and administrator occurs before the school year begins. It helps to set clear expectations related to duties, time allocation, and performance evaluation for the year and serves to increase the administrator’s understanding of a comprehensive school counseling program. The Annual Agreement should be used to advocate for the school counselor to engage in intentional activities that will impact student achievement in clear and measurable ways.

The premise of this agreement is that school counseling staff and appropriate administrators identify needs based on data and then make collaborative, informed decisions about the following:
The school counseling roles and planned duties outlined within the annual agreement should align to the program goals and mission statement. Each school counselor should have an annual agreement that outlines specific duties and caseloads, although some sections may be the same for all counselors within the program.

It is best to present the annual agreement to the supervising administrator before the first day of school, so the school counselor and administrator are clear on roles and responsibilities from day one. After meeting with the administrator and any amendments have been made, all parties should sign the agreement.

- ASCA Annual Agreement Template
- Sample Annual Agreement Template from Chicago Public Schools

### Advisory Council

An advisory council is a representative group of stakeholders (i.e. students, parents, teachers, staff, community members, administrators, etc.) selected to review and advise the school counselor(s) on the implementation of the school counseling program. Advisory councils can be a great resource for school counselors - especially those in solo-counselor buildings. Advisory councils exist to help school counselors ensure that the school counseling program is consistent with the needs of the students and provide recommendations for continuous improvement. Advisory councils are required for schools planning to apply for RAMP.

It is recommended that the advisory council meet at least once per semester, although they can meet more often if desired. Their activities may include:

- Educating others in the school community about the proper role and impact of the school counseling program
- Analyze and evaluate current school data
- Identifying local resources
- Articulating perceived needs and providing support to the development of the program
- Brainstorming ideas with the school counseling staff on program development
- Advocating for time, materials and resources.

Members who are included in an advisory council should be a blend of school and community leaders. These leaders are expected to help provide partnerships with other organizations and resources in the community to define the school counseling program and assist in its success. It is suggested that 8 - 20 people serve on this committee, depending upon the size of the school and the community it serves. If the school represents more than one community, care must be taken to give fair and appropriate representation to all constituents. Further, these members should have an expertise and/or play a leadership role in the community in the areas of education, business, community resources, volunteerism or family life. It is wise to also select members who will represent gender, ethnic, cultural, language, and other
diversity differences in the community. Student involvement on the advisory council is also highly recommended. Appropriate candidates include:

- All school counselors in the building
- Faculty, staff, and administration
- Students (i.e. representative of the student government)
- Business leaders
- Local government officials
- Law enforcement agents
- Religious/spiritual leaders
- Special populations task force representatives
- Mental health professionals in the community
- School Board members
- Parents from PTA/PTO groups, and

During the process of implementing an advisory council, school counselors should consider the following:

- Keep the superintendent and/or school board members informed of all intentions (perhaps including these people on this council as ex-officio)
- Comply with all regulations and procedures in your district when developing such a committee;
- Set a limit to the terms you will ask each member to serve
- Invite potential members by phone and follow up with an official letter
- Develop some general information that you can send to potential members to assist them in making the decision to join. This will include information on school counseling, the purpose of the committee, meeting times, place, and dates, length of term and vital other information.
- Develop a strategy of how you will keep members of your advisory council updated on what you are doing. One of their most critical roles will be to look at evaluative data which reflect the success and outcomes of the program.

Some resources to help school counselors develop an advisory council are listed below:

- Advisory Council Meetings (ASA Institute) - includes samples, templates, and examples
- Advisory Council (Counselor Up Blog) - includes template
- Advisory Council (Happy School Counselor Blog) - includes samples
- Starting a School Counseling Advisory Council (Exploring School Counseling Blog)

**Steering Committee**

Depending on the needs of the school counseling program, a school counselor may also find it helpful to establish a steering committee in addition to the advisory council. While the advisory council advises and assists in providing resource information, community connections, positive support and publicity for the school counseling program, there must be another committee established that will be responsible for the "nuts and bolts" of designing and implementing the program. Appropriate members include school counselors, other student services staff, students, teachers, and administrators.

If the district has more than one school, it is good to have a representative from each school serve on this committee. The representative would be responsible for coordinating his/her school's efforts into the program of the entire district, thereby ensuring a continuity of school counseling services from kindergarten through high school (i.e. a "franchised" school counseling core curriculum). This is very important if the school counseling core curriculum is to have a sequential nature to it.
It may also be advantageous if the steering committee were chaired by an administrator who is responsible for the school counseling program. Having a person with such authority in charge can assist with getting administrative support for new ideas and possible changes. It also can serve as a motivator for those who may be more resistant to the new ideas. Such a collaborative committee configuration recognizes and values the focused expertise and vast experience of both district and community members working as an interactive team to enhance student performance.

This committee will report to the chief administrator and to the advisory council. The steering committee’s tasks include: the development of a mission statement, goals and competencies, curriculum development, needs assessment, and school improvement plans. With the support of the advisory council, this committee will need to meet often in the beginning and develop a timeline for the school district as to how the design and implementation of the school counseling program will occur. The steering committee will need to address several important program elements in laying the groundwork of the design. Each of these is discussed briefly below:

1. **Budget**
   - An adequate budget is necessary to guarantee a successful design, implementation and evaluation of the program components. Money should come from the district, but grant funding can also be used as a source of income. Items needing consideration are:
     - Program materials, equipment and supplies
     - Staff development funds for in-service, conferences and professional workshops.
     - Increased staff to provide a manageable student to counselor ratio so the program can run effectively. ASCA suggests a 1:250 school counselor-to-student ratio (ASCA, 2012).
     - Support staff who can take over clerical and non-counseling tasks.

2. **Facilities**
   - A school counseling program may require additional space that has not been utilized by the school counselors before. In making available quality materials for students, teachers and parents, long-range planning may include the creation of a counseling center for career, educational and social/emotional materials. School counseling programs in some school districts may include outreach community-based programs where the counseling department may interface with people and programming in the community. Additionally, classroom space and a change in the time schedule may be critical to the school counseling core curriculum.

3. **Materials**
   - The school counselors will need to identify written materials, audio-visual aids, and other materials to develop a quality curriculum. Many states have already developed excellent curriculum guides. Professional publications on a variety of topics are also available commercially. Additional materials may include updating computer systems to be more efficient and technologically competitive. Of course, all materials will need to be regularly updated to meet the ever-changing nature of educational systems. Keep in mind that curriculum should be evidence-based whenever possible.

4. **Staff Support**
   - One of the most apparent changes within school counseling programs is the need for support staff to take on the non-counseling activities so that the school counselors have the time to effectively address student needs in each of the four program components. The school counselors, as part of their design and plan, must reorganize and shift roles and responsibilities in such a way that maximizes their training and expertise.
Use of Data

The focus and direction of student-centered, data-informed school counseling programs is based on student needs as determined through a comprehensive review of the school’s data. School counselors are trained to interpret data from a social justice lens and are in a position to play a powerful role in closing student achievement gaps.

By conducting a thorough data analysis, school counselors find achievement gaps, develop intentional interventions, and advocate for systemic change to ensure that ALL students have access to a high-quality, equitable education.

Additionally, data informs yearly program goals and is used to develop each tool discussed in this section. Once the foundation, Annual Agreement, and calendar are established, school counselors are prepared to devise action plans. Data is produced and the accountability component of the ASCA National Model can be utilized to help with the data analysis and program results.

It is no longer optional for school counselors to become familiar with data collection and disaggregation - it is ethically mandated. Note the following excerpt from the ASCA Ethical Standards for School Counselors (2016):

A.3. Comprehensive Data-Informed Program

School counselors:

a. Collaborate with administration, teachers, staff and decision makers around school improvement goals.

b. Provide students with a comprehensive school counseling program that ensures equitable academic, career and social/emotional development opportunities for all students.

c. Review school and student data to assess needs including, but not limited to, data on disparities that may exist related to gender, race, ethnicity, socio-economic status and/or other relevant classifications.

d. Use data to determine needed interventions, which are then delivered to help close the information, attainment, achievement and opportunity gaps.

e. Collect process, perception and outcome data and analyze the data to determine the progress and effectiveness of the school counseling program. School counselors ensure the school counseling program’s goals and action plans are aligned with district’s school improvement goals.

Voice from the Field:

"Data is our best friend! Perception data (gathered by pre & post tests) tells us whether our interventions are creating changes in our students’ attitudes, skills, and knowledge. This allows us to modify our work and ensure we are impacting outcome data - a.k.a. STUDENT SUCCESS! Students are why we are here. Data is how we know being here matters."
f. Use data-collection tools adhering to confidentiality standards as expressed in A.2.
g. Share data outcomes with stakeholders.

The use of data helps school counselors to:

- Uncover achievement, opportunity, and attainment gaps
- Monitor the progress of student groups and subgroups
- Identify students who are experiencing challenges in the academic, social/emotional, and career domains
- Identify systemic barriers to learning
- Understand factors affecting student attitudes, skills, knowledge, and behavior
- Identify access and equity issues
- Assess and evaluate the effectiveness of activities within the school counseling program
- Improve, modify, or change services provided to students
- Educate stakeholders about the impact and power of comprehensive school counseling program
- Advocate for additional resources to increase program effectiveness

School counselors should consider disaggregating school data by:

- Gender
- Race/ethnicity
- Socio-economic status (free or reduced lunch)
- Diverse learner/special education
- Language spoken at home
- DACA/residency status (i.e. college enrollment)
- Enrollment (i.e. new students)
- Grade level
- Zip code/geographic area
- Teacher assignment
- Homeroom, “house,” “pod” or other classroom community

(adapted from ASCA, 2012)

School Data Profile

Some school districts have a student management or data collection system that collects and has the capability to disaggregate data for the school counseling program such as athletic eligibility, attendance reports, grade reports, transcripts, and school wide suspension data. It is important to know how to access pertinent data within your school. If data is not being collected, collaborate with administration to ensure that it can be. ASCA provides a template for the School Data Profile to organize all pieces of data and helps the counselor desegregate the data if it is not done for them.

Types of Data

School data can be categorized into three main categories: process, perception, and outcome data, as outlined in the below chart (Hatch, 2006):
Process Data (“Selfish” data)  (Hatch, 2013)

Process data is the “who, what, when, where, how long” data and is often referred to as “selfish data” because it describes what the school counselor did (i.e. provided small group counseling to twelve 6th grade boys during six sessions across six weeks). Although useful, this type of data does not provide any information as to how the school counseling activity impacted student attitudes, skills, knowledge, behavior, or achievement. Therefore, school counselors must couple their use of process data with perception and outcome data.

Perception Data (ASK data)

Perception data enables school counselors to assess whether students learned what they were taught. “Although school counselors provide counseling in their offices, when they are in front of a group of students providing instruction, they are teaching. Therefore, as professional educators, it is appropriate for school counselors to also assess the impact of their teaching in much the same way teachers do” (Hatch, 2013, p. 142). Perception data = student attitudes, skills, and knowledge, or “ASK” data. The theory is that a change in ASK data will lead to behavior change, which in turn will impact outcome data (Hatch, 2013). For example, a student who believes it’s important to study (attitude), knows strategies for studying (knowledge), and can demonstrate a study skill (skill) is more likely to actually study (behavior change), resulting in higher grades (outcome data).

School counselors include in their lesson plans and action plans the specific attitudes, skills, and knowledge (ASK data) that they wish to impact through each activity (competency attainment). Use the following format: “% who ________.”

<table>
<thead>
<tr>
<th>PROCESS DATA</th>
<th>PERCEPTION DATA</th>
<th>OUTCOME DATA</th>
</tr>
</thead>
<tbody>
<tr>
<td>What You Did</td>
<td>What They Learned</td>
<td>So What?</td>
</tr>
<tr>
<td>Counseling Activity or Event</td>
<td>Competency Attainment</td>
<td>Achievement-Related Data</td>
</tr>
<tr>
<td>• Who?</td>
<td>• Attitudes -What they BELIEVE</td>
<td>• Promotion Rates</td>
</tr>
<tr>
<td>• What?</td>
<td>• Skills -What they can DO</td>
<td>• Failure Rates</td>
</tr>
<tr>
<td>• When?</td>
<td>• Knowledge -What they KNOW</td>
<td>• Graduation Rates</td>
</tr>
<tr>
<td>• Where?</td>
<td></td>
<td>• Test Scores</td>
</tr>
<tr>
<td>• How long?</td>
<td></td>
<td>• GPA</td>
</tr>
</tbody>
</table>

Doesn’t provide any information as to how this strategy influenced student success as a direct result of your work

Provides a clear indication that your work impacted student achievement in your building

Adapted from Trish Hatch’s Hatching Results Conceptual Diagram (2005)
“What do you want me to **BELIEVE** that I didn’t believe before?”

These questions measure students’ attitudes, beliefs, and opinions. For younger students, you can use smiley faces/frowny faces or yes/no questions:

You can use Likert (pronounced “Lick-ert”) scale questions with **older students**:

<table>
<thead>
<tr>
<th>Agreement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td></td>
<td></td>
<td>Strongly Disagree</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td></td>
<td></td>
<td>Disagree</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Importance</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Important</td>
<td></td>
<td></td>
<td>Of Little Importance</td>
<td></td>
</tr>
<tr>
<td>Somewhat Important</td>
<td></td>
<td></td>
<td>Not Important</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quality</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td></td>
<td></td>
<td>Extremely Poor</td>
<td></td>
</tr>
<tr>
<td>Above Average</td>
<td></td>
<td></td>
<td>Below Average</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Frequency</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequently</td>
<td></td>
<td></td>
<td>Rarely</td>
<td></td>
</tr>
<tr>
<td>Occasionally</td>
<td></td>
<td></td>
<td>Not Likely</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Likelihood</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely Likely</td>
<td></td>
<td>Likely</td>
<td>Somewhat Likely</td>
<td></td>
</tr>
<tr>
<td>Likely</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from: Hatch, 2013, p. 143

**Examples…**

- % who think that having higher attendance will lead to higher grades.
- % who believe solving their problems without fighting is important.
- % who believe it’s rude to brag.
- % who believe it’s mean to laugh at someone who makes a mistake.
- % who believe college is possible for them.
- % who think people who report bullying are snitches.
- % who believe it’s important to apply to college, even if they’re not sure if they want to go.
- % who feel nervous about going to high school.
- % who think they will have the money to go to college.
- % who believe it will be difficult to make friends in high school.
- % who believe that students who earn all A’s are cool.
- % who believe it’s not ok to keep a secret adults ask them to keep.
- % who believe their neighborhood high school is a good option for them.
- % who believe spreading rumors is a form of bullying.

**SKILLS**

“**What do you want me to **DEMONSTRATE** that I did not demonstrate before?”**

These questions measure what

**Examples…**

- % who can role-play a refusal skill.
- % who submit a FAFSA.
- % who can locate information about high schools online.
- % who can calculate their GPA.
- % who can properly organize their binder.
- % who can role-play de-escalating an argument.
students *can do.* 

These can be a bit tougher to assess, since they involve students actually demonstrating something. Think of it as the *application* of the knowledge students learned through your lesson. 

*Source: Hatch, 2013*

<table>
<thead>
<tr>
<th>KNOWLEDGE</th>
<th>Examples…</th>
</tr>
</thead>
</table>
| “What do you want me to KNOW that I didn’t know before?” | • % who know the promotion/retention criteria.  
• % who know the high school application deadline.  
• % who know two ways to resist violence.  
• % who know their address.  
• % who know the difference between a reach, match, and safety school.  
• % who know three safe things to do when they are angry.  
• % who know two ways to cool down.  
• % who know what date the FAFSA opens.  
• % who know the correlation between attendance and grades.  
• % who know who to go to if they need to ask for help.  
• % who know where to go for tutoring.  
• % who know what time school starts. |

Perception data can be assessed in a variety of ways:

| Pre-Test/Post-Test | Often the best way to collect perception data, school counselors can use half-sheets/whole sheets of paper or a more electronic means. [Google Forms](#), [Kahoot](#), and [Socrative](#) are easier to tally than paper, but require access to technology. [Pickers](#) allows the instructor to collect real-time data from students electronically without the need for student devices or technology.  
Sample Pre/Post Tests from CESCaL  
Sample Pre/Post Tests from the Use of Data Free Online Appendix (scroll |
### Raise of Hands
- or-
Thumbs Up, Thumbs Sideways, Thumbs Down

Great for taking a quick “temperature” of the room. You may not get accurate data if you are asking sensitive/controversial questions - helps if you have students close their eyes while participating, but can’t always expect students to keep their eyes closed.

### Vote with Your Feet
a.k.a. Human Barometer

Have students line up on an imaginary line in which one side of the room is “strongly agree” and the other side of the room is “strongly disagree” (alternatively, you can use corners of the room). As you call out statements, instruct students to position themselves somewhere along the imaginary line according to their opinion.

### Role-Playing

Have students take turns role-playing what you taught them and assess accordingly. Ideal for small class sizes; more difficult with larger class sizes.

### Work Completion

Works best if students are instructed to “complete” or “perform” something (demonstration of a skill). Examples: ILP completion, organizing binders, taking notes appropriately, creating something successfully, etc.

---

### Examples of Pre/Post Test Perception Data:

<table>
<thead>
<tr>
<th>ASCA Standard:</th>
<th>M3: Sense of belonging in the school environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling Activity:</td>
<td>Freshman Orientation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Perception Data</th>
<th>Before the Activity</th>
<th>After the Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of incoming freshmen who feel connected to their new school (attitude - measured via Likert scale)</td>
<td>21% strongly agree</td>
<td>82% strongly agree</td>
</tr>
<tr>
<td>% of incoming freshmen who feel anxious about attending their new school (attitude - measured via Likert scale)</td>
<td>91% strongly agree</td>
<td>47% strongly agree</td>
</tr>
<tr>
<td>% of incoming freshmen who can find key school offices/rooms on a scavenger hunt (skill)</td>
<td>0%</td>
<td>96%</td>
</tr>
<tr>
<td>% of incoming freshmen who can recite/sing the school song (skill)</td>
<td>0%</td>
<td>92%</td>
</tr>
<tr>
<td>% of incoming freshmen who can identify at least one caring adult in the building (knowledge)</td>
<td>5%</td>
<td>100%</td>
</tr>
<tr>
<td>% of incoming freshmen who can identify at least one caring upperclassman (knowledge)</td>
<td>12%</td>
<td>100%</td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>ASCA Standard:</th>
<th>B-LS 7: Identify long- and short-term academic, career and social/ emotional goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling Activity:</td>
<td>Setting S.M.A.R.T. goals with 7th grade students around their current GPA and NWEA scores.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Perception Data</th>
<th>Before the Activity</th>
<th>After the Activity</th>
</tr>
</thead>
</table>

The terms “outcome data” and “results data” are used interchangeably. Outcome data demonstrates that the school counseling intervention resulted in behavior change, which in turn impacted student academic performance. There are two types of outcome/results data:

1. **Achievement-Related Data**: Data that impacts student academic performance (per research)
   - Attendance Rates
   - Discipline Referrals
   - Parent Involvement
   - Homework Completion
   - Course Enrollment Patterns
   - Scholarship Dollars Awarded
   - Participation in Extracurricular Activities

2. **Achievement Data**: Data that measures actual student academic performance
   - Promotion Rates
   - Failure Rates
   - Graduation Rates
   - Standardized Test Scores
   - Grade Point Averages
   - On-Track
   - AP/IB Course Completion
   - College Acceptance, Enrollment, Persistence, Degree Attainment

“The only way to show how students are different is through data... No longer can we just know in our hearts that we made a difference to every child we came into contact throughout the day. We now have to demonstrate to stakeholders that students are different as a result of our contact with them” (adapted from NCDPI).

It is important to note that **outcome data demonstrates how students are different because the school counseling program.** When developing SMART goals, school counselors should ensure that outcome data is being referenced. See below for examples of how SMART goals, perception data, and outcome data relate to one another:

<table>
<thead>
<tr>
<th>S.M.A.R.T. Goal</th>
<th>Possible Perception Data</th>
<th>Outcome Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>To reduce Student Code of Conduct infractions among 5th graders by 15%</td>
<td>% who can demonstrate an understanding of behavior expectations and consequences</td>
<td>Student Code of Conduct infractions</td>
</tr>
</tbody>
</table>
by the end of the school year

% who can role play appropriate conflict resolution skills
% who understand the difference between being an “upstander” versus a bystander

To increase the college enrollment rate by 3% for this year’s graduating class

% completing a FAFSA
% completing 3+ college applications
% who believe obtaining a postsecondary education is important
% who can create a comprehensive and appropriate college list of reach, match and safety schools
% who provide proof of having paid their housing deposit
% graduating with a concrete postsecondary plan

College Enrollment Rate

**Action Plans**

Once you have drafted strong S.M.A.R.T. goal statements, the school counselor must determine how they plan to reach those goals. Action plans help school counselors map out the activities they will implement to achieve each S.M.A.R.T. goal. School counselors should monitor their progress toward their goals throughout the school year by assessing the impact of the activities they are implementing and tracking their process, perception, and outcome data.

ASCA outlines three main types of action plans. Each action plan outlines how the school counselor intends to address needs and formulated their desired outcome:

1. *Core Curriculum Action Plan*: Details the Tier 1, planned school counseling core instruction to be delivered to all students in the school by grade level.

   **SCHOOL COUNSELING CORE CURRICULUM ACTION PLAN**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Lesson Topic</th>
<th>ASCA Domain and NAESP Standards</th>
<th>Curriculum and Materials</th>
<th>Projected Start Date</th>
<th>Projected End Date</th>
<th>Perceived Difficulty</th>
<th>Perceived Value</th>
<th>Contact Person</th>
</tr>
</thead>
</table>

2. *Small Group Action Plan*: Details the Tier 2, planned school counseling small groups to be delivered to students who “need more” than the Tier 1 curriculum.
3. **Closing the Gap Action Plan**: Details the interventions/systemic change efforts by the counselor to close an achievement, attainment, or opportunity gap between a targeted subgroup of students and their peers. These gaps are identified by disaggregating school data for subgroups of students. The action plan should detail specific, culturally relevant, evidence-based actions to be taken by the school counselor to close the identified gap.

For a helpful video on creating action plans, see this YouTube video from school counselor blogger, Rebecca Atkins: [ASCA National Model Action Plans](https://www.youtube.com/watch?v=9:09) (click here for the written transcript).

To see several sample completed action plans, please visit the [Use of Data Free Online Appendix](#) (scroll down to Ch. 5 and Ch. 8).

### Lesson Plans

Along with action plans, lesson plans are developed using the ASCA Mindsets & Behaviors, Illinois Learning Standards, and Illinois SEL Standards. When drafting lesson plans, the school counselor should
keep in mind how much time is needed to deliver the lesson, to whom it will be delivered, and what will be
delivered. Plans should incorporate learning objectives, materials, procedure, and the plan for evaluation
(ASCA, 2012). Access the ASCA Lesson Plan Template. For more on lesson plans, see Ch. 5.

Managing for Greatness

While the responsibility for school counseling programs rests with the local school district, it is the
responsibility of school counselors themselves to take a strong leadership role in working to develop a
high-quality, comprehensive program that is connected with the school improvement plan.

School counselors face a distinct challenge in the transition from a traditional “guidance” program to a
transformed “school counseling” program. The challenge is to continue the operation of existing programs
while prioritizing and taking the time to design and initiate new concepts and activities that are
recommended in this model. As the process of meeting the standards for a comprehensive school
counseling program evolves, keep the following points in mind:

1. Understand the student support system (e.g., parents, teachers, administrators) in which the school
counseling program exists.
2. Change takes time and is more difficult for some than others. Change is often built by taking small,
incremental steps.
3. Accept the movement toward a transformed school counseling program as a challenge for realizing
the optimal potential in a quality program. Assessment is essential.

Always keep in mind, “the most dangerous phrase in the language is ‘we’ve always done it this way’”
(Rear Admiral Grace Hopper).

Chapter 5: Delivery
By the end of this chapter, readers will:

**Attitudes**
- Believe that operating from a Multi-Tiered, Multi-Domain System of Supports is an efficient and realistic method for delivery of school counseling services.
- Believe in the critical importance of delivering Tier 1 supports (i.e. core curriculum) to ALL students.
- Believe in the importance of proactively identifying students in need of Tier 2/3 through predetermined “data identifiers.”

**Knowledge**
- Understand the Multi-Tiered, Multi-Domain System of Supports framework for delivery of school counseling services.
- Identify the difference between direct and indirect services.
- Understand how to develop a solid lesson plan.
- Define attitudes, knowledge, and skills, as they relate to students’ mastery of competencies.

**Skills**
- Explain the Multi-Tiered, Multi-Domain System of Supports framework for delivery of school counseling services.
- Locate sample school counseling curriculum and lesson plans.
- Create a core curriculum action plan.
- Determine which data identifiers will be used at their school to identify students in need of Tier 2/3 supports.
- Actively advocate to move their practice toward a proactive model of school counseling.

**Making the Model Work: Checklist for Chapter 5**

- Read about the school counseling Multi-Tiered, Multi-Domain in System of Supports and complete the activity discussed.

- Research evidence-based school counseling curricula and develop a core curriculum action plan that details delivery of Tier 1 supports to ALL students in your school.

- Create a referral list of local businesses, mental/physical health organizations, religious and spiritual institutions, after-school agencies and legislative offices.

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**Delivery System Incorporating the Three Tiers**

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“It is recommended that 80% or more of the school counselor’s time be spent in direct and indirect student services.” (ASCA, 2012)
When conceptualizing the “delivery” component of the ASCA National Model, it is necessary to keep in mind the Multi-Tiered, Multi-Domain System of Supports (MTMDSS) framework, previously discussed in Ch.2 (Hatch, 2017). MTMDSS is a way of aligning the ASCA National Model to the spirit and function of MTSS by incorporating the three school counseling domains (academic, college and career, and social/emotional), as well as the three tiers (1=ALL, 2=SOME, 3=FEW).

By operating within the MTMDSS framework, Illinois school counselors can better deliver a program that is systematic, prevention-focused, and data-informed, providing a coherent continuum of supports responsive to the needs of all learners.

School counselors are encouraged to develop a menu of Tier 2 and 3 services to post, along with predetermined data elements that trigger the need for these supports (Sample 1|Sample 2|Sample 3). Some schools may choose to collaborate with other related service providers (social worker, psychologist, nurse, community agency partners) around the development of the menu of services. This helps to ensure that school staff, students, families, and community partners are aware of the services each school support staff will provide.

**Tier 1 (ALL students)**
All school counselors should implement a Tier 1 School Counseling Core Curriculum that is comprehensive in scope, preventative in nature, developmental in design, and delivered to EVERY student in the school. The school counseling core curriculum should enable students to attain the desired standards (attitudes/skills/knowledge) appropriate for their developmental level.

The greatest amount of the school counselor’s time should be spent providing Tier 1 services, as they are the most efficient means for serving the greatest number of students (Ockerman, Mason, and Hollenbeck 2012).

Examples of Core Curriculum activities:

- Spending time in classrooms teaching developmental lessons focused on the academic, social/emotional, and postsecondary domains.
- Facilitating the completion of student Individual Learning Plans (ILP).
- Collaborating with teachers to integrate the school counseling curriculum with other components in the school’s curriculum.
- Co-teaching SEL standards with content-area teachers.
- Senior Seminar courses.
- Advisory lessons.
- Student/parent orientations.
- College/career/high school fairs.
- Postsecondary site visits.
- Community or business tours.
- School wide team building/leadership workshops.
- Core curriculum for parents and families.

Providing a strong, prevention-oriented Tier 1 is key to teaching students foundational and developmentally appropriate skills. Devoting significant time to teaching classroom lessons and school-wide activities within the Tier 1 framework provides a strong foundation of evidence-based prevention education programs and services that students need to succeed, which reduces the likelihood of students qualifying for Tier 2 and 3 interventions.

Tier 2 (SOME students)

School counselors implement appropriate Tier 2 supports to meet the needs of students who need MORE than the Tier 1 core curriculum. Tier 2 supports should be intentional, data-driven, and research-based whenever possible. Tier 2 supports are designed for students who exhibit barriers to learning, are struggling to succeed academically, and are otherwise identified as requiring supports over and above the general core curriculum.

“Students receiving Tier II supports typically exhibit behavior that is not dangerous to themselves or others, but that is disruptive to their learning or the learning of their peers. Tier II interventions are implemented similarly across groups of students who exhibit similar behavior problems and are therefore likely to benefit from the same type of intervention” (Hatch, Duarte, & De Gregorio, 2018, p. 7).

Because of the school counselor’s graduate training and position, they are uniquely qualified to provide education, intervention and referral services to students and their families. School counselors do not provide long-term mental health therapy. They can provide short-term interventions until the student is connected with available community resources.
Examples of Tier 2 school counseling supports:

- Brokering credit recovery options for students with credit deficiencies
- Short-term, solution-focused small group counseling
- Crisis response counseling
- Closing-the-gap/equity/access/systemic change activities
- Trauma-focused interventions (e.g., Cognitive Behavioral Intervention for Trauma in Schools “CBITS,” Bounce Back, Structured Psychotherapy for Adolescents Responding to Chronic Stress “SPARCS”)
- Aggression prevention interventions (e.g., Anger Coping, Think First)
- Social skills interventions (e.g., S.S. GRIN)
- Peer conference, Peace Circles, and other restorative conversations
- Check-in/Check-out (CICO)
- Supports for students in temporary living situations
- FAFSA workshops and college tours for first-generation students and other special populations
- Coordination of mentoring supports
- College essay-writing supports
- Consultancy/collaboration

Tier 2 Teaming and Collaboration

It is crucial that schools have the necessary systems, structures, and processes in place to properly identify student needs, determine appropriate supports, and monitor the impact of those supports. Because of the school counselor's unique training, it is critical that they participate on MTSS-related, problem-solving and support teams such as the Instructional Leadership Team (ILT), grade-level or content-area teams, Postsecondary Leadership Team (PLT), Behavioral Health Team (BHT), and Care Team.

Tier 3 (FEW students)

Tier 3 supports are short-term, highly structured, individualized interventions, and wraparound services designed to address emergency and crisis response situations, such as assault, divorce, natural disaster, loss of employment, imprisonment, death, etc. Examples of Tier 3 School Counseling Supports include:

- Crisis intervention and related referrals
- Consultation with a student's outside therapist
- Consultation with or reports to DCFS
- Behavior Support Plans
- Short-term, solution-focused individual counseling and advising
- Postsecondary advocacy (e.g., financial aid appeals; arranging one-on-one admissions interviews with college representatives)
- Coordinating one-on-one postsecondary supports (e.g., mentoring, college essay-writing supports, drawing out students who are interested in non-traditional pathways)

Please note that school counselors do not provide long-term therapy or treatment for mental health disorders. Continue reading this chapter for more information on developing a tier 3 referral list.

Direct vs. Indirect Services: How the Tiers Align

The ASCA Model delivery component consists of both direct and indirect services, which together should account for 80% or more of the school counselor's time. Those categories can be further broken down, as will be discussed later in this chapter. School counselors are encouraged to think about these delivery
components in tiers, whenever applicable and appropriate, as denoted in the following table:

<table>
<thead>
<tr>
<th>School Counseling Service</th>
<th>Time Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct Services to Students</strong></td>
<td></td>
</tr>
<tr>
<td>In-person interactions between school counselors and students</td>
<td></td>
</tr>
<tr>
<td><strong>School Counseling Core Curriculum: (Tier 1)</strong></td>
<td></td>
</tr>
<tr>
<td>Planned instructional program that is comprehensive in scope, preventative in nature,</td>
<td></td>
</tr>
<tr>
<td>developmental in design, and delivered to every student, enabling them to attain the</td>
<td></td>
</tr>
<tr>
<td>desired standards (attitudes/skills/knowledge) appropriate for their developmental level.</td>
<td></td>
</tr>
<tr>
<td><strong>EXAMPLES</strong> Classroom lessons; co-teaching SEL standards with content -area teachers;</td>
<td></td>
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<tr>
<td>student/parent orientations; college/career fairs; postsecondary site visits; community</td>
<td></td>
</tr>
<tr>
<td>or business tours; schoolwide team building workshops.</td>
<td></td>
</tr>
<tr>
<td><strong>Individual Student Planning: (Can be Tier 1, 2, or 3)</strong></td>
<td>80% or more</td>
</tr>
<tr>
<td>Ongoing systemic activities designed to assist students in evaluating and establishing</td>
<td></td>
</tr>
<tr>
<td>personal goals, making decisions, and developing immediate and long-range plans. May</td>
<td></td>
</tr>
<tr>
<td>take place in a one-on-one, small group, classroom, or large group environment.</td>
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<tr>
<td><strong>EXAMPLES</strong> Facilitating completion of the Individual Learning Plan; leading students in</td>
<td></td>
</tr>
<tr>
<td>transcript audits, test score appraisal, or interest/ability/skill inventories.</td>
<td></td>
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<tr>
<td><strong>Responsive Services: (Can be Tier 1, 2, or 3)</strong></td>
<td></td>
</tr>
<tr>
<td>Activities designed to meet students’ immediate needs and concerns, including individual</td>
<td></td>
</tr>
<tr>
<td>or small-group counseling and crisis response.</td>
<td></td>
</tr>
<tr>
<td><strong>EXAMPLES</strong> Short-term, goal-focused counseling for students navigating critical situations; school wide support in emergency or crisis situations. Note: School counselors do NOT provide therapeutic treatment of a mental, emotional, or bodily disorder.</td>
<td></td>
</tr>
<tr>
<td><strong>Indirect Services to Students</strong></td>
<td>20% or less</td>
</tr>
<tr>
<td><strong>Referrals: (indirect, but can support Tiers 1, 2, or 3)</strong></td>
<td></td>
</tr>
<tr>
<td>Directing students, parents, and families to school and community resources for additional assistance within the three domains.</td>
<td></td>
</tr>
<tr>
<td><strong>EXAMPLES</strong> Referrals for tutoring; career planning websites; employment training services; community agencies that treat mental health issues.</td>
<td></td>
</tr>
<tr>
<td><strong>Consultation: (indirect, but can support Tiers 1, 2, or 3)</strong></td>
<td></td>
</tr>
<tr>
<td>Sharing strategies that support student achievement with parents, teachers, other educators, and community organizations. Serving as student advocates to promote student development within the three domains.</td>
<td></td>
</tr>
<tr>
<td><strong>EXAMPLES</strong> Serving as the school’s resident expert on student development; serving as a student advocate; reaching out to other experts and stakeholders to receive information on students’ needs.</td>
<td></td>
</tr>
<tr>
<td><strong>Collaboration: (indirect, but can support Tiers 1, 2, or 3)</strong></td>
<td></td>
</tr>
<tr>
<td>Teaming, partnering, resource sharing, serving on committees.</td>
<td></td>
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<tr>
<td><strong>EXAMPLES</strong> Serving on grade level teams, the ILT, behavioral health teams; creating formalized partnerships with community based organizations; joint presentations; district or state advisory board participation; facilitating parental workshops.</td>
<td></td>
</tr>
<tr>
<td><strong>Planning and Management</strong></td>
<td>20% or less</td>
</tr>
<tr>
<td><strong>Planning, management, and evaluation</strong> of the school counseling program.</td>
<td></td>
</tr>
<tr>
<td><strong>EXAMPLES</strong> Developing an Evidence-Based Implementation Plan, Annual Agreement, Results Report, and Flashlight; completing a school counseling program assessment.</td>
<td></td>
</tr>
<tr>
<td><strong>Non-Counseling Duties</strong></td>
<td></td>
</tr>
<tr>
<td>Any inappropriate activity for school counselors, as defined by ASCA. This section also includes “fair share” responsibilities (activities that all members of the school staff take equal turns doing to ensure the school’s smooth operation).</td>
<td></td>
</tr>
<tr>
<td><strong>NOTE</strong> Limit non-counseling duties as much as possible.</td>
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</tr>
</tbody>
</table>

Table was adapted from ASCA by Chicago Public Schools
“Direct student services are in-person interactions between school counselors and students. Through the direct services components of school counseling core curriculum, individual student planning and responsive services, school counselors help students develop the knowledge, attitudes and skills identified from the school counseling core curriculum” (ASCA National Model p. 83). Direct student services are delivered through three elements: school counseling core curriculum, individual student planning, and responsive services (Gysbers & Henderson, 2012). Below you will find an explanation of each component and element followed by a table with examples of these in the school setting.

**School Counseling Core Curriculum**
*(Direct Service - Tier 1 - ALL Students)*

The school counseling core curriculum (formerly known as “guidance curriculum”) is based on the premise that ALL students will benefit from a systematic program that addresses their developmental needs and fosters life skills which will help them to cope with life situations and successfully meet life transitions. The School Counseling Core Curriculum is aligned to standards and focused on three domains: academic, social/emotional, and career.

The school counseling core curriculum, like any content -area curriculum, must be comprehensive and sequential, K-12. Lesson plans must be designed to enable students to master the desired standards, according to schoolwide goals and the appropriate developmental needs of the students. The curriculum must undergo continual revision to improve and remain current (suggested review period is every 2-3 years). And finally, the curriculum must be accountable; it must be evaluated to ensure that student standards are met.

Refer to the NEW Illinois Learning Standard Crosswalk Tool, which has been designed to support school counselors in more effectively collaborating with content -area teachers to deliver school counseling core curriculum in the classroom. Using the Illinois Learning Standards’ grade bands (K-3, 4-5, 6-8, 9-10, 11-12), the tool outlines standards at each band and for each content area. This enables school counselors to easily locate Illinois Learning Standards related to school counseling, build those standards into school counseling lesson plans, and demonstrate to administrators and teachers which standards their classroom lessons will support.

As a review from Ch. 3, some of the student standards that school counselors use are listed below:

- **ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career Readiness for Every Student**
- **Illinois Learning Standards**
- **Illinois Social/Emotional Learning (SEL) Standards**
- **Common Core Standards** (another resource regarding School Counselors implementing the Common Core Standards can be accessed here)
- **Framework for 21st Century Learning**
- **Illinois School Code (Section 10-22.24b School Counseling Services)**
- **National Career Development Guidelines**
- **The Six Pillars of Character**

**When to Deliver School Counseling Core Curriculum**

School counselors deliver a large portion of their Tier 1 core curriculum in classrooms by teaching developmental lessons focused on the academic, social/emotional, and career domains. They also collaborate with teachers to integrate the school counseling curriculum with other components in the
school’s curriculum and co-teach the Illinois Social and Emotional Learning Standards and other relevant standards with content-area teachers.

To serve all students in the building and to ensure an equitable delivery of the school counseling curriculum, school counselors are encouraged to utilize the following strategies to deliver a core curriculum (all require a high level of planning and collaboration):

- Push into core subjects (counselor-led, co-teaching, etc.): Align lesson content to subject content whenever possible (i.e. lesson on calculating GPA during Algebra; lesson on tolerance/diversity during social studies; lesson on using art/music for stress relief during specials).
- Meet during teachers’ prep periods.
- Infused into core subject content - requires crosswalking of standards and training of classroom teacher (i.e. Sexual Health-related curriculum in Health class; college application process in Senior Seminar class).
- Pre-recorded webinar/video to be shown by classroom teachers and teacher-led activity/evaluation (requires staff training beforehand).
- Advisory/homeroom (requires staff training beforehand).

Most of the school counseling core curriculum is delivered in the classroom, school counselors can also develop and plan activities outside of the classroom to deliver core curriculum such as college fairs, job-shadow days, student/family orientations, assemblies, career fairs, workshops, special events, etc. This strategy is not usually sufficient in itself to deliver an equitable core curriculum; classroom instruction is most always required to reach ALL students in the building for universal support.

Don’t reinvent the wheel! The School Counseling Core Curriculum Resource List (linked above) is a living, evolving repository of school counseling core curriculum used by counselors across the country. Use this spreadsheet to locate core curriculum to deliver to your students based on their data-driven needs.

Scope and Sequence
The **Illinois Sample School Counseling Core Curriculum Map** was developed over a period of months by a group of school counselors from across the state of Illinois. It reflects the needs of Illinois students, taking into account the Illinois Learning Standards and Illinois SEL Standards. School counseling district leaders and school counselors are encouraged to review this document as an example for developing their own district's/school's scope and sequence.

**Don't miss this! ➜** Any BLUE topics in the map are hyperlinked to “lesson plan packages” and include a lesson plan, all needed delivery materials, and a pre/post test!

In addition to the Illinois Sample School Counseling Core Curriculum Map linked above, see below for other sample school counseling curriculum maps:

- Missouri
- West Virginia
- Texas (see p. 39-41)

**Important Considerations for Core Curriculum**

- ALL students in the school should receive lessons (K-12).
- Delivery should be spread throughout the school year.
- Consult with teachers/administrators to plan the schedule BEFORE school begins.
- Utilize standards.
- Determine how you will evaluate what students learned from your lesson.

**Developing Engaging Lesson Plans**

Lesson plans, first introduced in Ch. 4, are critical to the delivery of a high-quality school counseling core curriculum. “The importance of lesson planning cannot be overstated. School counselors have limited time to spend in classrooms, and it is imperative to give enough time and thought about what will be delivered, to whom it will be delivered, how it will be delivered and how student attainment of the competencies will be evaluated” (ASCA, 2013, p. 55).

The [ASCA lesson plan template](#) can help school counselors plan an effective classroom or large-group lesson. Keep the following in mind when planning each lesson, noticing the time allotment for each component:

1. **Opening/Hook/Pre-Test (1/10 of the total time)**
   a. Ensure students complete the pre-test before the lesson begins. Electronic means are often the easiest to analyze later.
   b. Set a purpose. Describe the overarching reason for this lesson.
   c. Introduce the key concepts, topic, main idea. Get students on the right track. This step may be a note on the board, a diagram, or a probing question of the day's lesson focus.
   d. Pull students into the excitement of learning. Seize students' attention with items like an amazing fact, a funny quirk, a challenge, or other mind tickler.
   e. Make the learning relevant. Explain how this lesson extends past learning and leads to future learning—that is, the significance of the concepts, skills, and focus of the lesson.
2. Review Previously Taught Material (1/10 of the total time)
   a. Verify what students already know and clarify key points.

3. Teach New Material (2/10 of the total time)
   a. Focus on specific standards, objectives, goals. Link today’s lesson to the standards, and let students know exactly what they will know and be able to do because of this lesson.
   b. Provide new information in creative ways. Lectures should be kept to a minimum. If it’s absolutely necessary to lecture, ensure the length of the lecture is age-appropriate and that learning is active (avoid activities such as mindless completion of a worksheet).

4. Practice New Material as a Group (2/10 of the total time)
   a. Talk less, listen more, and give students the opportunity to teach their peers. You may decide to practice as a large group first, then break into smaller groups for additional activities.
   b. Clarify and correct misconceptions. Engage students in activities that will inform you as to whether students are confused or have incorrect ideas so corrections can be made before the misconceptions become worse or detrimental to learning.

5. Work Independently on New Material (3/10 of the total time)
   a. Supervise students’ independent practice. Be sure to clarify what is meant by “work independently.” See the “CHAMPs” expectations below.

6. Feedback/Closing/Post-Test (1/10 of the total time)
   a. Summarize the learning of the day, and discuss how it fits into the big vision for learning. Have students demonstrate what they believe, know, and can do by completing a post-test.

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### Lesson Time Allotment Guidelines

<table>
<thead>
<tr>
<th>30 Minute Lesson:</th>
<th>60 Minute Lesson:</th>
<th>90 Minute Lesson:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening/Pre-Test</td>
<td>3 min</td>
<td>Opening/Pre-Test</td>
</tr>
<tr>
<td>Review</td>
<td>3 min</td>
<td>Review</td>
</tr>
<tr>
<td>Teach New Material</td>
<td>6 min</td>
<td>Teach New Material</td>
</tr>
<tr>
<td>Practice in Groups</td>
<td>6 min</td>
<td>Practice in Groups</td>
</tr>
<tr>
<td>Work Independently</td>
<td>9 min</td>
<td>Work Independently</td>
</tr>
<tr>
<td>Closing/Post-Test</td>
<td>3 min</td>
<td>Closing/Post-Test</td>
</tr>
</tbody>
</table>

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### Classroom Management

Effective classroom management is critically important to the successful delivery of a school counseling lesson in the classroom. School counselors MUST learn to effectively manage the classroom to deliver content. There are many evidence-based strategies for effective classroom management. No matter the strategy used, school counselors should strive to reinforce the classroom teacher’s norms and strategies as appropriate to provide consistency. If classroom management is an area of growth for a school counselor, he/she is strongly advised to consult with a veteran teacher for tips and strategies, as well as
seek out additional professional development.

“CHAMPS” is one example of a research-based classroom management strategy which helps the instructor to set effective classroom norms/expectations while engaging students in their own learning:

**Conversation**: Can students converse with one another during this activity? About what? With whom? For how long?

**Help**: What should students do if they need help or have questions? How do students get your attention if needed? What should they do while they wait for you?

**Activity**: What is the expected end product of this activity? What is the task or objective?

**Movement**: For what specific reasons can students get out of their seats during this activity? Do they need permission to do so?

**Participation**: What behaviors show that students are participating or not participating?

**Success**: When CHAMPS expectations are met, students will be successful!

More Tier 1 Delivery Resources:
- Learn more about CHAMPS
- View a PowerPoint on classroom management for school counselors
- Games and Icebreakers:
  - [www.wilderdom.com/games](http://www.wilderdom.com/games)
  - [www2.peacefirst.org/digitalactivitycenter/resources/search](http://www2.peacefirst.org/digitalactivitycenter/resources/search)
  - [www.activityvillage.co.uk/ice-breaker-games](http://www.activityvillage.co.uk/ice-breaker-games)
  - [www.greatgroupgames.com/icebreaker-games-for-kids.htm](http://www.greatgroupgames.com/icebreaker-games-for-kids.htm)

**Individual Student Planning**
(Direct Service - Can be Tier 1, 2, or 3)

“Individual student planning consists of ongoing systemic activities designed to help students establish personal goals and develop future plans, such as individual learning plans and graduation plans” (ASCA National Model p. 85). Like the school counseling core curriculum, specific instruction is targeted in the three following content areas: academic achievement, career development and social/emotional growth. Individual student planning is implemented through strategies such as:

**Appraisal**: School counselors work with students to interpret test information such as the SAT, PSAT, ASVAB, NWEA or other test data to help students develop immediate and long-term goals.

**Advisement**: School counselors use academic, career, and social/emotional data to help students set goals, make decisions for future plans such as their 4-6-year Individual Learning Plan and/or to develop their list of colleges they will apply to.

NOTE: Individual Student Planning does not necessarily mean one-on-one; indeed, it often takes place in the classroom as a core curriculum activity (i.e. credit reviews, development of the Individual Learning Plan,
Responsive Services
(Direct Service - Can be Tier 1, 2, or 3)

“Responsive services consist of activities designed to meet students' immediate needs and concerns” (ASCA National Model p. 86). These services are responsive in nature and therefore help students to address specific concerns. Responsive services can be intentional or reactionary:

Intentional School Counseling

Proactive school counselors use current, timely data to identify students who may need additional supports before it becomes a crisis. Intentional school counseling has been defined as “a deliberate act by a school counselor to guide, lead, direct, or provide purposeful interventions for students in need within the academic, social/emotional, or career domains” (Hatch, 2013, p. 37). Examples of intentional school counseling include:

- Pulling the grade report after the 1st progress report to identify students who are beginning to struggle academically and connecting them with appropriate supports.
- Monitoring behavior referrals on a regular interval to identify students who may need anger coping supports.
- Tracking FAFSA submissions on a weekly basis to identify seniors who may need Tier 2 or 3 supports to complete their FAFSA.

Although school counselors can receive student referrals from staff, they should not wait passively for students to be sent to them; instead, they use regularly review current school data to actively SEEK OUT students who may need more.

School counselors should determine which data element thresholds they will use to automatically identify the students in need of Tier 2 and 3 supports, rather than relying solely on teacher referrals, which are very subjective and often result in students being missed. Example: Students with 3+ absences during the first 5 weeks of school are automatically flagged by the school counselor to be screened to determine which intervention may be needed. These data pulls should happen regularly throughout the school year, so all students needing “more” are identified and connected with the appropriate supports.

It is important to note that “spending 90% of the school counselor's time with 10% of the students is NOT the philosophy of intentional guidance” (Hatch, 2013, p. 41). Indeed, if school counselors deliver tier 1 effectively, there will not be as much of a need for tier 2. Therefore, the greatest amount of the school counselor's time should be spent providing Tier 1 services, as they are the most efficient means for serving the greatest number of students (Ockerman, Mason, and Hollenbeck 2012).

Reactionary School Counseling (i.e. Crisis Response)

Reactionary school counseling includes activities that respond to a crisis, emergency, trauma, or other event that impedes students’ abilities to be successful in school. Examples:

- School counselor facilitates grade-level-wide or school-wide grief and loss classroom lessons in response to a student death (Tier 1).
- Small group for students of incarcerated parents (Tier 2).
- Referral of student exhibiting suicidal ideation to mental health facility (Tier 3).
It is important for school counselors to establish a system that staff can use to refer students to the school counselor (Sample Referral Form from Chicago Public Schools | Sample Referral Process Guide from Missouri).

- It is important to train school staff on the referral process, to ensure that all staff hear the same message and fully understand the referral process.
- The school counselor should reinforce the use of the referral form and proper referral procedure to build a strong and consistent referral system (i.e. avoid taking word-of-mouth referrals in the hallway from staff).
- Note that students with chronic academic, attendance, or behavior concerns should automatically be targeted by the school counselor for school counseling interventions on a regular basis through data-driven methods. The referral form should only be used for students experiencing sudden or concerning changes in the above, personal problems, or a family crisis.

School counselors and other key school leaders should have and/or develop a “Crisis Response Plan” that is readily available for them to use in the case of a crisis. This plan should include a flowchart of who to contact in crisis, what protocols should be followed as well as any documents that need to be completed such as DCFS paperwork, Health and Safety evaluation tools, etc. School counselors should deliver training to other faculty on how to respond appropriately in crisis situations. It is vital that school counselors adhere to the American School Counselors Association Ethical Standards for School Counselors, school and district policies, as well as pertinent state laws regarding confidential information. See below for crisis resources:

- Chicago Public Schools Crisis Management Manual
- Suicide Prevention Resource Center’s “After a Suicide” Toolkit
- A Model School Policy on Suicide Prevention
- U.S. Department of Education - Crisis Planning
- Resources for Helping Kids Deal with Hurricanes/Floods
- Resources for Helping Kids During Crisis
- Coping with Violence

Indirect Services

Indirect services consist of services rendered on behalf of students through working with others. School counselors recognize the importance of working with parents, teachers, administrators, school staff and community members. These efforts are typically evidenced through strategies comprised of referrals, consultation, and collaborative practices including teaming and partnering, serving on school/district/state and national committees, and parent workshops.

Referrals

(Indirect Service - Can support Tiers 1, 2, or 3)

Often a student’s needs merit additional assistance outside of the school setting and/or the work of a school counselor can be augmented by the assistance of others. Therefore, school counselors collaborate with the community to increase student/family access to external services in a wide variety of areas:

- Abuse/neglect and parenting services
- Healthcare (free or low-cost)
- Mental health services, counseling, life coaching, residential counseling services
- Crisis assistance, sexual assault, domestic violence, pregnancy services, shelters, food pantries
- Substance abuse services
Building a Tier 3 Referral List

The ASCA Ethical Standards (2016) state that school counselors “provide a list of resources for outside agencies and resources in their community to student(s) and parents/guardians when students need or request additional support. School counselors provide multiple referral options or the district’s vetted list and are careful not to indicate an endorsement or preference for one counselor or practice” (A.6.b).

In building their own referral list in coordination with the appropriate district offices, school counselors should consider using an online or cloud-based platform, such as Google Sheets, that can be shared widely and updated easily. The referral list is ideally posted to the school’s website or some other centralized location, so it can be accessed by students and families without needing to approach the school counselor. This ensures access to resources and services in the event the individual is not comfortable approaching the school counselor. In the referral list, include details such as:

- Name of agency/service
- Website, address, phone #
- Mission/purpose and targeted clients
- Fee structure
- How to access their services
- Bilingual services

When developing the referral list, school counselors should be cognizant about concerns such as cost, access to public transportation, length of wait lists for services, whether it follows school protocol, and cultural sensitivity of the agency. The referral list should also include a disclaimer that you do not endorse one over the other. Example: “DISCLAIMER NOTICE: This list is intended to provide information on some of the available resources in the community. Reference to specific agencies, hotlines, services or organizations does not constitute a referral nor an endorsement by XYZ School and does not imply discrimination against other similar entities.” It is also important to note that school counselors “do not refer or accept a referral to counsel a student from their school if they also work in a private counseling practice” (A.6.h).

Did you know?!? You have FREE access to the Service Provider Identification and Exploration Resource (SPIDER) (formerly known as the Statewide Provider Database), which contains information on over 1700+ social service agencies, 4200+ social service programs across the state of Illinois that could potentially assist your students and families!

Examples of searchable services:
- Mental health
- Substance abuse
- Emergency shelters
- Drug testing
- Counseling services
- STD testing and services
- Pregnancy assistance
- Medical/dental care
- Parenting support
- Vocational training
- ...And TONS more!

No username or password needed! Unlike the former Statewide Provider Database, SPIDER is now open to the public so that anyone can access to find helpful services in their area. Follow SPIDER.DCFS.Illinois.gov to enjoy this resource!

Have questions about SPIDER? Contact dcfs.spider@illinois.gov.

For more information on SPIDER, please visit: https://spider.dcfs.illinois.gov/Help/Help
Consultation
(Indirect Service - Can support Tiers 1, 2, or 3)

Consultation is a process whereby the first party (consultant) assists a second party (consultee) in finding a solution to a problem that concerns the third party (client). School counselors may serve as consultants to others (e.g. parents, teachers, administrators, community members) or they may need to consult other parties to augment their knowledge or skills.

Consultation extends the school counselor’s reach to more students by working with the adults in students’ lives who can make major impacts on students’ academic, career, and social-emotional development. Myrick’s (1997) Systematic Consultation Model recommends the following steps:

1. Identify the issue
2. Clarify the problem
3. Identify the goal
4. Observe the behaviors
5. Develop a plan
6. Initiate the plan
7. Follow-up

A helpful resource for school counselors on consultation is Missouri’s Professional School Counselor Consultation Guide.

Collaboration
(Indirect Service - Can support Tiers 1, 2, or 3)

Collaboration is one of the four themes depicted around the frame of the ASCA National Model. It is given such prominence because effective school counselors must proactively engage with stakeholders both inside and outside of the school to successfully meet the needs of all students. The ASCA National Model (2012) recognizes three types of collaborative strategies used by school counselors to promote the academic success of all students:

- **Teaming and Partnering:** School counselors often team and partner with entities within and outside of the school to achieve a certain goal. Examples:
  - Forming partnerships with local businesses to create internship opportunities for their students (career domain)
  - Teaming with the school social worker to co-facilitate a small group for pregnant or parenting teens (social/emotional domain)
  - Co-creating a peer tutoring program with the department chairs to assist students struggling with their academic performance (academic domain)

- **School/District/State/National Committees:** School counselors collaborate by participating in school-wide committees such as the School Improvement Planning Committee, the Student Intervention Committee, or the Curriculum Committee. They may also serve on district, state, or national teams to advocate for the academic, social/emotional, and career/college needs of students. School counselors should be vigilant about serving on committees that promote their school counseling programs and overall student wellness.

- **Parent/Guardian Workshops:** School counselors recognize that the family system plays a significant role in lives of students. Therefore, they make concerted efforts to share information and resources with families within all three ASCA domains. For example, school counselors may sponsor an anti-bullying workshop (social/emotional), a FAFSA completion workshop (career/college), or a homework help workshop (academic) for families. Savvy school counselors understand that parents/guardians are partners in a child’s education and therefore actively seek
Chapter 6: Accountability

By the end of this chapter, readers will:

Attitudes
- Believe it is important for school counselors to use data measures to identifying program strengths and areas for improvement.
- Believe it is important to share student data with stakeholders to validate the need for school counseling programs.

Knowledge
- Understand the accountability process for school counseling programs.
- Understand the various types of evaluations used and data collected in school counseling programs.

Skills
- Develop various types of evaluation tools to assess student needs, and the direction of the counseling program.
- Analyze data metrics, assess needs, and disaggregate student data to drive program implementation and monitoring.

Making the Model Work: Checklist for Chapter 6

- Complete the following assessments:
  - ASCA School Counselor Performance Appraisal
  - ASCA School Counseling Program Assessment
  - ASCA Use of Time Assessment

- Watch the ASCA Webinar on Accountability [56:40]

- Develop a flashlight presentation and use it to share the results of ONE school counseling intervention with school staff.

- If you are not currently being evaluated under a school counseling performance evaluation, research sample evaluations, and advocate to your principal to move toward using an evaluation that is more reflective of the work of a transformed school counselor.
The Accountability Process

Perhaps the most critical difference between the traditional “guidance counselor” and the transformed “school counselor” is the emphasis on accountability. Today’s school counselor must be able to demonstrate how students are different because of the school counseling program. “Now more than ever, school counselors are expected to demonstrate the effectiveness of their programs in measurable terms” (ASCA, 2012, p. 99).

Traditional “Guidance Counselor” | Transformed “School Counselor”
--- | ---
● Focuses mostly on counseling services provided (process data) | ● Focuses on outcomes from services provided (outcome data)
● Little or no accountability | ● Full accountability for student success


“The purpose of this component is to analyze the data that have been collected and make program decisions based on the analysis” (ASCA, 2012, pg. 99). Accountability is a critical part of a comprehensive developmental school counseling program and involves examining the school counselor's competencies, the variety of services provided by school counselors and the evaluation of the program.

Often accountability is thought of as evaluation that is done after a project is completed. However, effective evaluation is a continuous, ongoing process throughout the school year. Effective accountability:

1. Requires data to assess the effectiveness of school counseling interventions
2. Identifies areas for improvement
3. Communicates strengths and weaknesses of the program to others, including all stakeholders

The ASCA National Model provides detailed charts and specific guidelines to assist with this component; Illinois counselors are strongly encouraged to reference those tools and resources:

- ASCA School Counselor Performance Appraisal
- ASCA School Counseling Program Assessment
- ASCA Use of Time Assessment
- ASCA National Model – Accountability
- Closing the Gap and Writing Results Reports
- ASCA Webinar on Accountability [56:40]

Types of evaluations include:

- Needs assessments
- Testing data
- Outcome research (what has worked in the past)
- Formative evaluation (occurs during the process of the implementation and allows for modification for improvement if necessary)
- Implementation evaluation (consistency and quality of the delivery of the program component or intervention)
- Outcome evaluation (the impact of the intervention)
Benefits of the Accountability Process

If the assessments/evaluations used throughout the process have been both summative and formative, several specific benefits can be identified:

1. School counselors will have specific data to use to identify program areas of strength and of weakness. This information can be used to alter goals and competencies of the program as well as methods of delivery.
2. Data obtained can be used to show students how they have progressed and how they have grown and developed through the program. Data can also be used to identify areas still needing improvement.
3. Information gained through assessment should be shared with all stakeholders, including students, parents and teachers. A better understanding of students will be the result.
4. Information needs to be shared with those involved in policy making and policy management. Administrators will not only learn about the program and its effectiveness but will be in a better position to make decisions about the program with this data. Accountability serves a useful purpose for both counselors and administrators.

Results Reports

“Results are not about what counselors do. Results are about what students do.”

-C.D. Johnson, Ph.D.

Whereas action plans show that school counselors have a structured, intentional, systematic plan in place, the results report is the tool for:

- Ensuring that every student was served and that developmentally appropriate activities were conducted
- Documenting the program’s process, perception, and outcome data
- Analyzing the effectiveness of the school counseling activities
- Sharing the impact of the curriculum with key stakeholders
- Improving the school counseling activities/program
- Advocating for resources and systemic change

Completed by each school counseling department at the end of the school year, the results report assists in documenting the impact of the school counseling program on student achievement - specifically, that the action plans were indeed carried out, data was tracked, and all targeted students were served.

In addition, it assists school counselors in reflecting on their strategies’ effectiveness and ideas for improving the school counseling program moving forward. The completed results report should be shared with the principal, advisory council, school staff, local school council, school board, and other key stakeholders each year. Additionally, results reports should be shared with community agencies and philanthropic organizations who may have a financial investment in the school counseling program.

Important templates:
Flashlight Presentations

The “Flashlight,” created by Dr. Trish Hatch, shines a light on the successes of the year’s school counseling activities through a simple presentation of 6 –8 minutes. School counselors can use PowerPoint, Google Slides, Prezi, or any other presentation medium.

To develop a Flashlight, select ONE school counseling intervention from the action plan and include the following slides:

1. Title slide.
2. Direct linkage back to one of your school counseling program goals.
3. Corresponding student standards that your activity addressed.
4. The resulting process, perception, and outcome data with graphical representations (charts, tables, etc.).
5. Implications, limitations of results, and next steps followed by recommendations for how to improve the activity in the future.
6. A “thank you” to the staff/administration (or other audience members) for their time and support of the school counseling program.

Flashlight Resources:
- Sample Flashlight PowerPoint Template from CESCaL
- Visit www.cescal.org for a “Flashlight Builder Tool”
- Sample Flashlight packages from CESCaL
- Sample Flashlight packages from the Use of Data Free Online Appendix (scroll down to Ch. 11)

Data Projects

In lieu of Flashlight presentations, some districts use "data projects." Examples:

- Utah’s School Counseling Data Project Template | Framework
- Iowa’s Sample Data Projects

Wrapping up Accountability

Accountability is a significant piece of comprehensive, developmental school counseling programs. It should not be viewed as something done at the end of the program but rather as part of the "cycle" of the program. Data obtained through the assessment process provides information, needs, and goals for revising lessons and future programs.

By strengthening the accountability process, school counselors will improve their performance as individuals, the performance of their counseling programs, and the performance of schools overall. School counselors must embrace accountability to demonstrate their value and secure their positions in today’s data-driven schools. By effectively utilizing data and assessments, school counselors become essential in the quest to constantly remove barriers to students’ success and ultimately improve student achievement.
Additional Accountability Resources:

- Evidence-Based School Counseling: Making a Difference with Data Driven Practices (2007) by Dimmitt, Carey & Hatch
- Professional School Counseling Journal, Volume 12, August 2009 by ASCA
- Evidence-Based School Counseling Conference (Erlanger, KY)
- Center for School Counseling Outcome Research & Evaluation
- The Use of Data in School Counseling: Hatching Results for Students, Programs, and the Profession: Hatching Results (2013) by Hatch
- NOSCA’s “Become a Data Expert: Using Strategic Planning for Accountability” presentation by Vivian V. Lee, Ed. D.
Full Hyperlink References by Chapter

Foreword
● https://www.isbe.net/Pages/Educator-Licensure-Colleges-and-Universities.aspx

Executive Summary and Brief History of the Model
● https://www.ed.gov/essa?src=rn
● https://docs.google.com/spreadsheets/d/1esJnFFQ-lwdeObXT2gWTqgVilfVeX6rB-7Gk1ou86vw/edit#gid=938877704
● https://docs.google.com/spreadsheets/d/1Ywk1Qmk1GTTOiFEX76B7C8QRT4RLtgVH7Sc_qgEh0/edit
● https://docs.google.com/document/d/1Aw87j7PfeNLmVgPTOJZzJENwxoxxmJP5fQw3gNleMTM/edit?usp=sharing
● https://www.schoolcounselor.org/school-counselors-members/asca-national-model

Chapter 1: Introduction
● https://drive.google.com/file/d/0BwD50qKxRIHock16VnpmUXVSMFk/view
● https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf
● www.schoolcounselor.org
● https://www.isbe.net/Pages/PEL-School-Support-Ed-Lic.aspx
● https://drive.google.com/file/d/0Bw3yFNbtlhpeXIFXY1IPY2xzYIBKnNyUnFqQUtEeF9COEpJ/view
● https://drive.google.com/file/d/0Bw3yFNbt lhpeV1VnW DIXUXQ5bTVudGpJa3lCbIRLeWxTOWIB/view
● https://drive.google.com/file/d/0Bw3yFNbtlhpeQ1NBAFc2QnVEUWxvOXQwOTU2TlBw0pJleJn/view
● https://docs.google.com/document/d/1uQCJB1nfrN-bHEgjK8H0aqg pocLftnUSVFMjRL7G8c/copy
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● https://docs.google.com/document/d/1- w3luj2QlAyXct5maamPt_fsWmnT5CWQ2lCCQYVMec/edit?usp=sharing
● http://cesca1.org/resources/flashlight/flashlight-deta ils.cfm?flashlightKey=52
● https://www.schoolcounselor.org/school-counselors-members/publications/position-statements
● https://docs.google.com/document/d/1zb49jlr8MsdXbyuJj3gsQSOrSoeBimOAJjJSmFX7E/edit?usp=sharing
● https://www.schoolcounselor.org/school-counselors-members/careers-roles/state-certification-requirements

Chapter 2: Structural Framework
● https://www.isbe.net/Documents/rti_plan.pdf#search=rti%20state%20plan
Chapter 3: Foundation
Chapter 4: Management

- https://www.cesca.org/index.cfm
- https://www.glfse.org/
Chapter 5: Delivery

- https://afsp.org/our-work/education/after-a-suicide-a-toolkit-for-schools/?utm_source=All+Subscribers&utm_campaign=0fb6fede43-13_Reasons&utm_medium=email&utm_term=0_3fb9113af0f6fede43-
- https://afsp.org/our-work/education/model-school-policy-suicide-prevention/?utm_source=All+Subscribers&utm_campaign=0fb6fede43-13_Reasons&utm_medium=email&utm_term=0_3fb9113af0f6fede43-
- https://www2.ed.gov/leaders/safety/crisisplanning.html
- www.imtss.net/mtss-in-illinois
Chapter 6: Accountability

- [https://www.youtube.com/watch?v=yEco6yVrTrw&feature=youtu.be](https://www.youtube.com/watch?v=yEco6yVrTrw&feature=youtu.be)
- [https://www.schoolcounselor.org/asca/media/asca/ASCA%20National%20Model%20Templates/SmallGroupResultsReport.docx](https://www.schoolcounselor.org/asca/media/asca/ASCA%20National%20Model%20Templates/SmallGroupResultsReport.docx)
- [https://drive.google.com/file/d/0Bw3yFntlhhpeeDNLaJ0aG9FawS/view](https://drive.google.com/file/d/0Bw3yFntlhhpeeDNLaJ0aG9FawS/view)
- [http://cescal.org/resources/flashlight/flashlight-search.cfm](http://cescal.org/resources/flashlight/flashlight-search.cfm)
- [http://resource.cescal.org/flashlight.cfm](http://resource.cescal.org/flashlight.cfm)

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