Entire Model

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Foreword by Dr. Tony Sanders

In the intricate tapestry of our educational system, school counseling remains a crucial thread that often goes unnoticed -- yet its significance cannot be overstated.

School counselors are unsung heroes who play an indispensable role in shaping the lives of our youth. They are the steady hands guiding students through the labyrinth of adolescence, offering support and guidance on their often tumultuous journey as they grow up. School counselors possess not only knowledge but also empathy, the rare but vital combination that allows them to connect with students on both an intellectual and emotional level.

During the past three years, which included a global pandemic and an ever-evolving landscape of societal challenges, school counselors have served as beacons of stability and wisdom for students. They have not only worked to address academic concerns but also the complex and nuanced emotional, social, and mental health issues that have profoundly impacted students' ability to thrive in and outside of the classroom. Poor mental health and suicidal thoughts and behaviors have increased for nearly all groups of youth, according to the CDC's Youth Risk Behavior Survey Data Summary & Trends Report: 2011-2021.

In Illinois, we are committed to providing the necessary resources and tools to help school districts achieve excellence and ensure equitable outcomes for all students.

The Illinois State Board of Education has invested nearly $122 million in federal pandemic relief funds to help boost our students' well-being, including the establishment of seven Social-Emotional Learning (SEL) Hubs that offer professional development, training, and coaching to school districts to establish and expand SEL programs in Illinois schools.

Additionally, our partnership with the Resilience Education to Advance Community Healing (REACH) Statewide Initiative has helped more than 500 Illinois schools create safe, healthy learning environments for students to learn and grow. REACH, developed by the Center for Childhood Resilience at Lurie Children's Hospital, is free to all Illinois K-12 schools. This program provides educators with tools to support the social and emotional well-being and mental health of their students and staff through existing Social-Emotional Learning, Multi-Tiered Systems of Support, and Positive Behavior Intervention and Supports systems.

It is my hope that you will find this document to be a valuable resource as you continue to work on behalf of the students of Illinois. Thank you for being the quiet champions and steadfast advocates who help shape the future of our next generation, one student at a time.

Dr. Tony Sanders
State Superintendent of Education
Illinois State Board of Education

Introduction and Foundation

ISCA Mission, Vision and Ends Statements

ISCA Mission

The Mission of the Illinois School Counselor Association (ISCA) is to better serve students and communities by providing leadership, advocacy, and collaborative opportunities for Illinois school counselors.

ISCA Vision

The Vision of the Illinois School Counselor Association (ISCA) is to:

- Honor the uniqueness of every Illinois school counselor, student, and community as we embrace and affirm diverse backgrounds, values, and points of view.
- Promote professionalism and ethical practice amongst school counselors so they are able to support pre-kindergarten through post-secondary students in maximizing their academic, college/career, social/emotional growth and preparedness for adult life.
- Advocate for legislation and policies that support and empower Illinois school counselors, students, and communities.
- Provide high quality professional development for school counselors to assist in meeting the evolving needs of school counselors, students, and communities.
- Offer collaboration opportunities for Illinois school counselors to build meaningful connections and coalitions amongst Illinois school counselors throughout the state.

ISCA Ends Policies

Ends Policies - Conditions exist so the Illinois School Counselor Association will practice with the highest level of effectiveness.

- School counselors are actively engaged in the dismantling of racist and discriminatory practices, policies, and institutions that further disadvantage and/or marginalize our students and communities. (1EP)
- School counselors are knowledgeable about and collaborate with students, parents/guardians, staff, school administrators, policy makers, community members in

the development, implementation and evaluation of effective and comprehensive school counseling programs based on the ASCA National Model. (2EP)
- School counselors are knowledgeable about current ethical, legal, and professional practices and their application. (3EP)
- School counselors are knowledgeable about current trends in school counseling and education by participating in high quality professional development. (4EP)
- School counselors are actively engaged in state and national initiatives that impact the school counseling profession. (5EP)
- School counselors are empowered to take on leadership roles to build a community of Illinois school counselors that advocates for and recognizes excellence in the school counseling profession. (6EP)

Key Highlights of Current Illinois Model

Organized by ASCA National Model 4th ed components (Define, Manage, Deliver, and Assess), 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.*

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 school shootings, disasters, and tragedies, 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 to 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 invited 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!

The 2023 Revision Task Force gathered counseling leaders from all corners of Illinois to align with the ASCA National Model 4th edition. The 6th edition of the Illinois Model maintains the overall design of the 5th edition with updates in content, links, curriculum, and ASCA Model language. Due to ISCA's disaffiliation from the Illinois Counseling Association in 2021, ISCA membership has grown significantly with school counselors valuing professional collaboration and support. The ASCA recognition program RAMP (Recognized ASCA Model Program) highlights schools demonstrating full implementation of the National Model. It is the hope of the current ISCA Revision Task Force that the Illinois Developmental Model will support schools and their school counselors with the implementation of comprehensive school counseling for all students.

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 framework fully aligns to the ASCA National Model with specific attention given to the unique issues concerning Illinois' students and families, schools, and comprehensive school counseling programs. Additionally, solutions and strategies to address those issues are offered using a developmental approach. Most importantly, Illinois incorporates specific requirements for Illinois schools into the Illinois

Model. 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 (4th 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. 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; 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 minoritized and 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 social & emotional 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 they progress 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.

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- Is coordinated and implemented by a licensed school counselor.

https://www.isac.org/pace/

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, counselor educators, district-level leaders, graduate students, 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.

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 (l05 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 (l05 ILCS 5/School Code) Section 10-22.24b.

Review current and pending legislation impacting school counseling work in Illinois (and look up your legislators) on the Illinois School Counselor Association's website: www.ilschoolcounselor.org/Legislation.

Statement of Support from the Illinois School Counseling Association

The Illinois School Counseling Association (ISCA), 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 (ISCA) is to provide leadership, advocacy, and collaboration opportunities for Illinois professional school counselors, which result in systemic change to enhance the success of all students in their academic, college, career, social/emotional development, and life readiness.

- SECTION 3. The Vision of the Illinois School Counselor Association (ISCA) is to:

    - Honor the uniqueness of every Illinois school counselor, student, and community as we embrace and affirm diverse backgrounds, values, and points of view.

    - Promote professionalism and ethical practice amongst school counselors so they are able to support pre-kindergarten through post-secondary students in maximizing their academic, college/career, social/emotional growth and preparedness for adult life.

    - Advocate for legislation and policies that support and empower Illinois school counselors, students, and communities.

    - Provide high quality professional development for school counselors to assist in meeting the evolving needs of school counselors, students, and communities.

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    - School counselors are knowledgeable about and collaborate with students, parents/guardians, staff, school administrators, policy makers, community members in the development, implementation and evaluation of effective and comprehensive school counseling programs based on the ASCA National Model.

    - School counselors are knowledgeable about current ethical, legal, and professional practices and their application.

    - School counselors are knowledgeable about current trends in school counseling and education by participating in high quality professional development.

    - School counselors are actively engaged in state and national initiatives that impact the school counseling profession.

    - School counselors are empowered to take on leadership roles to build a community of Illinois school counselors that advocates for our profession.

(ISCA 2022, 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.

Acknowledgements

2022-2023 Revision Task Force

Core Revisions:

- Leonis S. Wright, Ph.D., LPC, NCC, Counselor Educator and MA in Counseling Program Coordinator, Governors State University - **Task Force Chair**
- Kim Brumley, M.A., Lewis University
- Carla Cheathan, Ph.D.., LCPC, NCC, Counselor Educator, Seattle University
- Lisa De Gregorio, M.S., Hatching Results
- Lee Harsy, M.S., Counselor Educator, Lewis University
- TaRael Kee, Past President, Illinois School Counselor Association
- Sarah Patterson-Mills, Ph.D., L.P.C. (MO), Counselor Educator and Department Head of Human Services at Lindenwood University
- Franciene Sabens, M.S. Ed., L.P.C., NCC, School Counselor, Herrin High School
- Carla Stewart, Ed.D, NCC, PEL:SC, LCPC, Counselor Educator, National Louis University
- Kathleen Styzek, M.A., M.Ed., School Counselor, Volta Elementary School
- Vince Walsh-Rock, Ph. D., LCPC, NCC, Executive Director-Illinois School Counselor Association
- Anna Marie Yates, Ph.D., NCC, L.P.C., Counselor Educator, National Louis University

Readers

- Sarah Walas Teed, M.S. School Counselor, Jane Adams Schools, Moline-Coal Valley School District
- Jeannine Pacetti, Division Chair & School Counselor, Yorkville District 115
- Nicole Simon, M.A.- School Counselor, North Grand High School, Chicago Public Schools
- Stacye Hopkins - School Counselor, Rich Township High School, Olympia Fields
- Stephanie Miller-Henderson-School Counselor & Regional Director for The Be Kind People Project
- Whitney Triplett- MA, NCC, PPS- Director of Professional Development for Hatching Results

2017-2018 Revision Task Force

Core Revisions:

Whitney Triplett, M.A., L.P.C., N.C.C., School Counseling Specialist, Chicago Public Schools (Task Force Chair)

Sarah Patterson-Mills, Ph.D., L.P.C. (MO), Counselor Educator, Lindenwood University-Belleville

Anna Marie Yates, Ph.D., N.C.C., L.P.C., Counselor Educator, National Louis University
Carla Stewart, Ed.D., N.C.C., L.C.P.C., Counselor Educator, National Louis University
Andrea Allen, M.A., L.P.C., Chicago Public Schools Master Counselor
Martha Williams, M.A., Chicago Public Schools Master Counselor
Heidi A. Truax, M.A., L.P.C., Chicago Public Schools Master Counselor
Tracy Cunningham, M.A., Chicago Public Schools Master Counselor
Lisa Stanton, M.S. Ed., N.C.C., School Counselor, Carterville Unit #5 Schools
Cynthia McCullough, M.A., School Counselor, Phillips High School
Lindsay Muzzy, M.A., L.C.P.C., Chicago Public Schools Master Counselor

Readers:

Trish Hatch, Ph.D., San Diego State University, President/CEO, Hatching Results, LLC
Janice Jackson, Ed.D., Chief Executive Officer, Chicago Public Schools
Kathleen Styzek, M.A., M.Ed., School Counselor, Volta Elementary School
Katherine Atkins, Ph.D., L.P.C., N.C.C., A.C.S., Governors State University
Melissa Ockerman, Ph.D., DePaul University
Lee Harsy, M.S., Lewis University
Barbara Karpouzian, M.A., M.Ed., MIN, Past President, Illinois School Counselor Association

Special Thanks:

Vince Walsh-Rock, L.C.P.C., President, Illinois School Counselor Association (2017-2018)
Franciene Sabens, M.S. Ed., L.P.C., N.C.C., School Counselor, Carbondale Community High School
Nancy Sandoval, School Counseling Graduate Student, Loyola University Chicago
Gabriela Rulka, M.A., School Counselor, Solorio Academy
Anjail Newell, M.A., L.P.C., N.C.C., School Counselor, Bond Elementary School
Kelly Chaney, M.A., School Counselor, Ashe Elementary School
Chantal Sweet, M.A., School Counselor, Hernandez Middle School
Olivia Haas, M.A., School Counselor, Tarkington Elementary School
Whitney Hastings, M.A., School Counselor, Courtenay Elementary School
Dan Stasi, M.S., Executive Director, Illinois School Counselor Association

2012-13 Revision Task Force

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:

Core Revisions:

Melissa Ockerman, Ph.D., Counselor Educator, DePaul University (Task Force Chair)
Amelia Catania, School Counseling Graduate Student, DePaul University
China Hill, School Counseling Graduate Student, National Louis University
Ivy Malisow, School Counseling Graduate Student, DePaul University
Franciene Sabens, M.S. Ed., L.P.C., N.C.C., School Counselor, Chester High School

Tiffany Stallone, M.A. School Counselor, Niles North High School

Readers:

Erin Vandermore, M.A., L.C.P.C., School Counselor, Chicago Public Schools
Christina Nolan, Ed.D., Counselor Educator, National Louis University

Special Thanks:

Anna Marie Yates, Ph.D., N.C.C., L.P.C., Counselor Educator, National Louis
Erin Mason, Ph.D., Counselor Educator, ISCA President, 2012
Mary Carideo, M.Ed., College Counselor, ACE Technical Charter High School
Dan Stasi, M.S., Executive Director, Illinois School Counselor Association

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:

Core Revisions:

Brett Zyromski, Ph.D., Northern Kentucky University (Task Force Chair)
Venisa Beasley-Greene, Ed.D., School Counselor, Chicago Public Schools
Amber Bolden, M.Ed., School Counselor, Evanston High School, Adjunct Faculty at Loyola University
Erin Mason, Ph.D., Counselor Educator, DePaul University
Dale Septeowski, Ed.D., Argosy University
Anna Marie Yates, Ph.D., N.C.C., L.P.C., Counselor Educator, National Louis

Readers:

Holly J. Nikels, Ph.D., Western Illinois University
Chuck Pistorio, Ph.D., Northeastern Illinois University
Toni Tollerud, Ph.D., Northern Illinois University

Special Thanks:

Martha Casazza, Ed.D., Dean of the College of Arts and Sciences
Stephen Thompson, Ph.D., Associate Dean of the College of Arts and Sciences
Christopher Clemmer, D.Min., Chair of the Counseling and Human Services Department
David Bakrins, Graduate Student, National Louis University
Anna Klimkowicz, Graduate Student, National Louis University
Nancy Davis, Graduate Student, National Louis University
Amy Konopasek, Graduate Student, National Louis University
Amanda Douglas, Graduate Student, National Louis University
Melissa Romero, Graduate Student, National Louis University
Michael Drayer, Graduate Student, National Louis University
Sheryl Sierakowski, Graduate Student, National Louis University

Noreen Garmisch, Graduate Student, National Louis University
Nancy Steinberg, Graduate Student, National Louis University
Nichole Giovanni, Graduate Student, National Louis University
Joseph Tranchita, Graduate Student, National Louis University
Joely Johnson, Graduate Student, National Louis University
Allison Wasowski, Graduate Student, National Louis University
Jane Haskins Wolfe, Graduate Student, Argosy University

2005 Revision Task Force

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:

Anna Marie Yates, Ph.D., N.C.C., L.P.C., Counselor Educator, National-Louis University (Task Force Chair)
Maria McCabe, M.A., L.C.P.C., Retired Elementary School Counselor
Al Milliren, Ed.D., N.C.C., B.C.P.C., Counselor Educator, Governors State University
Mary Milliren, Retired Elementary School Counselor
Roseanne Oppmann, M.S., Middle School Counselor, District 205 Rockford
Greg Stolzer, M.A., High School Counselor, District 99 Downers Grove
Dale Septeowski, Ed.D., Counselor Educator, Argosy University
Rick Shaw, Ed.D., Counselor Educator, National-Louis University

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:	Editorial Team:
Dr. Robert J. Nejedlo	Dr. Robert J. Nejedlo
Dr. Dale J. Septeowski	Dr. Dale J. Septeowski
Dr. Toni Tollerud	Dr. Toni R. Tollerud
	Dr. Anna Marie Yates
	Maria McCabe
	Owen McCorkle
	Larry Williams

Also, Carla Luczak and Chris Kimball deserve a special thank you.

Chapter 1: Structural Frameworks

Purpose of School Counselors

School counselors exist to positively impact the achievement of ALL students. School counselors use data to define, manage, deliver, and assess school counseling programs that are comprehensive in scope(ASCA, 2019). School Counselors are also responsible for equitable treatment for all students (ASCA, 2019). The role of school counselors is to support a secure learning environment, work to safeguard the human rights of all members of the school community (Sandhu, 2000).

At minimum, school counselors are state-licensed, master's-degreed 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, career) and three Multi-Tiered Systems of Support (MTSS), school counselors implement standards-based instruction for all students (classroom). Then, school counselors use data to identify students needing more support (small-group and/or individual, or referrals)(ASCA, 2019).

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, student-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. School counselors undergo unique training that positions themselves as experts in mental health, college and career readiness, and in addressing student academic challenges. 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, dismantling racist practices 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 career

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 using their leadership, advocacy and collaborative skills 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, 2022). Simply put, school counselors are agents of change for student success!

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, Pre K to Age 22 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 assigned 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 (235) 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 inappropriate 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 & Hartline, 2021).

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.

SERVICES That Should be Implemented in Every Illinois School			
Implemented Fully	**Implemented Partially**	**Not Yet Implemented**	
			School counseling instruction delivered to all students (Tier 1)
			Menu of Tier 2 and 3 services, with predetermined data elements that trigger the need for these supports. • 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 be needed. • Tier 2 and 3 supports include small groups, individual counseling, programs/interventions, referral list (for services that are referred-out)
PRACTICES that Should be Implemented by Every Illinois School Counselor			
Implemented Fully	**Implemented Partially**	**Not Yet Implemented**	
			Evaluated under an appropriate, school counseling-related/Illinois Model-aligned framework.
			Regularly attends professional development in accord with areas of identified need based on their most recent performance evaluation.
			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.
			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 partners. .

			Posts the school counseling mission statement and annual calendar in a location that is easily accessible to students, families, and staff (i.e. website).
			Establishes a system that staff can use to refer students to the school counselors. ● 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) ● 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.
			Maintains contact logs (refer to the ASCA template).
			Tracks their time (refer to the ASCA template).
			Follows a schedule/calendars their time (should have a specified time block for walk-ins).
			Shares their weekly calendar with administration (i.e. gives the principal "view" access to their Google Calendar, while taking appropriate precautions to protect the confidentiality of any students they have scheduled to see).
			Uses pre-/post-tests to measure the change in student attitudes, knowledge, and skills before and after a lesson.
			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 | ATLAS Looking at Data Protocol. Consider establishing a School Counseling Advisory Council to help you to plan, implement, and evaluate your school counseling program.
			Actively participates in school leadership teams (i.e. Instructional Leadership Team, Postsecondary Leadership Team).
			Checks emails daily and responds to voicemail messages in a timely manner.

			Complies with the ASCA Ethical Standards for School Counselors (2022) 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.
			Keeps abreast of district policies, state/national legislation, and current research impacting school counseling work.
			Maintains their state licensure and keeps an active membership in professional organizations such as the American School Counselor Association and Illinois School Counselor Association.
			Keeps abreast of district policies, state/national legislation, and current research impacting antiracist school counseling work.

The Difference Between a "Guidance Counselor" and a "School Counselor"

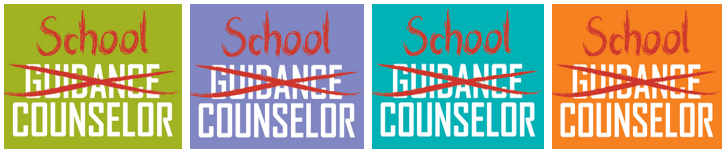


Image Source: American School Counselor Association

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, and demonstrate how their programs affect the outcomes of students.

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 today's transformed role of a "school counselor." The below table identifies the fundamental differences between general roles of "guidance counselors" and "school counselors." For areas that are more aligned to the outdated "guidance counseling" model, they should work with their administrator to determine strategies for moving into alignment with the "school counseling" model. Consider completing the Self-Assessment tool from Hatching Results to reflect on your own continuum of practices and identify areas of strength and opportunities for growth.

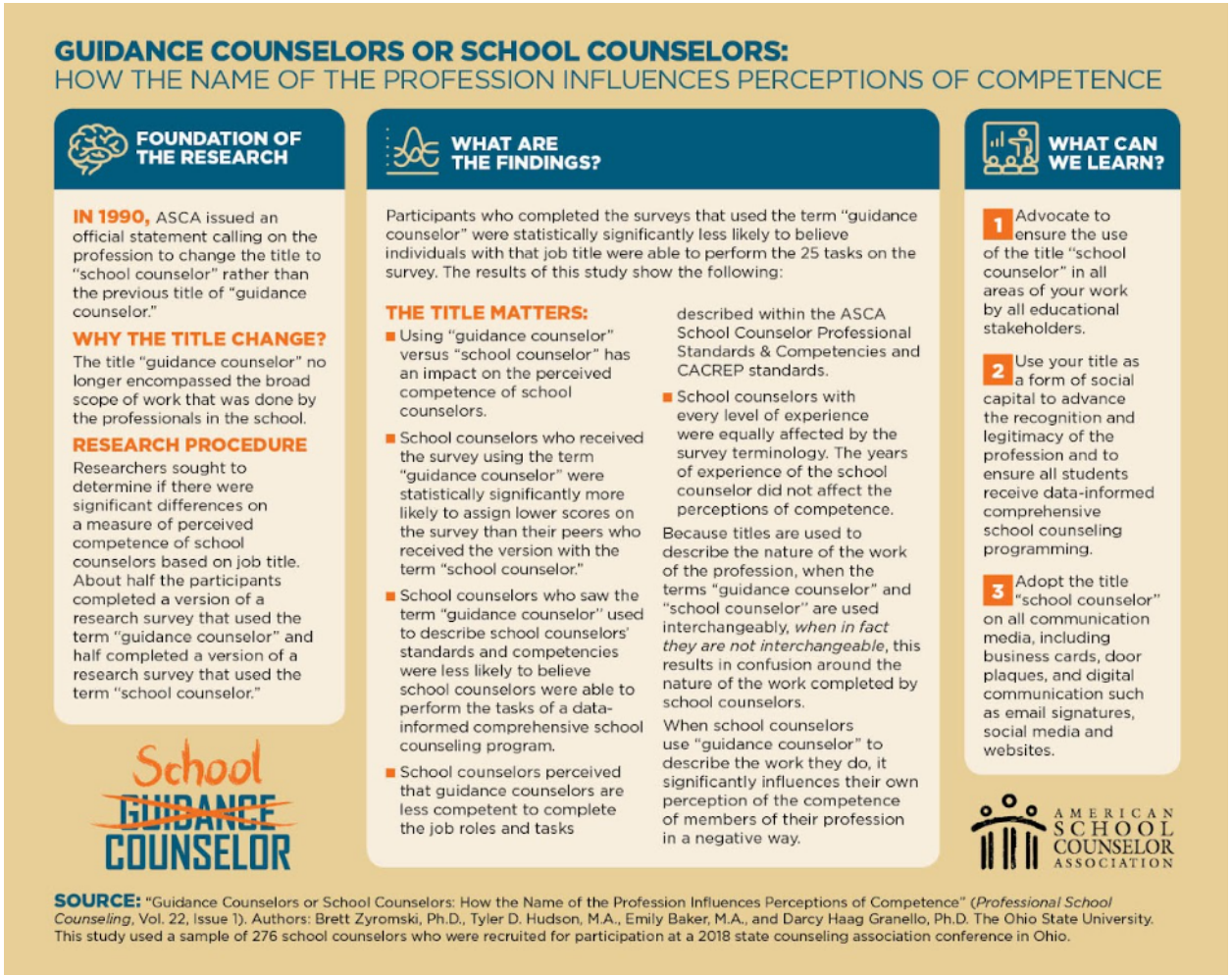
Guidance Counselors	School Counselors
• **Reactive** services (spends most of their time in Tiers 2 and 3, based on referrals)	• **Proactive**, preventative services (spends a great deal of time in Tier 1 and uses *data* primarily to drive Tier 2 services)
• Serve **some** students	• Serve **ALL** students
• Focus mostly on **one domain**	• Focus on all three domains (academic, college/career social/emotional) to **impact student success**
• Utilize a **clinical** model focused on student **deficits**	• Utilize an **educational** model, focused on **student strengths**
• **Ancillary** support	• Integral member of the **school leadership team**
• **Loosely** defined role/quasi-administrator	• **Clearly** defined role
• Focus mostly on counseling services provided	• Focus on **outcomes** from services provided
• Works in **isolation** or only with other counselors	• Collaborates with **all stakeholders** in the school community
• Guards the **status quo**	• Acts as a **change agent** for educational equity for all students
• **Gatekeepers** of rigorous courses	• **Advocates** for all students to have access to rigorous courses
• **Little or no** accountability for student success	• **Full accountability** for student success
• Helps mostly **college-track students** plan for college	• Advises ALL students on **multiple postsecondary pathways**
• Depends on **system's resources** for helping students and families	• **Brokers services** from community agencies, as well as the school system's resources

Source: Adapted by Whitney Triplett (2015) from Stone, C. B. & Dahir, C. A. (2006). The transformed school counselor. Boston, MA: Houghton Mifflin Company.

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.

Furthermore, research shows that job title matters and influences public perception of our profession's capability, roles, and competence. The use of an incongruent title (guidance counselor vs. school counselor) continues to influence the public's perceptions of professional competence.



"Stakeholders' beliefs about what counselors can and should do can impact how principals assign school counselors tasks in schools, how and whether students and parents choose to interact with school counselors, and whether providers in the community see school counselors as important partners. ...In each of these cases, school counselors need partners who trust in their competence to do the tasks and roles for which they were trained." (Baker, Zyromski, and Granello, 2021).

When we agree upon and use the term 'school counselor' as a congruent professional title, we enable school counselors to be leaders not only within their schools but also within communities. We reduce the barriers that youth face in receiving the help they need and deserve. We become clear about the professional identity and the capabilities of school counselors, enabling them to better serve all students. According to the American School Counselor Association Research Report, a vital implication for practice is that school counselors adopt the title "school counselor" instead of "guidance counselor" and that this title is used by all practitioners and school counselor educators across the profession on things like business cards; door plaques; and digital communication, including email signatures, social media and websites.

Using the ASCA National Model to Conceptualize the Illinois Model

As previously mentioned in the "Introduction and Foundation" section, this revised edition of the Illinois Model strongly aligns to and builds on the fundamental, evidence-based elements of the ASCA National Model 4th edition. These elements include:

- **Four themes**
    - **Leadership**: Capacity or ability to guide others; school counselors use leadership skills to design, implement, and assess a school counseling program.
    - **Collaboration**: The act of working together with other people or organizations to create or achieve a common goal.
    - **Advocacy**: The act of supporting individuals or causes.
    - **Systemic Change**: Change affecting the entire system; transformational; change affecting more than an individual or series of individuals; focused upon the dynamic of the environment, not the individual.

These themes are woven into the ASCA National model and are necessary for creating a comprehensive school counseling program. School counselors who possess and utilize competency skills in leadership, collaboration, and advocacy have the ability to create system change within a school setting.

- **Four components**
    - **Define**: To delineate school counseling professional practice using standards and competencies unique to the profession.
    - **Manage**: To organize and allocate resources to best address the goals, strategies, and activities of the school counseling program.
    - **Deliver**: To organize and implement components of the ASCA National Model,

particularly direct student services and indirect student services.
- ❖ **Assess**: To determine progress or quality of the school counseling program, particularly to guide future action within the school counseling program and to improve future results for students.

The components are the bases of a comprehensive school counseling program and offer structure for school counselors in implementing and delivering such a program.

- **Three domains**

  - ❖ **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 skills that enable students to succeed academically.

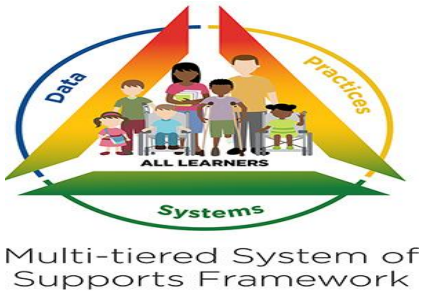
  - ❖ **Career**: Standards guiding school counseling programs to help students 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the lifespan. This 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.

  - ❖ **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. These domains are interconnected as positive development in all three are necessary for a student's overall success (ASCA, 2019).

Hence, the Illinois model aligns with the ASCA National model by incorporating all elements. The following chapters of this model focuses on each of the four components, while as like ASCA, the themes and domains are infused throughout the model.

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 needs of all students. Like the ASCA National Model, the MTSS framework is a building block and integral piece of the Illinois Counseling Model.

Two specific resources were used in understanding and aligning this framework. First, our model adheres to the Illinois MTSS framework. This framework it based on six essential components that is designed for all educational partners:

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

The second resource is ASCA's position statement on The School Counselor and Multi-Tiered System of Supports. According to Shepard et al, (2013) as cited by ASCA (2021), using this framework allows for school counselors to enhance the skills (i.e., collaboration, coordination, and leadership) necessary for implementing a comprehensive data-informed school counseling program. When utilizing a MTSS framework, school counselors are able to collaborate with other partners (teachers, administrators, families, etc.) to meet and promote the academic, career, and social/emotional needs of all students. Moreover, based on data collection and analysis, school counselors are able to identify students who may need additional services as well determine the effectiveness of supports put in place to determine possible areas of improvements (ASCA, 2019).

Additional Resource

The Multi-Domain System of Supports (MTMDSS) framework (Hatch, 2017). The framework aligns 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). Learn more by viewing this 3-minute animated video.

Chapter 2: Define-All components

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 abilities, skills, knowledge (A.S.K.) that ensure school counselors are equipped to meet the rigorous demands of the profession and meet 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 social/emotional development“ (ASCA, 2019). “The competencies and indicators directly reflect the school counseling program, mission and goals” (ASCA, 2019). The 2019 ASCA School National, American School Counselor competencies can be downloaded from ASCA School Counselor Competencies.

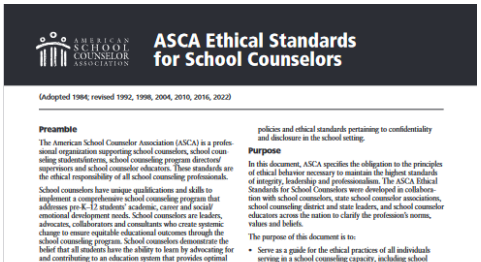
The **Illinois Standards for School Counselors** outlines 23 standards which school counselors must have knowledge and performance capability in order to receive certification (ISBE, 2022). Each standard contains knowledge and performance indicators. The standards can be downloaded from https://www.isbe.net/Documents/23ark.pdf. Standard k specifically addresses Program Development and performance indicators include:

- utilize available resources in implementing a comprehensive counseling program;
- collect and integrate data compiled from formal or informal assessments that may include needs assessments, proprietary or informal assessments in planning the counseling program; observations, 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 (235 formerly 181) for an Illinois Professional Educator License is based on the Illinois Standards for School Counselors covered in this statute.

Standards and Resources for Navigating Ethical & Legal Challenges

School counselors face legal and ethical challenges every day,


ASCA Ethical Standards for School Counselors

(Adopted 1984; revised 1992, 1998, 2004, 2010, 2016, 2022)

Preamble

The American School Counselor Association (ASCA) is a professional organization supporting school counselors, school counseling students/interns, school counseling program directors/supervisors and school counselor educators. These standards are the ethical responsibility of all school counseling professionals.

School counselors have unique qualifications and skills to implement a comprehensive school counseling program that addresses pre-K–12 students' academic, career and social/emotional development needs. School counselors are leaders, advocates, collaborators and consultants who create systemic change to ensure equitable educational outcomes through the school counseling program. School counselors demonstrate the belief that all students have the ability to learn by advocating for and contributing to an education system that provides optimal policies and ethical standards pertaining to confidentiality and disclosure in the school setting.

Purpose

In this document, ASCA specifies the obligation to the principles of ethical behavior necessary to maintain the highest standards of integrity, leadership and professionalism. The ASCA Ethical Standards for School Counselors were developed in collaboration with school counselors, state school counselor associations, school counseling district and state leaders, and school counselor educators across the nation to clarify the profession's norms, values and beliefs.

The purpose of this document is to:

- Serve as a guide for the ethical practices of all individuals serving as a school counseling capacity, including school

spanning confidentiality issues to records maintenance to duty to report suspected neglect and/or child abuse (ASCA, 2022).

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, 2022).

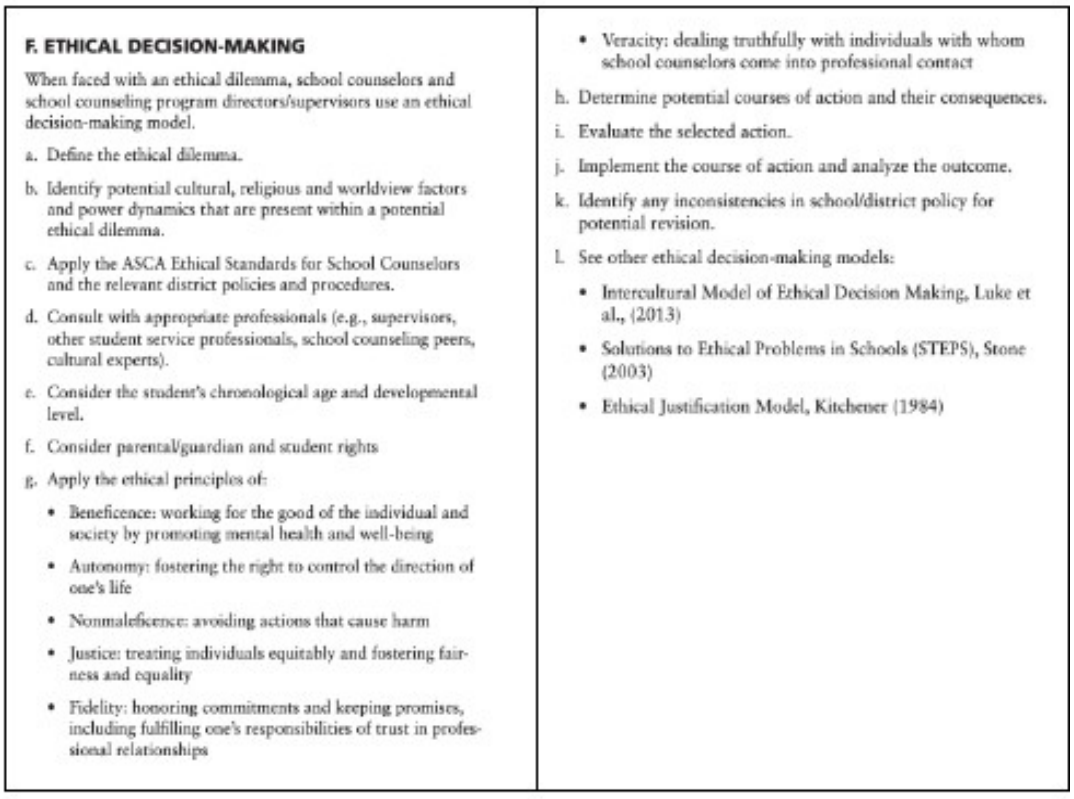
The ASCA position statement on supervision can be accessed here. Additional resources, such as articles written by the chair of ASCA's Ethics Committee, webinars, and answers to frequently asked questions, can be accessed here.

Watch a webinar on the ASCA Ethical Standards (Oct. 2022 Dr. Haley Wickoff-ASCA Ethics Co-Chair)

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

- 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

If you encounter an ethical dilemma, it is helpful to follow ASCA Ethical Decision-Making Model.



F. ETHICAL DECISION-MAKING

When faced with an ethical dilemma, school counselors and school counseling program directors/supervisors use an ethical decision-making model.

a. Define the ethical dilemma.

b. Identify potential cultural, religious and worldview factors and power dynamics that are present within a potential ethical dilemma.

c. Apply the ASCA Ethical Standards for School Counselors and the relevant district policies and procedures.

d. Consult with appropriate professionals (e.g., supervisors, other student service professionals, school counseling peers, cultural experts).

e. Consider the student's chronological age and developmental level.

f. Consider parental/guardian and student rights

g. Apply the ethical principles of:

- Beneficence: working for the good of the individual and society by promoting mental health and well-being
- Autonomy: fostering the right to control the direction of one's life
- Nonmaleficence: avoiding actions that cause harm
- Justice: treating individuals equitably and fostering fairness and equality
- Fidelity: honoring commitments and keeping promises, including fulfilling one's responsibilities of trust in professional relationships
- Veracity: dealing truthfully with individuals with whom school counselors come into professional contact

h. Determine potential courses of action and their consequences.

i. Evaluate the selected action.

j. Implement the course of action and analyze the outcome.

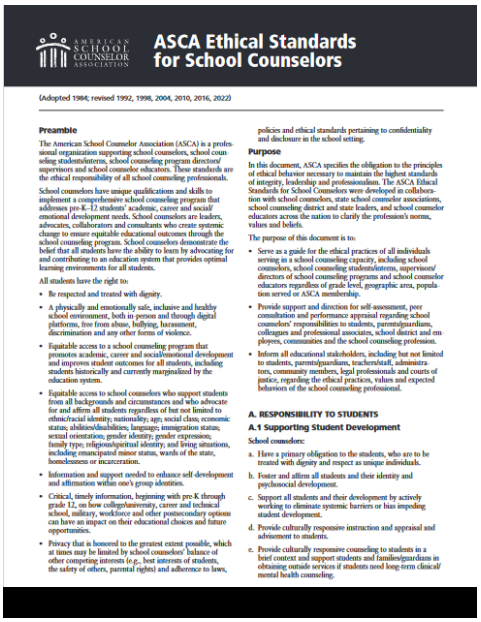
k. Identify any inconsistencies in school/district policy for potential revision.

l. See other ethical decision-making models:

- Intercultural Model of Ethical Decision Making, Luke et al., (2013)
- Solutions to Ethical Problems in Schools (STEPS), Stone (2003)
- Ethical Justification Model, Kitchener (1984)

Standards and Resources for Navigating Ethical & Legal Challenges

School counselors face legal and ethical challenges every day, spanning confidentiality issues to records maintenance to duty to report suspected neglect and/or child abuse (ASCA, 2022).



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School counselors have unique qualifications and skills to implement a comprehensive school counseling program that addresses pre-K–12 students' academic, career and social/emotional development needs. School counselors are leaders, advocates, collaborators and consultants who create systemic change to ensure equitable educational outcomes through the school counseling program. School counselors demonstrate the belief that all students have the ability to learn by advocating for and contributing to an education system that provides optimal learning environments for all students.

All students have the right to:

- Be respected and treated with dignity.
- A physically and emotionally safe, inclusive and healthy school environment, both in-person and through digital platforms, free from abuse, bullying, harassment, discrimination and any other forms of violence.
- Equitable access to a school counseling program that promotes academic, career and social/emotional development and improves student outcomes for all students, including students historically and currently marginalized by the education system.
- Equitable access to school counselors who support students from all backgrounds and circumstances and who advocate for and affirm all students regardless of but not limited to ethnic/racial identity; nationality; age; social class; economic status; abilities/disabilities; language; immigration status; sexual orientation; gender identity; gender expression; family type; religious/spiritual identity, and living situations, including emancipated minor status, wards of the state, homelessness or incarceration.
- Information and support needed to enhance self-development and affirmation within one's group identities.
- Critical, timely information, beginning with pre-K through grade 12, on how college/university, career and technical school, military, workforce and other postsecondary options can have an impact on their educational choices and future opportunities.
- Privacy that is honored to the greatest extent possible, which at times may be limited by school counselors' balance of other competing interests (e.g., best interests of students, the safety of others, parental rights) and adherence to laws, policies and ethical standards pertaining to confidentiality and disclosure in the school setting.

Purpose

In this document, ASCA specifies the obligation to the principles of ethical behavior necessary to maintain the highest standards of integrity, leadership and professionalism. The ASCA Ethical Standards for School Counselors were developed in collaboration with school counselors, state school counselor associations, school counseling district and state leaders, and school counselor educators across the nation to clarify the profession's norms, values and beliefs.

The purpose of this document is to:

- Serve as a guide for the ethical practices of all individuals serving in a school counseling capacity, including school counselors, school counseling students/interns, supervisors/directors of school counseling programs and school counselor educators regardless of grade level, geographic area, population served or ASCA membership.
- Provide support and direction for self-assessment, peer consultation and performance appraisal regarding school counselors' responsibilities to students, parents/guardians, colleagues and professional associates, school district and employers, communities and the school counseling profession.
- Inform all educational stakeholders, including but not limited to students, parents/guardians, teachers/staff, administrators, community members, legal professionals and courts of justice, regarding the ethical practices, values and expected behaviors of the school counseling professional.

A. RESPONSIBILITY TO STUDENTS

A.1 Supporting Student Development

School counselors:

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

b. Foster and affirm all students and their identity and psychosocial development.

c. Support all students and their development by actively working to eliminate systemic barriers or bias impeding student development.

d. Provide culturally responsive instruction and appraisal and advisement to students.

e. Provide culturally responsive counseling to students in a brief context and support students and families/guardians in obtaining outside services if students need long-term clinical/mental health counseling.

[Watch a webinar on the ASCA Ethical Standards](#) (Oct. 2022 Dr. Haley Wickoff-ASCA Ethics Co-Chair)

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

- 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

If you encounter an ethical dilemma, it is helpful to follow ASCA Ethical Decision-Making Model.

F. ETHICAL DECISION-MAKING

When faced with an ethical dilemma, school counselors and school counseling program directors/supervisors use an ethical decision-making model.

a. Define the ethical dilemma.

b. Identify potential cultural, religious and worldview factors and power dynamics that are present within a potential ethical dilemma.

c. Apply the ASCA Ethical Standards for School Counselors and the relevant district policies and procedures.

d. Consult with appropriate professionals (e.g., supervisors, other student service professionals, school counseling peers, cultural experts).

e. Consider the student's chronological age and developmental level.

f. Consider parental/guardian and student rights

g. Apply the ethical principles of:

- Beneficence: working for the good of the individual and society by promoting mental health and well-being
- Autonomy: fostering the right to control the direction of one's life
- Nonmaleficence: avoiding actions that cause harm
- Justice: treating individuals equitably and fostering fairness and equality
- Fidelity: honoring commitments and keeping promises, including fulfilling one's responsibilities of trust in profes-
- Veracity: dealing truthfully with individuals with whom school counselors come into professional contact

h. Determine potential courses of action and their consequences.

i. Evaluate the selected action.

j. Implement the course of action and analyze the outcome.

k. Identify any inconsistencies in school/district policy for potential revision.

l. See other ethical decision-making models:

- Intercultural Model of Ethical Decision Making, Luke et al., (2013)
- Solutions to Ethical Problems in Schools (STEPS), Stone (2003)
- Ethical Justification Model, Kitchener (1984)

Needs Assessments

Today's transformed school counselor conducts annual needs assessments to assist in identifying current student needs. A needs assessment determines 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

SPPO-21-01

Today's school counselor should refer to the *Protection of Pupil Rights Amendment General* (PPRA) when designing needs assessments. This document reviews parents' rights under the PPRA and educational official obligations related to 8 protected areas.
Link: [What is the Protection of Pupil Rights Amendment (PPRA)? | Protecting Student Privacy (ed.gov)]

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 questions on the tool by identifying potential areas of growth or concern.
- 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) key stakeholders..
- 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 and review what has been covered in the prior year
- 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.
- Include the school counseling services enumerated in the Illinois school code, Illinois Learning Standards, Illinois Social/Emotional Standards, and ASCA Mindsets and Behaviors.
- Log your activities with a form such as a core curriculum learning plan.

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 (linked are the steps to do this in Google), 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.
- Ask about demographic data so that results can be grouped by different types of participants.
- 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)

Difference Between Asking for Input and Asking What the School Counselor Should Teach

In her book, "The Use of Data in School Counseling: Hatching Results (and so much more) for Students, Programs, and the Profession (p. 140)," Dr. Trish Hatch (Hatch & Hartline, 2021) 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
- 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 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

Diversity Statements and Tools

ISCA's commitment to dismantling racist practices is included as the first ISCA Ends Policy, "School counselors are actively engaged in the dismantling of racist and discriminatory practices, policies, and institutions that further disadvantage and/or marginalize our students and communities." School counselors acknowledge and value the diverse backgrounds, culture and identities of students in order to create a safe space for everyone in the school community. Within and throughout the school counseling comprehensive program inclusivity and equity in the educational environment must be promoted. Using these tools will assist school counselors in addressing the needs of diverse students and provide culturally responsive support. Careful

consideration of one's own biases and commitment to ongoing self-reflection promotes a focus on advocacy and social justice. Using the resources below in the school counseling program will foster interactions with increased sensitivity, awareness, and cultural humility which will enhance the interactions with students.

- Related ASCA Position Statements:
    - Cultural Diversity | Equity for All Students | Students With Disabilities | Gender Equity | LGBTQ+ Youth | Transgender/Gender-Non-Binary Youth | Working With Students Experiencing Issues Surrounding Undocumented Status
    - All remaining asca statements are available here.

- 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 3 - Manage - All Components

Beliefs, Vision, Mission Statement

The ASCA National Model provides guidelines to develop Belief, Vision and Mission Statements that provide a foundation for our school counseling program. School counselors are expected to cooperatively develop these statements that will guide their work.

ASCA's Ethical Standards for School Counselors call for the examination of one's own beliefs and consideration of how they may have an impact on practice. School counselors need to engage in open, honest dialogue with other stakeholders to reach understanding of each other's beliefs.

ASCA National Model (2019)

Beliefs

Our beliefs impact our performance as a school counselor. Those beliefs are based on our education and experience. It is essential for counselors to examine their individual beliefs and the collective beliefs of their school counseling department. By welcoming open communication among all stakeholders, we enhance our opportunity to provide equitable support to all students.

It is important to 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.

The ASCA Professional Standards and Competencies (Mindsets) guide us in understanding the beliefs that are essential for all school counselors.

M 1. Every student can learn, and every student can succeed.

M 2. Every student should have access to and opportunity for a high-quality education.

M 3. Every student should graduate from high school prepared for postsecondary opportunities.

M 4. Every student should have access to a school counseling program.

M 5. Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, other school

staff and education stakeholders.

M 6. School counselors are leaders in the school, district, state and nation.

M 7. School counseling programs promote and enhance student academic, career and social/emotional outcomes.

The beliefs of all school faculty and staff are integral to the consistent implementation of effective school counseling programs. Stakeholders' beliefs help influence their actions and their support for the school counseling program. Every member of the school community is a stakeholder in the implementation of the school counseling program.

Additional resources to help define beliefs can be found in the ASCA National Model, 4th Ed. and ASCA National Model Implementation Guide

Vision

The school counseling vision statement communicates what school counselors hope to see for students five to 15 years in the future. This statement should focus on student outcomes only. It aligns with the school and district vision statements (if available) and is informed by the school counseling program's beliefs. And it should be influenced by the ASCA (Mindset) Student Standards.

An effective vision statement:

- Creates a clear picture of success
- Describes a future world where student outcomes are successfully achieved.

Voice from the Field:

Our vision statement is our roadmap for our students. As we design programming and make decisions we reflect on how those pieces fit into our vision. The Developmental Counseling Model for Illinois Schools shares the resources and cornerstones to make your school counseling program's vision statement dynamic and to steer your program in the direction of growth.

Mary Wilson, Illinois School Counselor, 2022 Illinois School Counselor of the Year

- States the best possible outcomes desired for all students that are five to 15 years away (including after high school when appropriate)
- Aligns with the school and district vision statement
(ASCA 2019)

Steps to Implementation of the vision statement:

- Consider how the development of the vision statement is influenced by your beliefs
- Create a vision statement that describes your students and their world where outcomes have been achieved.
- Share your vision statement with administrators, teachers, students and all stakeholders.

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

- ASCA National Model Implementation Guide
- The Glossary of Education Reform (http://edglossary.org/mission-and-vision)

Sample Vision Statements

- **We believe that every student will learn about and benefit from a healthy balanced life.**
- **We believe that every student will learn the tools and gain the confidence to succeed.**
- **We believe that every student will learn the value of life-long learning.**
- **We believe that every student can develop a positive attitude toward learning.**
- **We believe that every student will get and give respect.**
- **We believe that every student will have a plan and be prepared for their post-secondary education.**

Mission Statement

A mission statement provides the focus and direction to reach the vision. It creates or purpose in the school counseling program development and implementation.

Voice from the Field:

Our mission statement is connected to our school improvement plan, is student centered, results driven, and advocates for all. It serves as the anchor for our school program as we reflect and evaluate our resources and services.

The school counseling mission statement aligns with and is a subset of the school and district's mission. It ensures all

students benefit from a school counseling program emphasizing equity, access, success and long-range results.

Further, the mission statement provides a succinct way to inform all stakeholders of the school counseling program's overarching purpose, including administrator, teachers, other school staff, stakeholders and parents.

(ASCA,2019)

The school counseling mission statement:

- Provides a clear path and connection to the vision statement
- Describes the purpose of the school counseling program
- Is in synch with other school and district and state education mission statements
- Recognizes the importance of equity and success for all students
- It focuses on equal access to opportunities, support, and experiences
- States the long range results for all students.

Steps to Implementation of the mission statement:

- Create a comprehensive statement
- Communicate and demonstrate the statement to all members of the school community

Additional resources to help define beliefs can be found in the ASCA National Model, 4th Ed. and ASCA National Model Implementation Guide

Sample Mission Statement

Our school counseling department assists all students in reaching their potential for academic, career and social-emotional learning and success.
We do this by:

- Ensuring equity for each student.
- Working to ensure a safe and supporting school environment.
- Ensuring equal opportunity for all experiences and resources as needed.
- Working to remove all barriers to student learning.

Helpful tips for creating vision and mission statements may be found at https://www.schoolcounselor.org/Recognition/RAMP/Apply-for-RAMP

Administrative Support for the School Counseling Program

In setting the stage for change, it is essential to obtain administrative support. When school administrators understand what a comprehensive school counseling program encompasses, they tend to be enthusiastic and

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

supportive of developing programs.

A cooperative 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 new programs and developments as well as their ongoing use of data and data collection. This allows administrators to stay abreast of adjustments to the current school counseling program as well as new initiatives and services being provided to students.

Please see the section in this document discussing the Annual Administrative Conference.

Useful resources are listed below.

- Toolkit: Enhancing the Principal-School Counselor Relationship-This principal–school counselor toolkit, produced by the College Board, represents a collaborative resource that acknowledges and celebrates the influence of the collaboration of principals and school counselors in school communities.
- 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).
- Magazine Article: It Takes Two- Using your school's MTSS program to build a strong school(counselor/principal relationship helps both parties meet their professional goals. (Requires ASCA log in)

Voice from the Field:

Without coordinated administrative backing to provide necessary resources, alignment, and support, we would not be equipped to undertake the unique needs of our students and their families.

Administrative support can facilitate streamlined communication, collaboration, and access to resources, ultimately enhancing a counselor's ability to create a positive and impactful environment for students and families within our school district."

Becky Manzella - Illinois School Counselor

Annual Administrative Conference

The annual administrative conference is a formal discussion between the school counselors and the administrator supervising the school counseling program. The goal of the conference is to foster growth and understanding between counselors and adiministrators. It is an opportunity for counselors to explain their goals and their plans for reaching those goals so that the administrator has a clear understanding and reasonable expectations for the counselors. The discussion can increase an administrator's understanding of a school counseling program and includes information such as:

- The school counseling program priorities
- How school counseling goals align with the school's goals
- How school counselors currently use their time and how they would like to use their time in the future
- Ratios and caseload
- Direct and indirect services to be delivered
- Advisory council dates and members
- Plans for professional development
- The school counselor's role on the committees or other professional work

(ASCA, 2019)

Annual Administrative Conference
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 ensures that formal discussion between the school counselor and administrator occurs before the school year begins, and no later than the end of the first month of school. ASCA provides you with an Annual Administrative Conference template.

The premise of this conference is that school counseling staff and appropriate administrators identify needs based on data and then make collaborative, informed decisions. The conference may be a good time to discuss appropriate versus inappropriate duties in order to maximize the effectiveness of the school counseling program.

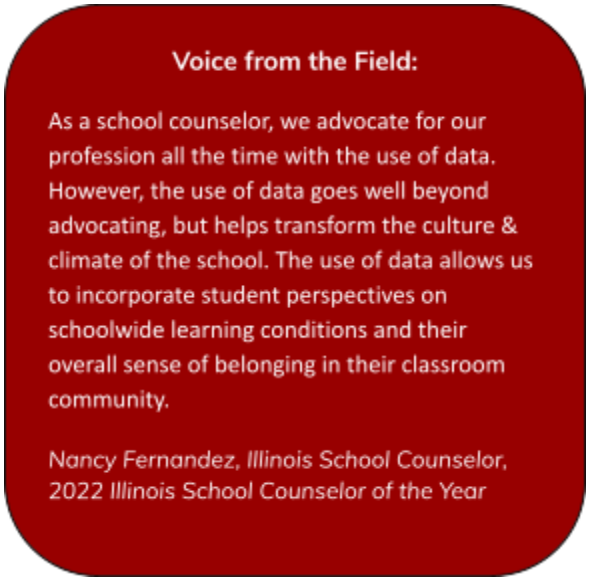
All school counseling roles and planned duties outlined should align to the program goals and mission statement. Each school counselor should have a document that outlines specific duties and caseloads, although some sections may be the same for all counselors within the program.

For helpful tips regarding the Annual Administrative conference go to
https://www.schoolcounselor.org/Recognition/RAMP/Apply-for-RAMP

Steps to an Annual Agreement

1. The school counseling team reviews template
2. Determine sections that will remain the same as well as those that will need updating
3. The School Counseling team completes the agreement and meets with the administrator before the end of the first month of school.
4. At the meeting, the counseling team uses the ASCA Annual Administrative Conference Template to guide the conversation.
5. Discuss administrator feedback and make adjustments as appropriate.
6. All parties sign the agreement

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. They focus on equity for all students, especially the disenfranchised.

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 Define Component, Annual Administrative Conference, and calendar are completed, 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 (2022):

A.3. Comprehensive School Counseling Program

School counselors:

a. Provide students with a culturally responsive school counseling program that promotes academic, career and social/emotional development and equitable opportunity and achievement outcomes for all students.

B. Collaborate with administration, teachers, staff and stakeholders for equitable school improvement goals.

c. Use data-collection tools adhering to standards of confidentiality as expressed in A.2.

d. Review and use school and student data to assess and address needs including, but not limited to, data on strengths and disparities that may exist related to gender, race, ethnicity, socioeconomic status, disability and/or other relevant classifications.

e. Deliver research-based interventions to help close achievement, attainment, information, attendance, discipline, resource and opportunity gaps.

f. 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 the district's school improvement goals.

g. Share data outcomes with stakeholders.

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 disaggregate the data if it is not done for them. A great deal of data can be obtained by reviewing the information from your school on the Illinois School Report Card website: https://www.illinoisreportcard.com/

School data should include college completion data that is available with administrative approval, through the National Student Clearinghouse Research Center and the National Center for Education Statistics (U.S. Department of Education).

Types of Data

DATA COLLECTION FOR COUNSELORS

ASCA suggests that counselors are increasingly faced with the question, “What difference do you make?”

One way to answer that question is through data collection. The ASCA National Model informs the Illinois Model, and divides the data that we collect into three categories. The three types of evidence that Illinois school counselors can collect to demonstrate their value to the school include:

I. Participation Data: What students were affected? How many students were affected? What did you do for them?

This data is the most common data that counselors can provide.

- Who participated in the activity
- What activity
- The number you met with during the year
- How often you met
- The number of events you organized

Sample Participation Data (ASCA Model 2019)

■ Eight fourth-grade students participated in study skills sessions that met six times for 45 minutes

■ 243 of 250 sixth-grade students participated in three career awareness lessons; six of seven students who were absent for initial lessons participated in make-up sessions.

■ 450 ninth-graders completed an individual learning plan.

II. Mindset and Behavior Data: As a result of your work based on the ASCA Mindsets and Behaviors: What do students or others think, know or demonstrate based on the work you do. (Pre and post test competency attainment or student data before and after you present your lessons, program, etc.)

These measures of competency include:

- Student surveys and parent evaluations
- Student pre and post test data on subjects you have taught to them
- The work students complete such as a four year plan

Sample Mindset and Behavior Data (ASCA Model 2019)

■ 75 percent of the eighth-grade students report they can play a sport and complete homework on time. (M 1.)

■ 69 percent of third-grade students believe they can pass the end-of-grade test. (M 4.)

■ 83 percent of first-graders report they have friends at recess. (M 2.)

■ 69 percent of ninth-grade students report school is a safe place. (M 2.)

■ 92 percent of seniors believe education is necessary after high school. (M 6.)
■ 88 percent of fifth-grade students are willing to engage in challenging academic tasks. (M 5. or M 6.)

III. Outcome Data: What difference did you make as demonstrated by student achievement? How did students change?

This is the most sought after data because it provides evidence to show that your program made a difference for the students at your school. It makes a direct connection between your program and students' ability to utilize the knowledge, attitudes and skills you taught them to positively affect their attendance, academic achievement or behavior. While you may need to share the credit if you are part of a constellation of helpful programs, you simply need to point out the change in data before and after you provided your program. Examples include:

- Increased graduation rates
- Increased attendance
- Fewer behavior referrals for the issue that you addressed in your program
- Improved test results or grades.

Sample Outcome Data (ASCA Model 2019)
■ Elementary school: promotion rates, reading levels, standardized tests, number of days absent, discipline referrals, loss of instructional minutes
■ Middle school: discipline referrals, standardized tests, number of days absent, GPA, failure rate
■ High school: credits earned, GPA, on track for graduation, graduation rate, attendance, dropout rate, discipline referrals, standardized test scores

Annual Data Review

A data review involves a systematic examination of current school achievement, attendance and discipline data. It is standard practice for the school staff to review and analyze school data annually. This collaborative practice may be the responsibility of the entire faculty, leadership teams or specific data teams.**(ASCA 2019)**

Discussion of data is ideally done in collaboration with other building stakeholders. An examination of the data guides school counselors and others as they develop school priorities and goals. Gaps in achievement and other areas for specific groups of students can guide program development for school counseling as well as other departments in the building.

The ASCA Model provides examples of data that can provide enlightening information. Some of the examples include:

- Identification of achievement gaps such as students failing classes
- Identifying subgroups of students with poor attendance
- Identifying specific types of discipline/behavior issues by subgroup.

Steps to implementation

1. Identify achievement, attendance discipline/behavior and opportunity gaps.
2. Analyze data to identify areas of success or gaps in among and between different groups of students.
3. Develop interventions as needed.
4. Use supplemental methods to understand the data by gathering information from all stakeholders including administrators, teachers, parents and students. This may include interviews, assessments and opinion surveys.

School Counselors should reflect on what the data reveals, what other data would be useful and if there are easier ways to gather, access and track the data. ASCA provides a School Data Summary form to begin the process.

For further information please review the Annual Data Review section of the Manage Component in the ASCA Model.

Student Outcome Goals

Student outcome goals are the key to building data-driven school counseling programs. Effective goals provide focus to the implementation of a data-informed school counseling program and specifically define student outcomes for achievement, attendance or behavior.

Effective program goals do the following:

1. Promote achievement, attendance, behavior, and/or school safety and belonging
2. Are informed by school data
3. Identify gaps and aim to create initiatives that close-the-gap
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 (**B**ehavior, **A**ttendance, **G**rades) and other high-stakes metrics.

When school counselors measure their impact on critical school data, it maximizes successful impact on students. Further, when school counseling Annual Student Outcome Goal Plan activities are aligned to Annual Student Outcome

Voice from the Field:

"As a school counseling department, we align our department's goals with the district's and school's goals. We make sure that every activity, event, or agenda item addresses one of our goals. This helps us to focus on why we are doing what we're doing. We bring data to the table to chart our progress and discuss qualitative aspects and perception as well."

-Karen Devine, Illinois School Counselor

Goal Plan School-wide goals for improvement, it supports a positive overall culture and climate. Metric data also supports the level of change that was affected. Lastly, measuring impact conveys to key stakeholders 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 by reviewing behavior and attendance data. Consult the Illinois school database, too at: https://www.illinoisreportcard.com/
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
4. A quick review of S.M.A.R.T. Goals can be found at https://www.khanacademy.org/college-careers-more/learnstorm-growth-mindset-activities-us/elementary-and-middle-school-activities/setting-goals/v/learnstorm-growth-mindset-how-to-write-a-smart-goal

Illinois school counselors are strongly encouraged to use the ASCA Annual Student Outcome Goal Plan Template to create their goals.

Helpful tips on creating annual student outcome goals may be found at https://www.schoolcounselor.org/Recognition/RAMP/Apply-for-RAMP

Sample Academic Goals:

- ➔ By Dec. 18, 2020, ninth-grade students earning an F in algebra I at the end of the first nine weeks will reduce the total number of F's earned by 20% from 38 F's (as of Oct. 15, 2020) to 30 F'sBy the end of this year the percentage of seniors who do not graduate after 8 semesters will decrease by 50% from 80 to 40 students. (ASCA 2019)
- ➔ By the beginning of next year's classes the number of low income students enrolled in A.P. Classes will increase by 50%, from 50 to 75 students.

Sample Social/Emotional Domain Goals:

- ➔ By June 2, 2021, disciplinary referrals for peer-on-peer conflict among fifth-grade students will decrease by 20% from 24 referrals in the first semester (Dec. 18, 2020) to 19 referrals second semester.(ASCA 2019)
- ➔ By the end of the first semester, the percentage of 6th grade students referred for bullying will decrease by 30% from 20 to 14.
- ➔ By the end of the year, the percentage of students who make a successful transition back to school after a hospitalization, as measured by attendance of 90% or better, will increase by 50%
- ➔ By the end of the first semester the number of students who can identify an adult in the building that they could talk to if they were in crisis will increase by 50% from 600 to 900 students.

Sample Career Domain Goals:

- ➔ By the end of the school year, the percentage of seniors with specific post-high school plans will increase by 50% from 750 to 1000 students.
- ➔ By December of this year the percentage of sophomores who can identify a career of interest will increase by 50%, from 300 to 450 students.
- ➔ By the end of the first semester the percentage of all students who have completed this year's section of their 4-year plan will increase by 20 % from 1000 to 1200 students.

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

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.

Action Plans

To efficiently and effectively deliver the school counseling program requires intentional planning which is facilitated by developing action plans. The classroom and group Mindsets and Behaviors action plan and the closing the gap action plan/results report define the scope, focus, timing and setting of the planned instruction. (ASCA 2019)

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. The first 2 use the same template. The last has its own template. Each action plan outlines how the school counselor intends to address needs and formulated their desired outcome.

1. Classroom and Group Mindsets and Behavior Action Plan: Details the Tier 1, planned school counseling core instruction to be delivered to all students in the school by grade level.

2. Classroom and Group Mindsets and Behavior Action Plan (Small Groups): This form can also be used to detail 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 and Results Report: 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 helpful tips on creating both kinds of action plans go to https://www.schoolcounselor.org/Recognition/RAMP/Apply-for-RAMP

Completing a Classroom and Small Group Results Report and the Closing-the-Gap Action Plan Results Report at the close of the lesson or unit of instruction gives you the data that you need to assess the effectiveness of your lesson.

Helpful tips on completing your report are available at: https://www.schoolcounselor.org/Recognition/RAMP/Apply-for-RAMP

Classroom and Group Mindsets & Behaviors Action Plan

The ASCA Student Standards: Mindsets & Behaviors for Student Success guide the planning and delivery of all student activities and interventions. The classroom and group Mindsets & Behaviors action plan provides an overview of the delivery of direct services in large group (LG), classroom (Class) and small-group (SG) settings. This plan presents the topics addressed, while the annual calendar presents the schedule of all classroom and group activities.

Use the classroom and group Mindsets & Behaviors action plan to identify all ASCA Student Standards addressed through classroom and group activities. Although some activities address multiple standards, list the activity with the primary mindset or behavior addressed by the activity. It is not necessary to repeat activities with all standards addressed through that activity.

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Disclaimer: Many of the external links in this chapter are created and maintained by external public and private entities. These links are provided for your convenience and do not necessarily constitute an endorsement or recommendation, by ISCA).

Instruction:

(Direct Service - Tier 1 - ALL Students)

School counseling instruction (formerly known as “core curriculum” or "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. School Counseling Instruction is aligned to standards and focused on three domains: academic, social/emotional, and career. Within those domains it further focuses on improving academic, attendance or behavior data.

Like any content-area curriculum, it 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.

This section of this document is designed to offer assistance to counselors who are creating effective lesson plans. Be sure to review the entire lesson plan and assess its effectiveness and appropriateness for the student level and curriculum need.

Have a great curriculum example you would like to have included? Email your lesson plan to executivedirector@ilschoolcounselor.org

Refer to the **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 instruction 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.

As a review from Ch. **2** some of the student standards that school counselors use are listed below:

- ASCA Mindsets & Behaviors for Student Success: K-12 College-, Career-and Life-Readiness Standards for Every Student
- Illinois Learning Standards (IL Learning Standards are Common Core Standards for ELA & Math)
- Illinois Postsecondary and Career Expectation (PaCE) for Grades 8-12 https://www.isbe.net/Documents/PaCE_Revisions.pdf
- Illinois Social/Emotional Learning (SEL) Standards
- School Counselors implementing the Common Core Standards Framework for 21st Century Learning
- Illinois School Code (Section 10-22.24b School Counseling Services)
- National Career Development Guidelines
- Character Counts

For helpful tips on creating a useful Classoom Instruction Results Report go to https://www.schoolcounselor.org/Recognition/RAMP/Apply-for-RAMP

When to Deliver School Counseling Instruction

School counselors deliver a large portion of their Tier 1 instruction 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 instruction, school counselors are encouraged to utilize the following strategies to deliver instruction (all require a high level of planning and collaboration):

- Push into core subjects (counselor-led, co-teaching, etc.): Explain to teachers how counselors can align lesson content to subject content (i.e. lesson on calculating GPA during Algebra; lesson on diversity during social studies; lesson on using art/music for stress relief during specials).
- Meet during teachers' prep periods.
- Pre-recorded webinar/video to be shown by classroom teachers and teacher-led activity/evaluation (requires staff training beforehand).
- Advisory/homeroom (requires staff

Voice from the Field:

"Lesson plans are as essential for a school counselor as they are for a traditional teacher. In small group counseling, these help ensure counselors have topical activities and planned educational information to share with students (e.g., breathing techniques for an anxiety group or a worksheet regarding time management for an academic support group). In large group instruction (e.g., a presentation on finding the right college fit), lesson plans are also vital to set a purpose, goal, and meet the standards for Tier 1 support. As a counselor, I know plans may not go as intended, but spending quality time researching and developing lessons will ultimately lead to a greater success for students and effective counseling."

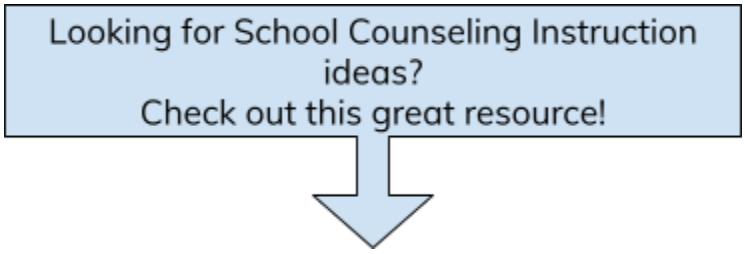
Hannah Fishbeck, Illinois School Counselor

training beforehand).

Most of the school counseling instruction is delivered in the classroom. School counselors can also develop and plan activities outside of the classroom to deliver information through such activities 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 instruction; classroom instruction is typically required to reach ALL students in the building for universal support.

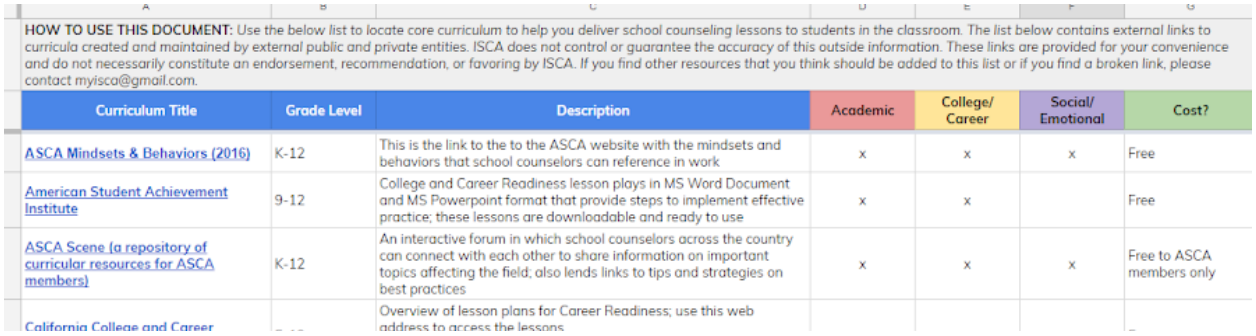
Completing a Classroom and Small Group Results Report and the Closing-the-Gap Action Plan Results Report at the close of the lesson or unit of instruction gives you the data that you need to assess the effectiveness of your lesson.

Helpful tips on completing your report are available at:
https://www.schoolcounselor.org/Recognition/RAMP/Apply-for-RAMP



School Counseling Instruction Resource List

School Counseling Core Curriculum Resource List



HOW TO USE THIS DOCUMENT: Use the below list to locate core curriculum to help you deliver school counseling lessons to students in the classroom. The list below contains external links to curricula created and maintained by external public and private entities. ISCA does not control or guarantee the accuracy of this outside information. These links are provided for your convenience and do not necessarily constitute an endorsement, recommendation, or favoring by ISCA. If you find other resources that you think should be added to this list or if you find a broken link, please contact myisca@gmail.com.

Curriculum Title	Grade Level	Description	Academic	College/ Career	Social/ Emotional	Cost?
ASCA Mindsets & Behaviors (2016)	K-12	This is the link to the to the ASCA website with the mindsets and behaviors that school counselors can reference in work	x	x	x	Free
American Student Achievement Institute	9-12	College and Career Readiness lesson plays in MS Word Document and MS Powerpoint format that provide steps to implement effective practice; these lessons are downloadable and ready to use	x	x		Free
ASCA Scene (a repository of curricular resources for ASCA members)	K-12	An interactive forum in which school counselors across the country can connect with each other to share information on important topics affecting the field; also lends links to tips and strategies on best practices	x	x	x	Free to ASCA members only
California College and Career		Overview of lesson plans for Career Readiness; use this web address to access the lessons				

Don't reinvent the wheel! The School Counseling Instruction 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 Instruction 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.

More great resources!

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!

Important Considerations for Instruction

- 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 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, p. 55).

For helpful tips on creating lesson plans go to
https://www.schoolcounselor.org/Recognition/RAMP/Apply-for-RAMP

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 suggested time allotment for each component: ASCA lesson plan template

1. Introduce
    a. Students complete the pre-test before the lesson begins. Electronic means are often the easiest to analyze later.
    b. Review previously taught information

2. Communicate Lesson Objective

    a. Introduce objective and the key concepts, topic, main idea.
    b. This step may be a note on the board, a diagram, or a probing question of the day's lesson focus.

3. Teach Content

    a. Seize students' attention with items like an amazing fact, a funny quirk, a challenge, or other mind tickler
    b. 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.Focus on specific standards, objectives, goals.
    c. 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.
    d. Provide new information in creative ways. Lectures should be kept to a minimum-and should be age appropriate. Learning should be *active* (avoid activities such as mindless completion of a worksheet).

4. Practice Content

    a. Practice as a Group when appropriate. 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. *However, counselors must always be mindful of confidentiality in their lessons. It is not appropriate to require students to share personal information with others unless students feel comfortable doing so.*
    b. Clarify and correct misconceptions.
    c. Work Independently on New Material
    d. Supervise students' independent practice. Be sure to clarify what is meant by "work independently." See the "CHAMPs" expectations below.

5. Summarize And Close

    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.

    b. Preview the next lesson and/or remind students of your availability to see them.

6. Complete Classroom and Small Group Results Report

Time Allotment Guidelines Per Lesson

30 Minute Lesson:		**60 Minute Lesson:**		**90 Minute Lesson:**	
Opening/Pre-Test	3 min	Opening/Pre-Test	6 min	Opening/Pre-Test	9 min
Review	3 min	Review	6 min	Review	9 min
Teach New Material	6 min	Teach New Material	12 mi	Teach New Material	18 min

Practice in Groups	6 min	Practice in Groups	12 mi	Practice in Groups	18 min
Work Independently	9 min	Work Independently	18 mi	Work Independently	27 min
Closing/Post-Test	3 min	Closing/Post-Test	6 min	Closing/Post-Test	9 min

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, they are 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:

> **C**onversation: Can students converse with one another during this activity? About what? With whom? For how long?
>
> **H**elp: 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?
>
> **A**ctivity: What is the expected end product of this activity? What is the task or objective?
>
> **M**ovement: For what specific reasons can students get out of their seats during this activity? Do they need permission to do so?
>
> **P**articipation: What behaviors show that students are participating or not participating?
>
> **S**uccess: When CHAMPs expectations are met, students will be successful!

Instruction Resources:

- Learn more about CHAMPS
- View a PowerPoint on classroom management for school counselors (used with permission from Chicago Public Schools).
- Hatch, T., Duarte, D., & De Gregorio, L. K. (2018). *Hatching results for elementary school counseling: Implementing core curriculum and other Tier 1 activities*. Thousand Oaks, CA: Corwin.

- Hatch, Triplett, Duarte, Gomez (2019) Hatching Results for Secondary School Counseling: Implementing Core Curriculum, Individual Student Planning, and Other Tier 1 Activities textbook for all participants and key district-level staff
- Hatch,Kruger,Pablo,Triplett (2019) Hatching Tier Two and Three Interventions in Your Elementary School Counseling Program textbook for all participants and key district-level staff
- Games and Icebreakers:
    - www.activityvillage.co.uk/ice-breaker-games
    - www.ultimatecampresource.com/site/camp-activities/ice-breakers.page-3.html
    - www.greatgroupgames.com/icebreaker-games-for-kids.htm
    - https://www.gonoodle.com/

Use of Time

Some 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.

Counselors are expected to spend at least 80% of their time on direct and indirect services to students. 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.

Impact of School Counseling

Numerous research studies have quantified the impact of school counselors on student development and success, as well as on school climate and K–12 education in general. The ASCA grants program has funded several studies measuring school counselors' impact on student outcomes, including the effect of student-to-school-counselor ratios. Other studies, published in *Professional School Counseling* and other literature, support the role of school counselors in student success, including improved ACT and SAT scores, more informed college decision-making, fewer disciplinary actions, improved attendance and more. (ASCA 2019)

Appropriate vs. Inappropriate Activities for School Counselors	
✔ APPROPRIATE	✘ INAPPROPRIATE
Advisement and appraisal for academic planning	Building the master schedule

Orientation, coordination and academic advising for new students	Coordinating paperwork and data entry of all new students
Interpreting cognitive, aptitude and achievement tests	Coordinating cognitive, aptitude and achievement testing programs
Providing counseling to students who are tardy or absent	Signing excuses for students who are tardy or absent
Providing ounseling to students who have disciplinary problems	Performing disciplinary actions or assigning discipline consequences
Providing short-term individual and small group counseling services to students	Providing long-term counseling in schools to address psychological disorders
Consulting with teachers to schedule and present school counseling curriculum lessons based on developmental needs and needs identified through data	Covering classes when teachers are absent or to create teacher planning time
Interpreting student records	Maintaining student records
Analyzing grade-point averages in relationship to achievement	Computing grade-point averages
Consulting with teachers about building classroom connections, effective classroom management and the role of noncognitive factors in student success	Supervising classrooms or common areas
Protecting student records and information per state and federal regulations	Keeping clerical records
Consulting with the school principal to identify and resolve student issues, needs and	Assisting with duties in the principal's office

problems	
Advocating for students at individual education plan meetings and 504 meetings, student study teams and school attendance review boards, as necessary	Coordinating schoolwide individual education plans, 504 plans, student study teams, response to intervention plans, MTSS and school attendance review boards
Analyzing disaggregated schoolwide and school counseling program data	Serving as as a data entry clerk

Adapted from ASCA (2019)

The Sound Dakota Department of Education offers another chart that is useful: https://doe.sd.gov/cte/documents/Appropriate.pdf

Assessing and Monitoring the School Counselor's Use of Time

School counselors can monitor how their time is being allocated by using the ASCA Use Of Time Calculator at least twice a year. Tracking their use of time regularly helps to ensure that school counselors are being utilized 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.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, 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 Define, Manage, Deliver and Assess components 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 free, use of time assessments and time trackers:

- ASCA Use-of-Time 5-Day CalculatTemplates & Tools - American School Counselor Association (ASCA)
- ASCA Model App for your phone (free)
- Dr. Heidi Truax's Google Sheets time tracker for MONTH | for YEAR (free)
- EZAnalyze (free)
- DigitalCounselor time tracker
- Microsoft Outlook (free if district uses Office products) - set categories for events so you can export to Excel and then calculate time

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 or recommendation, by ISCA).

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 school counseling instruction 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 less fair share responsibilities."

Dr. Heidi Truax, CPS Office of School Counseling and Postsecondary Advising Executive Director

Calendars

One of the most useful tools 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.

ASCA (2019) recommends that counselors use **the** Annual Calendar Template as you plan your upcoming year. The annual calendar should be user-friendly for all stakeholders, using easily understood language and translated into languages spoken at home by your student population.

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 as *early as possible* and collaborate with key staff to reserve school rooms/spaces.

Voice from the Field:

"I find that an annual calendar helps to provide structure to a school year which allows for smoother transitions between important times of the school year. As a counselor, I can plan well in advance for when I can enter classrooms to give presentations, host groups with students, and collaborate with my co-workers to make sure I make the most out my time in the building. The transparency of the annual calendar also keeps stakeholders informed about when they can get access to our presentations or schedule topic specific meetings with counselors and make the best use of their time with us."

-Matt Walker, Illinois School Counselor

The calendar includes events such as parent nights, freshman registration, college nights, career days, and monthly school counseling related themes. The calendar should include annual events as well as specific, new events or programs that support the goals for each year.

The School Counseling Weekly Calendar provides a more detailed list of activities and events. It is important to understand that flexibility is essential as counselors plan their week, since unforeseen needs may arise that can not be ignored. The link to the weekly calendar.

For tips on creating calendars go to:
https://www.schoolcounselor.org/Recognition/RAMP/Apply-for-RAMP

The School Counseling Weekly Calendar

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.

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, 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). Click here to access ASCA Templates.

Advisory Council

An advisory council is a representative group of stakeholders selected to review and advise on the implementation of the school counseling program. It is explicitly focused on the school counseling program and gives a voice to stakeholders through dialog and critique. The council meets at least twice a year and maintains an agenda and minutes for each meeting (ASCA 2019)

Voice from the Field:

"I was initially afraid of having an Advisory Council because I didn't want to hear about what more needed to be done since I was already stretched so thin, however, having an Advisory Council really elevated my ability to advocate for my school counseling program and highlighted all the things I was already doing and brought awareness to the purpose. The feedback received reinforced the direction I was heading in and helped focus my efforts on certain areas of concern that ultimately allowed for more growth and programming."

Nicole Simon, Illinois School Counselor

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
* Advising on annual student outcomes and results 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 funding, time, materials and resources
* Advocating for the school counseling program within the community

Members who are included in an advisory council should reflect all subgroups within your community. They should be able to offer constructive feedback. Members 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. Student involvement on the advisory council is also highly recommended. Appropriate candidates include:

- All school counselors in the building
- Faculty, staff, and administration
- Parents
- Students
- 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

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

- Keep the principal informed of all intentions.
- 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.
- 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.

The ASCA Model (Manage) provides more detail as well as templates to use.

For helpful tips on creating an Advisory Council go to:
https://www.schoolcounselor.org/Recognition/RAMP/Apply-for-RAMP

Chapter 4: Deliver - All Components

Deliver Component Incorporating the Three Tiers

When conceptualizing the "deliver" component of the ASCA National Model, it is necessary to keep in mind that services are best delivered on a continuum of supports within the context of the schoolwide Multi-Tiered System of Supports. After all, school counselors do not deliver services in a silo, but as a part of the larger schoolwide system of support. Below is a brief description of the role of school counselors in MTSS. For additional information, see ASCA's position statement on Multi-Tiered System of Supports and the Illinois MTSS framework.

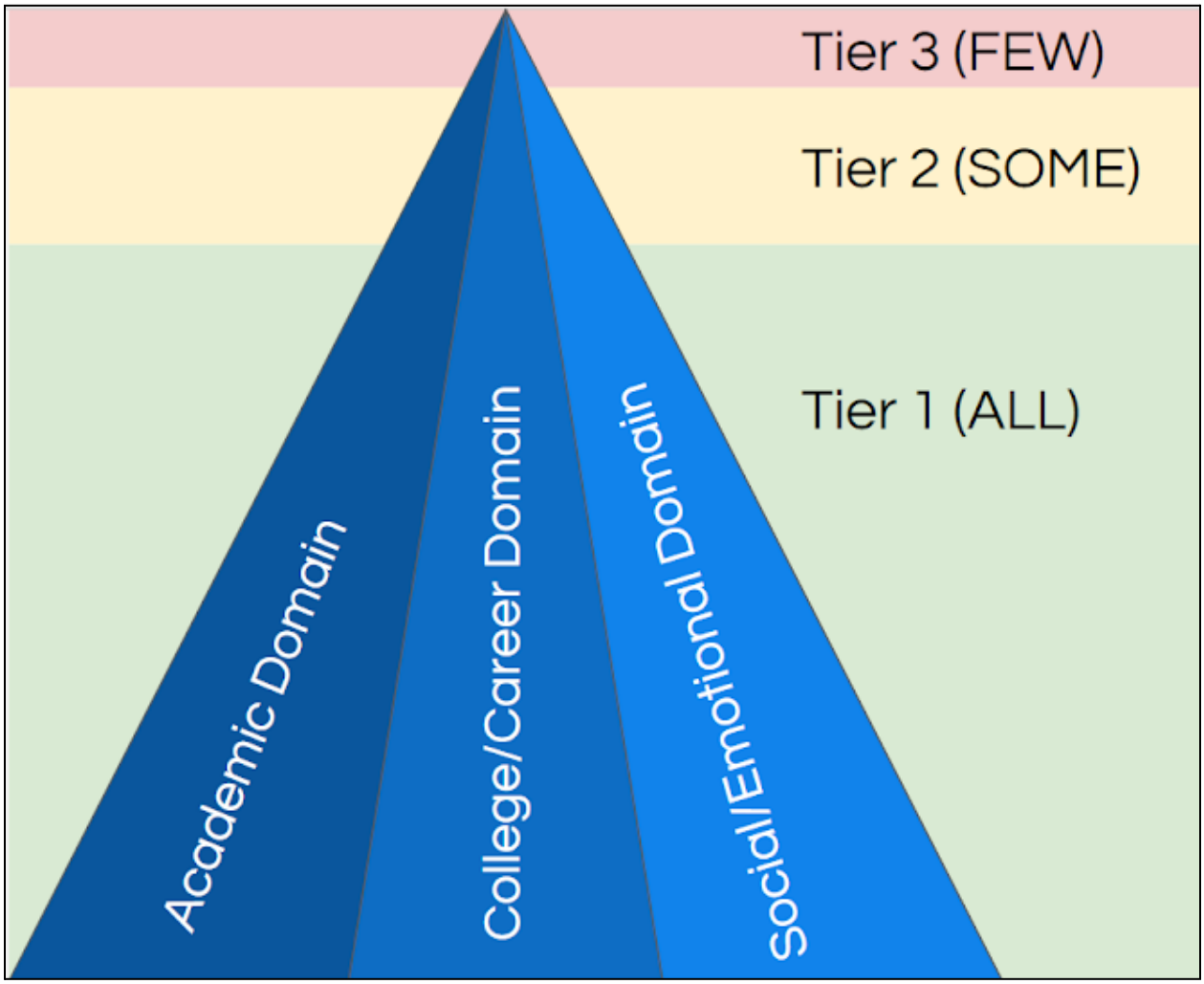


Image courtesy of Chicago Public Schools

Tier 1 (ALL students)

All school counselors should implement Tier 1 services that are comprehensive in scope, preventative in nature, developmental in design, and delivered to EVERY student in the school. The services should entail the most of the school counselors' time as they are the most efficient means for serving the greatest number of students (Ockerman, Mason, and Hollenbeck 2012). Additionally, Tier 1 services should enable students to attain the desired standards (attitudes/skills/knowledge) appropriate for their developmental level.

Examples of Tier 1 services:

- 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.
- Classroom Talking Circles and Peace Circles

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.

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:

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.

Menu of Services - Sample (2021)

Tier 2 (SOME students)
School counselors implement appropriate Tier 2 supports to meet the needs of students who need MORE than the Tier 1 classroom instruction. Tier 2 support 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 support over and above the general core curriculum.

“Students receiving Tier II support 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
- 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 conferences 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 is designed to address emergency and crisis response situations, such as assault, divorce, natural disaster, loss of employment, imprisonment, death, etc. School counselors are available to provide short-term counseling (school counselors do not provide long-term therapy or treatment for mental health disorders), however, due to the need for highly structured, individualized interventions, and wraparound services, in most cases, school counselors as members of the MTSS team, provide only indirect services. These indirect services include consultation and collaboration, and referrals.

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)

Additional Resource

The Multi-Domain System of Supports (MTMDSS) framework (Hatch, 2017). The framework aligns 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). Learn more by viewing this 3-minute animated video.

Instruction
(Direct Student Service - Can be Tier I, 2, or 3)

"Instruction includes teaching the school counseling curriculum to students focused through the lens of selected student standards from the ASCA Mindsets & Behaviors. The intent of instruction is to help all students maximize their potential by enhancing academic, career, and social/emotional development and improving the outcomes of achievement, attendance and discipline" (ASCA Model, 2019, p. 78.)

Instruction is planned at the beginning of the year and can occur in various settings including the classroom, assemblies, student town hall meetings, family educational workshops, small groups and individual student sessions or meetings. School counselors plan their instruction by analyzing data to identify needs of the school community and creating lessons that align to the ASCA Mindsets and Behaviors. School counselors are constantly assessing the effectiveness/(student learning?) of their lessons through pre and post tests and school data (i.e. attendance rates or discipline incidents.)

Classroom Instruction (Tier I - ALL Students): School counselors design lessons that occur in the classroom setting that align to the ASCA Mindsets and Behaviors to improve student achievement, attendance or discipline. Examples and resources are below:

- Academic: Teaching lessons on study skills, GPA or executive functioning strategies.
    - Resources: Attendance Works Website, Success Bound Curriculum, Calculating Your GPA Lesson, Staying Organized Lesson, Missouri Department of Education

- Career: Teaching lessons to help students build awareness about their skills, interests and future career opportunities,
    - Resources: IL PaCE Framework (Postsecondary and Career Standards), MyNextMove Website, Educational Planner Website, US Bureau of Labor Statistics, Missouri Department of Education, RoadTrip Nation

- Social/emotional: Co-teaching SEL focused Lessons with content-area teachers.
    - Resources: Random Acts of Kindness, Second Step Curriculum, Sanford Harmony, Calm Classroom, ISBE SEL Standards, GoNoodle

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.

Small-Group Instruction (Tier II - SOME Students): School counselors work with a targeted group of students as a way to increase support to improve student success. Per the ASCA Model, small groups usually include 3-12 students and last a minimum of 4 sessions.

School counselors implement appropriate Tier 2 supports to meet the needs of students who need MORE than the Tier 1 classroom instruction. Tier 2 support 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 support over and above the general school counseling classroom instruction.

"Students receiving Tier II support 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).

Examples and resources are below:

- Academic: Facilitating a study skills group for students with one or more F's who identified a lack of studying as their primary reason for low grades.
    - Resource: *Missouri Counseling Homework Express Group*

- Career: Facilitating a College Match and Fit group for juniors identified as DREAMERS or 1st generation who have not yet applied to postsecondary institutions.
    - Resource: *Missouri Counseling Careers Are Cool Group*

- Social/emotional: Facilitating emotional regulation groups for students with 3 or more office referrals for anger-related infractions.
    - Resources: *Cognitive Behavioral Intervention for Trauma in Schools (CBITS)*, *Social Skills Group Intervention (SS Grin)*, *PBIS World*, *Missouri Counseling Anger Management Group*, *Check-In Check Out Sample HUG Card*

Individual Instruction (Tier III - FEW Students): Students at this tier need more intense individualized treatment. Therefore, school counselors mainly "provide indirect support through consultation, collaboration, and facilitation of referrals." to assist students at this level. However, school counselors, at times, do work individually with students to address more specific ASCA Mindset and Behaviors based on student need. Examples and resources are below:

- Academic: Helping a student learn new study skills or create goals.
    - Resources: Family Attendance Conference Template, Student SMART Goal Setting Worksheet, Guided Meeting for Attendance Check-In

- Career: Helping a student complete a career interest inventory or look up college options.
    - Resources: Individual Student High School Conference Template, Student College Organizer, Six Year Plan Project Workbook, College Majors at a Glance

- Social/emotional: Helping a student build relationship skills or adapt to new situations.
    - Resources: SASS Services/CARES Crisis Line for Children & Adolescents, DCFS Spider Resource Database, Community Mental Health Resource List (school sample)

Direct Student Services - Appraisal and Advisement

(Can be Tier 1, 2, or 3)

This is a two-part process designed to assist students in understanding how their academic abilities, values, and career interests all align. Through appraisal and advisement, school counselors can also promote students' development in the ASCA Student Standards: Mindsets & Behaviors for Student Success. Additionally, like instruction, these services can occur with individual students, small groups, and in classroom settings.

> **Appraisal:** This process entails school counselors analyzing various types of tests and assessments (i.e., PSAT, SAT, ASVAB, NWEA, RIASEC, etc.) to help students develop both short and long-term goals. At the secondary level, an example of appraisal is interpreting students' interest inventory and informing the students of

their selected career pathway. At all levels (secondary as well as elementary), school counselors can utilize visual/picture-based career interest inventories, and organize a school career day event, field trips, and/or job shadowing opportunities based on the students' results.

Advisement: This process allows school counselors to make recommendations regarding different career options based on students' test/assessment results. Through this service, school counselors use data to help students explore academic, career, and social/emotional data. It also entails school counselors identifying services and opportunities within the school and community for students to explore. Additionally, advisement is a collaborative approach that includes families, teachers, and community members to assist in setting goals, making decisions for future plans At the secondary level, an example of advisement includes developing students' 4-6-year Individual Learning Plan and/or helping them create a list of colleges to apply to. At all levels (secondary as well as elementary), school counselors can utilize results to assist students in deciding possible involvement in school clubs, outside extra curricula activities, sports, etc.

Direct Student Services - Counseling

Counseling (refer to ASCA Model p.80)

(Direct Service - Can be Tier 2 or 3)

"Counseling is the professional assistance and support provided to a student or small group of students during times of transition, heightened stress, critical change or other situations impending student success" (ASCA Model, 2019, p. 80).

Counseling is short-term and can be proactive as well as responsive. Counseling serves as a way to help students identify concerns, root causes and possible solutions so students can feel empowered to analyze their options and make informed decisions. School counselors base the content of their counseling session(s) on the ASCA Mindsets and Behavior Standards while following the ASCA Ethical Standards.

Intentional School Counseling

Proactive school counselors use current, timely data to identify students who may need additional support 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 of additional academic, college/career, social/emotional support" (Hatch & Hartline, 2022, p. 49). 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 support.
- Tracking FAFSA submissions on a weekly basis to identify seniors who may need Tier 2 or 3 support 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 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 school counseling" (Hatch & Hartline, 2022, p. 54). 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 |

- 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 a 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
- Coping with Violence
- ASCA: The School Counselor and Safe Schools and Crisis Response

Indirect Student Services - Referrals

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

Referrals occur when students' need extend beyond the training and/or responsibilities of the school counseling role (ASCA, 2019, p.82). 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
- Medicaid and Healthcare (free or low-cost)
- SNAP/Food Stamp Services and local food pantries/meal distribution sites
- Mental health services: counseling, life coaching, residential counseling services
- Crisis assistance: sexual assault, domestic violence, pregnancy services, shelters
- Substance abuse support services
- LGBTQ+ services
- Immigration Services
- Legal assistance (free or low-cost)
- After-school/educational activities and services
- Religious/spiritual institutions

Building a Tier 3 Referral List

The ASCA Ethical Standards (2022) state that school counselors "provide a list of outside agencies and resources in their community, or the closest available, to students and parents/guardians when students need or request additional support. School counselors provide multiple referral options or the district's -vetted list of referral options and are careful not to indicate an endorsement or preference for one individual 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 students 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

Indirect Student Services 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/college, and social-emotional development. Consultation can often take place during times such as grade level meetings, behavioral health team meetings, and MTSS meetings.

Erford (2019) offers the following systems-level consultation process:

Step 1: Enter the System

- Enter the system physically and psychologically
- Clarify role perceptions
- Perceive self as a direct and an indirect service provider
- Understand the goals of the system

Step 2: Join the System

- Learn system rules and metarules
- Observe positions of power
- Build alliances
- Establish communication with subsystems
- Maintain objectivity

Step 3: Initiate Problem Solving

- Create group norms based on parity, mutual goals, shared decision making, shared resources, and shared expertise.

Step 4: Frame Change

- Identify goals
- Determine outcome measures
- Empower participants as change agents
- Think multi systematically
- Encourage flexible roles and permeable boundaries
- Protect change

Step 5: Evaluate Change

- Monitor progress
- Assess outcomes
- If no progress occurs or if change is in an undesired direction, assess reasons
- Protect change

Step 6: Facilitate Change

- Debrief
- Terminate consultation services for identified student
- Maintain relationships with other professionals
- Reinitiate consultation process for new students and problems

Erford, B.T. (2019). Transforming the school counseling profession (5th ed.). Pearson

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

Indirect Student Services Collaboration

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

Collaboration is one of the four themes woven throughout the ASCA National Model. It is given such prominence because effective school counselors proactively engage with stakeholders both inside and outside of the school to successfully meet the needs of all students. The ASCA National Model (2019) recognizes five 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 attain their annual outcome goals focusing on achievement, attendance, and discipline. Such relationships include school counselors serving on advisory councils, conducting joint presentations, and sharing resources.

- **School/District/State/National Committees:** School counselors collaborate by participating in school-wide committees such at the School Improvement Planning Committee, the Student Intervention Committee, or the Curriculum Committee. They also serve on district, state, or national teams to advocate for the academic, social/emotional, and career/college needs of students.

- **Parent/Guardian Workshops:** School counselors recognize that the family system plays a significant role in the lives of students. 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. School counselors understand that parents/guardians are partners in a child's education and therefore actively seek to collaborate with them on a regular basis.

- **Community Partnerships:** School counselors understand the importance of establishing partnerships with community members and organizations to enhance the academic, social/emotional, and career/college development of students. Examples include:

    - ☐ Forming partnerships with local businesses to create internship opportunities

for their students (career/college)
- ☐ The school counselor co-facilitating a social skills group at school with a therapist from a community agency (social/emotional)
- ☐ Teaming with the school social worker to co-facilitate a small group for pregnant or parenting teens (social/emotional)
- ☐ Co-creating a peer tutoring program with the department chairs to assist students struggling with their academic performance (academic)
- ☐ Forming partnerships with community agencies and businesses and inviting these employees to a career fair for them to share their skills and career journey with students (career)

- **Crisis Response:** School counselors acknowledge the role in handling crisis situations, but also realize that they need support. School counselors work with various stakeholders to provide immediate and follow-up interventions. As cited in ASCA's position statement on Safe Schools and Crisis Response (2019), the literature offers various examples of collaborative efforts school counseling engage in during crisis situations:

  - ☐ Provide family, faculty and staff education programs
  - ☐ Facilitate open communication between students and caring adults
  - ☐ Defuse critical incidents and providing related stress debriefing
  - ☐ Participate in district and school response team planning and practices and helping ensure students and staff are able to process/understand crisis response drills
  - ☐ Promote trauma-informed practices
  - ☐ Advocate for restorative justice programs
  - ☐ Partner with community resources

Chapter 5: Assess - All Components

Program Assessment & School Counselor Assessment and Appraisal

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. Assessing the school counseling program is essential to ensuring that school counselors are reflecting on the implementation of a comprehensive school counseling program and on the who, what and how questions that ultimately measure program implementation success and room for improvement.Less than anticipated program results should not be taken personally, but used as a tool for reflection to improve school counseling programs with the ultimate goal of positively impacting student achievement and success. "[Today's] school counselors help every student improve academic achievement, navigate social/emotional learning and prepare for successful careers after graduation" (ASCA, 2019, p. x). "[A transformed] school counselor engages in assessment to inform potential

improvements to school counseling program design and delivery and to show how students are different as a result of the school counseling program" (ASCA, 2019, p. 85).

ASCA provides the following tools to support program assessment and school counselor assessment and appraisal:

- 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.
    - ASCA Templates & Tools for all components
- 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.

ISAC (Illinois Student Assistance Commission) provides the following guide to share resources and best practices to support the implementation of IL PaCE (Illinois Postsecondary and Career Expectations Framework):

- Illinois PaCE: Postsecondary and Career Expectations

Final Thoughts on School Counselor Assessment & Appraisal

School counselor appraisal should be based on professional standards of practice defined by school, district or state guidelines (ASCA, 2019a). The process of school counselor assessment and appraisal includes self-assessment, formal appraisal of school counselor performance by an administrator and individual reflection (ASCA, 2019). In addition, those who evaluate school counselors' performance should be trained to understand school counselor evaluation (Gysbers & Henderson, 2012). For more information about school counselor performance and program appraisal, review ASCA's position statement, "The School Counselor and Annual Performance Appraisal."

Annual 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 aligned with school and annual student outcome goals and student data in place, results report tools are 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, results reports 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 based on their identified needs.

In addition, they assist school counselors in reflecting on their strategies' effectiveness and ideas for improving the school counseling program moving forward. **The completed results reports 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.

Examples of Results Reports from current Illinois RAMP schools can be found on the Illinois Model website.

Important templates:

- ASCA Templates & Tools for all components

Reporting Results

"School counselors share data from results reports to show how students benefit from a school counseling program" (ASCA, 2019). This is the school counselors opportunity to bring the data to life for all stakeholders which can improve the understanding of the role of school counselors and lead to increased support of school counseling programs. ASCA does not require a specific format for reporting results to stakeholders; school counselors have the opportunity to report results in a way that best aligns with the community being served.

School counselors should use the data from results reports to create a visual representation (charts & graphs) of what students learned through participation in the school counseling program (Mindsets & Behavior data), and the impact of the school counseling program on student achievement, attendance and/or discipline. There are several ASCA articles and webinars to help guide school counselors in the preparation of powerful results reports, see resources listed below.

Ideas on how to share results:

- Monthly board report
- School Counseling website
- Infographics
- Slideshow presentations (PowerPoint, Google Slides, Prezi, or any other presentation medium)
- One-page handouts

- Collaboration with district or school data specialist

If you are using a one-page format, follow these simple recommendations from the ASCA National Model Implementation Guide (2019):

- Reason data were collected
- Data collection strategies
- Results reported in bullet, chart or graph format
- Recommendations or implications of data

The ASCA National Model Implementation Guide (2019) also offers a few ways to share data:

- End-of-year faculty meeting
- Leadership meeting
- Advisory Council
- PTA Newsletter
- School counselor bulletin board
- School Board presentation

Additional Assess Resources:

- The ASCA National Model, Fourth Edition (2019) by ASCA
- ASCA National Model Implementation Guide: Manage & Assess, (2019) by ASCA
- Making Data Work, Fourth Edition (2018) by ASCA
- Young, A. & Kaffenberger, C. (2020). Making Data Work [Webinar]. American School Counselor Association. https://videos.schoolcounselor.org/making-data-work
- School Counselor Accountability: A MEASURE of Student Success, 3rd Edition (2011) by Stone & Dahir
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