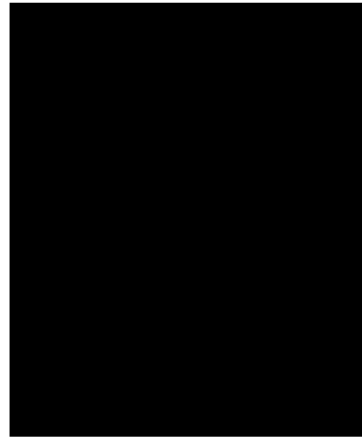
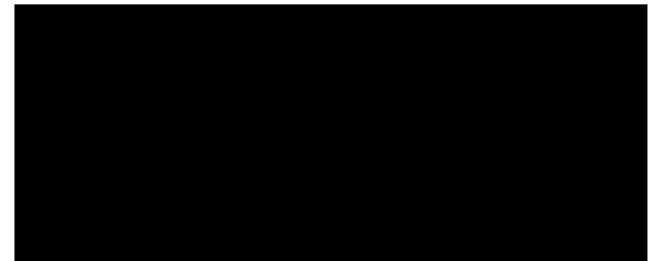
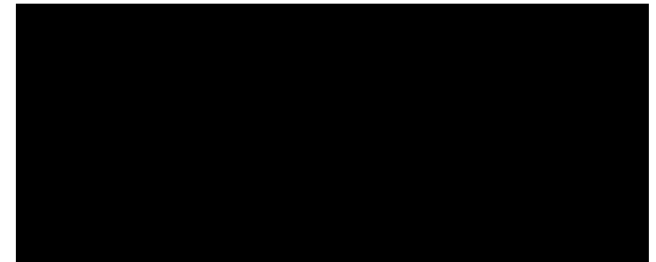


Ohio School Counselor Evaluation System (OSCES)



2013

Guide



Acknowledgements

The Ohio School Counselor Association (OSCA) gratefully acknowledges the leadership provided by the American School Counselor Association (ASCA) to school counselors in Ohio and across the nation. This document would not be possible without the guidance and structure provided by the *ASCA National Model*.

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Ohio School Counselor Evaluation System (OSCES)

A New Vision for School Counseling

The demands of twenty-first century education dictate new roles for school counselors. Schools need Licensed Professional School Counselors (LPSCs) who are adept at creating systems for change and at building relationships within the school community. LPSCs create nurturing relationships with students that enhance academic achievement and personal success as globally productive citizens in the twenty-first century. Utilizing leadership, advocacy, and collaboration, LPSCs promote academic achievement and personal success by implementing a comprehensive, developmental school counseling program that encompasses areas of academic, career, and personal/social development for all students.

According to the *American School Counselor Association National Model: A Framework for School Counseling Programs*, school counselors shall work with the school faculty and staff, students, parents and the community to plan, implement and evaluate a comprehensive, developmental school counseling program. The counselor shall design the program to include:

- (1) a guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives;
- (2) a responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk;
- (3) an individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development; and
- (4) system support to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.

In order to deliver a comprehensive, developmental school counseling program, the professional school counselor should understand and be competent in the following areas:

- Human growth and development
- Core components for helping relationships
- Student learning and academic success
- Group and individual counseling techniques
- Role of the school counselor in leadership, advocacy, and systemic change
- Collaboration with internal and external stakeholders
- Interaction with other educational professionals
- Cultural diversity
- Societal change and trends
- Evaluation of student needs
- Career Development
- Use of data
- Use of technology
- Legal and ethical guidelines
- Research and program evaluation
- School culture and mission

Specialized Licensed Professional School Counselor Evaluation Rationale

Licensed Professional School Counselors are educators who have a master's degree in counseling and a state school counselor license. LPSC's add value to educational programs by using highly specialized counseling and guidance skills, as well as knowledge, within the framework of the *American School Counselor Association's National Model: A Framework for School Counseling Programs*. An annual performance evaluation of school counselors is vital, and the evaluation of school counselors should be based upon school counselor standards and expertise. This Ohio School Counselor Evaluation System was developed to address this specialized evaluation need, to promote fair and consistent evaluation of individual school counselors, and to avoid school counselors being evaluated according to criteria developed for teachers or other educational professionals. The OSCES is designed according to a *standards-based positive growth model*. Critical competencies are based on best practice and research on school counseling effectiveness. The evaluation process is designed to help all school counselors become accomplished in all the major facets of effective school counseling practice. The expected outcome is that all school counselors will experience continuous professional growth that enhances their practices and enables them to build stronger school counseling programs and more effectively serve all students.

Assumptions

In order for a school counselor to be effective, an individual must possess the appropriate personal and professional traits. For effective implementation of a comprehensive, developmental guidance program to occur, certain programmatic conditions must also exist and resources must be allocated. The requirements for each are outlined below.

Personal/Professional Traits

School counselors must be able to be effective in a variety of roles and must be able to adapt to an ever-changing environment. When counselors possess the personal and professional traits described below, the probability of having an effective guidance and counseling program is increased.

Personal Traits:

- Self Motivation
- Empathy
- Open-mindedness
- Acceptance
- Optimism
- Adaptability
- Flexibility

Professional Traits:

- Relate and effectively communicate
- Commitment to professional growth
- Leadership qualities
- Confidentiality
- Attitude of professionalism
- Ability to advocate
- Organizational skills

Conditions Required

A comprehensive, developmental school counseling program is based on the following assumptions regarding conditions:

- The minimum level program provides for each of the four delivery system components (*Guidance and Curriculum, System Support, Responsive Services, Individual Student Planning*) and employs a state-licensed school counselor.
- All students, parents, teachers, and other recipients of the comprehensive, developmental school counseling program have equal access to the program regardless of gender, race, ethnicity, cultural background, socioeconomic status, learning and/or physical ability levels, or language.
- Parents will be full partners with educators in the education of their children. Parent and family involvement in education is essential to the intellectual growth and academic achievement of their children.
- Counselors who are employed in a setting that is characterized by adequate physical and attitudinal resources are able to make their unique contributions to the educational program and to the healthy growth and development of students. The conditions required for effective program implementation include being in a positive work environment (one with favorable interpersonal relations among the school staff), administrative commitment to and support of the guidance and counseling program, and an adequate budget and guidance materials.

- School administrators understand and support the program’s standards, priorities and demands. Administrators make decisions and establish policies and procedures in light of this understanding. For example, since school counselors must have access to students and vice versa, arrangements will be made and/or schedules will be developed which allow student accessibility.

Resources Needed

The more resources a program has to support it, the bigger the contribution that can be made to students’ education and development.

Staff:

- **Staff Responsibilities:** Staff members will work collaboratively with the school counseling department to develop goals and objectives that are mutually acceptable. The staff will work, in conjunction with the counseling department to achieve these goals and objectives so students can reach their highest potential.
- **Counselors’ qualifications:** School counselors should be fully licensed by the Ohio Department of Education and have the training needed to carry out specialized job assignments.
- **Staffing Patterns:** For appropriate implementation of the comprehensive, developmental school counseling program, the roles of each of the staff members and their organizational relationships must be clearly defined.
- **Professional relationships** are characterized by respect, collaboration, and cooperation.
- **Ratios:** The student-to-counselor ratio has to be adequate to implement the designed program, or the program has to be designed within the parameters of the ratio. The student-to-counselors ratio recommended by the American School Counselor Association is 250:1.

Program and Staff Development:

Time and opportunity need to be provided for comprehensive, developmental school counseling programs to be designed and evaluated and for implementation plans and products (e.g., program resource guides, counseling curriculum materials, etc.) to be developed and for effective implementation to occur.

Budget:

An adequate school counseling department budget should be established to support program needs and goals. Budget sources should include:

- **Campus budgets:** similar to those of other departments;
- **District budgets:** for categories of items that are centrally managed; for example, program materials, audiovisual, computer or other capital outlay equipment;
- **State and Federal appropriations** where applicable; for example, the following funded programs are allowed to spend money for guidance and counseling:
 - Bilingual Education
 - Compensatory Education

- Drop-Out Prevention
- Safe and Drug-Free Schools
- Gifted and Talented Students Education
- Migrant Education
- Special Education
- Career and Technology Education
- Communities In Schools

Materials, Supplies, Facilities and Equipment:

The facility, materials, supplies and equipment should be easily accessible to support the program. Materials and supplies should be relevant to the program, appropriate of the community, and of sufficient quantity to be useful. The facility and equipment must be easily accessible and adequate to allow for implementation of the comprehensive, developmental school counseling program; ideally, the counselor must have the following:

- A private office, properly equipped and soundproofed, built with consideration of the students' right to privacy and confidentiality
- The means and appropriate equipment to keep files confidential and to maintain privileged communication (e.g. locked files and private phone lines.)
- Access to facilities for conducting small group counseling and large group guidance
- Adequate storage space as well as space to organize and display guidance materials

Conclusion

Programs that adhere to the aforementioned requirements will allow counselors the freedom to positively impact student achievement and development. An effective program will allow for data to be collected on student academic, personal, social and career related growth, as well as improvements in the school environment. This data will support the continued need for effective school counselors and impactful school counseling programming.

Ohio School Counselor Evaluation Process



The intended purpose of the Ohio School Counselor Evaluation Process is to assess the school counselor's performance in relation to the *Ohio Standards for the School Counseling Profession* and to design a plan for professional growth. The evaluator will conduct the evaluation process in which the school counselor will actively participate through the use of self-assessment, reflection, presentation of artifacts, and observed activities. Figure 1 illustrates the components of the evaluation process. On the next page is a corresponding and color-coded diagram with further details of each component above.

<u>Component</u> (color-coded to Figure 1 above)	<u>Description of Component</u>	<u>Timeline/Reference Information</u>
Program Planning	The school counselor sets program goals for the following school year, using collected data, school goals, and identified student needs and communicates those with administrators and stakeholders.	Spring, Summer, Fall All resources in the <i>Resources For Evidence</i> document
Self-Assessment	The school counselor will complete the self-assessment and pick two areas of focus for the school year.	Summer, Fall Page 3 in the <i>Forms</i> document
Pre-Observation Conference	The school counselor will meet with the evaluator and complete the Pre-Observation Conference. This conference serves as an opportunity for the school counselor to discuss with the evaluator what activities will be observed and provide rationale for the activities being delivered.	Fall Pages 4-5 in the <i>Forms</i> document Action Plans on page 6 in the <i>Resources For Evidence</i> document
Formal Observation	The school counselor will have at least two informal observations that are brief in nature and meant to be a snap-shot of regular activity and two formal observations that are scheduled with the evaluator. During the formal observations, the evaluator will gather evidence on the School Counselor Performance Evaluation Rubric that supports the rating for each standard.	Fall/Winter For informal observation, pages 6-7 in the <i>Forms</i> document For formal observations, pages 8-14 in the <i>Forms</i> document s
Post-Observation Conference	The school counselor will meet with the evaluator to discuss each observation. This conference is meant to be a meaningful conversation where the evaluator presents one area of reinforcement and one area of refinement. The school counselor will also be given the opportunity to present evidence to support the rating given on each standard.	Fall/Winter Page 5 and pages 15-19 in the <i>Forms</i> document
Summary Evaluation Conference	After the completion of the informal and formal observation process, the school counselor will meet with the evaluator to discuss the Final Summative Rating of School Counselor Effectiveness. During this time, areas of reinforcement and refinement will be reviewed and a final summative rating assigned. The school counselor will leave this meeting with a copy of all forms completed in the evaluation process.	Late Winter/Early Spring Page 20 in the <i>Forms</i> document
Professional Growth Plan/Improvement Plan	Based upon the areas of refinement discussed during the process, a Professional Growth plan may be completed. If deemed necessary, based upon the Final Summative Rating a Formal Improvement Plan may also be completed. Both of these documents are meant to focus the evaluation process for the following year.	Late Winter/Early Spring Pages 21-24 in the <i>Forms</i> document

Ohio Standards for the School Counseling Profession

School counselor performance standards align with the American School Counseling Association (ASCA) National Model and contain the basic standards of practice expected from school counselors. These standards accurately reflect the unique education and training of school counselors and their responsibilities within the school system, and fall under larger organizers as shown below:

Program Planning & Implementation	Program Evaluation	Professionalism
<p>Standard 1:</p> <p>Comprehensive School Counseling Program</p> <p>School counselors collaboratively plan, implement, evaluate, and advocate for a comprehensive, developmental school counseling program which includes four components: guidance curriculum, responsive services, individual planning, and system support.</p> <p>Standard 2:</p> <p>Direct Services</p> <p>School counselors provide developmentally appropriate guidance and counseling activities to proactively assist all students to develop and apply skills for maximum academic, career, and personal/social growth during school years.</p> <p>Standard 3:</p> <p>Indirect Services</p> <p>School counselors advocate for students and provide professional expertise to help school personnel, parents/guardians, and community members to increase the effectiveness of student success. Through consultation and coordination, school counselors make referrals to other resources as appropriate.</p>	<p>Standard 4:</p> <p>Evaluation and Data</p> <p>School counselors create program assessments and evaluations to review and adjust current program strategies and activities, collect data to share with stakeholders, and to inform stakeholders of future program planning and goals.</p>	<p>Standard 5:</p> <p>Leadership and Advocacy</p> <p>School counselors are committed professionals who provide leadership, advocate for students, and collaborate with school personnel and parents/guardians to create a positive learning environment for all students.</p> <p>Standard 6:</p> <p>Professional Responsibility and Growth</p> <p>School counselors engage in self-reflection, take responsibility for improving skills and knowledge through professional development, practice ethical principles, and promotion of the school counseling profession.</p>

Standard 1: Comprehensive School Counseling Program

School counselors collaboratively plan, implement, evaluate, and advocate for a comprehensive, developmental school counseling program which includes four components: guidance curriculum, responsive services, individual planning, and system support.

Narrative Summary

School counselors use data to align their programs with best practices as outlined by the American School Counselor Association. School counselors discuss the comprehensive, developmental school counseling program with school administrators to ensure it meets the academic, career, and personal/social development needs of students, and communicate the goals of the program to students, school personnel, parents/guardians, and the community. School counselors listen attentively to students, colleagues, parents/guardians, and community stakeholders to identify issues and barriers that impede student success.

Elements

- 1.1 Plan and implement a balanced, comprehensive, developmental school counseling program that includes guidance curriculum, responsive services, individual planning, and system support.
- 1.2 Establish an advisory council to consult with parents, school personnel, and other community stakeholders to help increase the effectiveness of the comprehensive, developmental school counseling program and promote student success.
- 1.3 Collaborate annually with school administrators to outline the organization and focus of the comprehensive, developmental school counseling program, which includes program priorities, student improvement goals, implementation strategies, resources management, and school counselor professional goals.
- 1.4 Encourage staff involvement to ensure the effective implementation of the comprehensive, developmental school counseling program and guidance curriculum.

Standard 2: Direct Services

School counselors provide developmentally appropriate guidance and counseling activities to proactively assist all students to develop and apply skills for maximum academic, career, and personal/social growth during school years.

Narrative Summary

School counselors use academic, behavior, and attendance data to plan appropriate programs for students. School counselors assist all students with developing academic, career, and personal/social skills, to help them utilize reasoning, understand connections, and make complex choices. School counselors use a variety of activities, resources, and strategies to implement the comprehensive, developmental school counseling program, including individual and group counseling, classroom presentations, academic advising, career development, consultation, parent education, and other responsive services.

Elements

- 2.1 Plan and conduct structured large group/classroom lessons to deliver the guidance curriculum effectively and in accordance with students' developmental needs and program goals.
- 2.2 Use accepted theories and effective techniques of developmental guidance and counseling to promote the career, academic, and personal/social development of students.
- 2.3 Monitor student progress and develop appropriate interventions for students as needed.
- 2.4 Guide students, in collaboration with parents/guardians, to set goals.
- 2.5 Monitor and manage academic, career, and personal/social development by providing unbiased information on post-secondary career and educational opportunities.
- 2.6 Demonstrate accurate interpretations of assessment results to students, parents/guardians, and school personnel to guide in individual goal setting and academic planning.

Standard 3: Indirect Services

School counselors advocate for students and provide professional expertise to help school personnel, parents/guardians, and community members to increase the effectiveness of student success. Through consultation and coordination, school counselors make referrals to other resources as appropriate.

Narrative Summary

School counselors recognize that educating students is a shared responsibility involving the school, parents/guardians, and the community. School counselors improve communication and collaboration among the school, home, and community in order to promote and build trust, understanding, and partnerships with all segments of the school community. School counselors seek solutions and provide referrals to overcome barriers to effective involvement in the education and success of students.

Elements

- 3.1 Consult with parents, school personnel, and other community members to help them increase the effectiveness of student education and promote student success.
- 3.2 Consult with school personnel, parents/guardians, and other community members to promote understanding of student development, behavior, environment, and relationships.
- 3.3 Collaboratively provide professional expertise to advocate for individual students and specific groups of students.
- 3.4 Coordinate people and other resources in the school, home, and community to promote student success.
- 3.5 Use an effective and unbiased process when referring school personnel, students, parents, and others to special programs and services.

Standard 4: Evaluation and Data

School counselors create program assessments and evaluations to review and adjust current program strategies and activities, collect data to share with stakeholders, and to inform stakeholders of future program planning and goals.

Narrative Summary

A comprehensive, developmental school counseling program is multifaceted and designed with continuous evaluation and modification in mind. The school counselor uses results information from the program evaluation to make decisions about program revisions, to set new goals, and to ensure that every student has equal access to a rigorous academic curriculum.

Elements

- 4.1 Monitors student academic performance, attendance, and behavioral information and provides interventions as needed for student success.
- 4.2 Adheres to legal, ethical, and professional standards related to assessment.
- 4.3 Annually measures the comprehensive, developmental school counseling program results and reports those results to administrators, parents/guardians, school personnel, and the community.
- 4.4 Uses results data to recommend systemic change in policy and procedures that limit or inhibit academic achievement for all students.

Standard 5: Leadership and Advocacy

School counselors are committed professionals who provide leadership, advocate for students, and collaborate with school personnel and parents/guardians to create a positive learning environment for all students.

Narrative Summary

School counselors promote a respectful school environment to ensure that each student is supported by caring staff. School counselors recognize diversity and treat students as individuals, holding high expectations for every student, while understanding that students have varying needs. School counselors recognize that many adults share the responsibility for educating students and collaborate with them to facilitate student success.

Elements

- 5.1 Take a leadership role within the school community and actively promotes equity and access to resources and services for every student.
- 5.2 Establish and maintain professional relationships with students, administrators, school personnel, parents, and the community.
- 5.3 Build teamwork by encouraging collaboration among all staff and actively supporting school programs and activities.
- 5.4 Demonstrate cultural competence and advocate for practices that promote understanding and counteract stereotypes.

Standard 6: Professional Growth and Responsibility

School counselors engage in self-reflection, take responsibility for improving skills and knowledge through professional development, practice ethical principles, and promotion of the school counseling profession.

Narrative Summary

School counselors actively reflect on their practice(s) through self-assessment, striving to remove bias/prejudice from practice, set appropriate professional goals, and link professional growth to the needs of the school's mission and comprehensive, developmental school counseling program. School counselors participate in high-quality professional development that reflects best practices, aligns with the school's mission and goals, and meets the needs of the students and their own professional growth.

Elements

- 6.1 Seek ongoing, relevant, and high-quality professional development.
- 6.2 Demonstrate professional and ethical practice(s) and professional conduct.
- 6.3 Evaluate personal beliefs and individual prejudices and removes them from personal practices.
- 6.4 Demonstrate professionalism in written and oral communication, interpersonal skills, and professional work habits.
- 6.5 Contribute to the growth of the profession.

School Counselor Performance Evaluation Rubric

PROGRAM PLANNING & IMPLEMENTATION					
		Ineffective	Developing	Proficient	Accomplished
PROGRAM PLANNING & IMPLEMENTATION	Standard 1: Comprehensive School Counseling Program	The school counselor does not understand the concept of the comprehensive, developmental school counseling program.	The school counselor understands the concept of the comprehensive, developmental school counseling program but has not yet developed one.	The school counselor plans and implements the comprehensive, developmental school counseling program that includes guidance curriculum, responsive services, individual planning, and system support.	The school counselor plans and implements a balanced, comprehensive, developmental school counseling program that includes guidance curriculum, responsive services, individual planning, and system support and is aligned with the ASCA National Model.
	School counselors collaboratively plan, implement, evaluate, and advocate for a comprehensive, developmental school counseling program which includes four components: guidance curriculum, responsive services, individual planning, and system support.	The school counselor does not use data to determine programming nor attempt to align programs with best practices.	The school counselor makes an attempt to use data to determine programming but is not completely successful with aligning their programs with best practices.	The school counselor uses data to determine programming and align the programs with best practices as outlined by the American School Counselor Association.	The school counselor continually uses data to evaluate programming and align the programs with best practices, as outlined by the American School Counselor Association.
	<i>Sources of Evidence:</i>	The school counselor does not discuss the programming with the school administrators.	The school counselor attempts to discuss the programming with the school administrators.	The school counselor discusses the comprehensive, developmental school counseling program with school administrators to ensure it meets the academic, career, and personal/social development needs of students.	The school counselor discusses the comprehensive, developmental school counseling program with school administrators to ensure it meets the academic, career, and personal/social development needs of students, including program priorities, student improvement goals, implementation strategies, resources management, and school counselor professional goals.
	School Counselor Advisory Council	The school counselor does not consider the needs of the school community and, therefore, does not implement school-wide programming.	The school counselor listens attentively to all stakeholders to identify issues and barriers that impede student success.	The school counselor listens attentively to all stakeholders and develops/utilizes assessments to identify issues and barriers that impede student success.	The school counselor listens attentively to all stakeholders to identify issues and barriers that impede student success and establishes a school counselor advisory council.
	Annual Agreement	The school counselor does not involve the staff in the comprehensive, developmental school counseling program.	The school counselor has not yet developed the rapport with the staff necessary to be involved in the effective implementation of the comprehensive, developmental school counseling program.	The school counselor encourages staff involvement to ensure the effective implementation of the comprehensive, developmental school counseling program.	The school counselor encourages staff involvement and serves on building and district level committees to ensure the effective implementation of the comprehensive, developmental school counseling program.
	Comprehensive, Developmental School Counseling Program				

PROGRAM PLANNING & IMPLEMENTATION					
		Ineffective	Developing	Proficient	Accomplished
PROGRAM PLANNING & IMPLEMENTATION	<p>Standard 2: Direct Services</p> <p>School counselors provide developmentally appropriate guidance and counseling activities to proactively assist all students to develop and apply skills for maximum academic, career, and personal/social growth during school years.</p>	<p>The school counselor does not use academic, behavior, and attendance data to plan appropriate programs for students.</p> <p>The school counselor does not assist students with developing academic, career, and personal/social skills, helping them to utilize reasoning, understand connections, or make complex choices.</p>	<p>The school counselor attempts to use academic, behavior, and attendance data to plan appropriate programs for students.</p> <p>The school counselor attempts to assist students with developing academic, career, and personal/social skills, helping them to utilize reasoning, understand connections, and make complex choices.</p>	<p>The school counselor uses academic, behavior, and attendance data to plan appropriate programs for students.</p> <p>The school counselor assists all students with developing academic, career, and personal/social skills, helping them to utilize reasoning, understand connections, and make complex choices.</p>	<p>The school counselor seeks out and collects academic, behavior, and attendance data to plan and implement appropriate programs for students. The school counselor shares this data with other stakeholders to facilitate a holistic program for students.</p> <p>The school counselor assists all students with developing academic, career, and personal/social skills, helping them to utilize reasoning, understand connections and make complex choices. The school counselor collaborates with other professionals to create quality partnerships that benefit student growth.</p>
	<p><i>Sources of Evidence:</i></p> <p>Program Calendar Action / Lesson Plans Closing The Gap</p>	<p>The school counselor does not engage in individual student planning.</p>	<p>The school counselor attempts to use a variety of activities, resources, and strategies to implement the comprehensive, developmental school counseling program, including individual and group counseling, classroom presentations, academic advising, career development, consultation, parent education, and other responsive services.</p>	<p>The school counselor uses a variety of activities, resources, and strategies to implement the comprehensive, developmental school counseling program, including individual and group counseling, classroom presentations, academic advising, career development, consultation, parent education, and other responsive services.</p>	<p>The school counselor uses a variety of collected data and research-based activities and strategies to implement the comprehensive, developmental school counseling program, including individual and group counseling, classroom presentations, academic advising, career development, consultation, parent education, and other responsive services.</p>

PROGRAM PLANNING & IMPLEMENTATION					
		Ineffective	Developing	Proficient	Accomplished
PROGRAM PLANNING & IMPLEMENTATION	<p>Standard 3:</p> <p>Indirect Services</p> <p>School counselors advocate for students and provide professional expertise to help school personnel, parents/guardians, and community members to increase the effectiveness of student success. Through consultation and coordination, school counselors make referrals to other resources as appropriate.</p>	<p>The school counselor does not recognize that educating students is a shared responsibility involving the school, parents/guardians, and the community.</p>	<p>The school counselor is starting to develop an understanding of how educating students is a shared responsibility involving the school, parents/guardians, and the community.</p>	<p>The school counselor recognizes that educating students is a shared responsibility involving the school, parents/guardians, and the community.</p>	<p>The school counselor takes a proactive role in connecting the school, parents/guardians, and the community.</p>
	<p><i>Sources of Evidence:</i></p> <p>Community Partnerships</p> <p>Referral Sources</p> <p>Parent Meetings</p> <p>School Committees</p> <p>IAT, IEP, ETR, RTI Meetings</p>	<p>The school counselor does not improve communication and collaboration among the school, home, and community.</p> <p>The school counselor does not seek solutions or provide referrals to overcome barriers to effective involvement in the education and success of students.</p>	<p>The school counselor is starting to develop an idea of how to improve communication and collaboration among the school, home, and community in order to promote and build trust, understanding, and partnerships with all segments of the school community.</p> <p>The school counselor is beginning to seek solutions and provide referrals to overcome barriers to effective involvement in the education and success of students.</p>	<p>The school counselor improves communication and collaboration among the school, home, and community in order to promote and build trust, understanding, and partnerships with all segments of the school community.</p> <p>The school counselor seeks solutions and provides referrals to overcome barriers to effective involvement in the education and success of students.</p>	<p>The school counselor proactively facilitates communication and collaboration among the school, home, and community in order to promote and build trust, understanding, and partnerships with all segments of the school community.</p> <p>The school counselor goes out of his or her way to seek solutions and provide referrals to overcome barriers to effective involvement in the education and success of students.</p>

PROGRAM EVALUATION					
		Ineffective	Developing	Proficient	Accomplished
PROGRAM EVALUATION	Standard 4: Evaluation and Data	The school counselor does not seek ways to improve the program or adhere to professional standards in the program.	The school counselor attempts to use results data from the comprehensive, developmental school counseling program	The school counselor creates a comprehensive, developmental school counseling program that is multifaceted and designed with continuous evaluation and modification in mind.	The school counselor uses data to continuously find ways to improve the comprehensive, developmental school counseling program.
	School counselors create program assessments and evaluations to review and adjust current program strategies and activities, collect data to share with stakeholders, and to inform stakeholders of future program planning and goals.	The school counselor does not use data to set new goals or try to ensure that each child has access to the needed academic curriculum.	The school counselor attempts to use data and results to make program revisions and to set goals for access to a rigorous academic curriculum.	The school counselor uses results information from the program evaluation to make decisions about program revisions, to set new goals, and to ensure that every student has equal access to a rigorous academic curriculum.	The school counselor continually seeks professional development to create a better program while keeping up on new technology. The school counselor constantly looks for new ways to improve academic achievement for all students.
	<i>Sources of Evidence:</i>	The school counselor does not look at academic, attendance, and behavioral data or provide any interventions in this area.	The school counselor attempts to monitor academic, attendance, and behavioral data to provide interventions for student success.	The school counselor monitors student academic, attendance, and behavioral data and provides interventions for student success.	The school counselor has created a methodology to monitor and collect academic, attendance, and behavioral data to provide interventions for student success in cooperation with all stakeholders.
	Needs Assessment	The school counselor does not consider ethics when making decisions.	The school counselor is aware of the legal, ethical, and professional standards as outlined by ASCA.	The school counselor adheres to legal, ethical, and professional standards as outlined by ASCA.	The school counselor adheres to legal, ethical, and professional standards as outlined by ASCA and seeks professional development in this area.
	Curriculum Results Report (OSCAR)	The school counselor does not use data and works in isolation.	The school counselor attempts to use data to measure results but does not share it with stakeholders.	The school counselor collects data to annually measure the school counseling program results and reports those results to all stakeholders.	The school counselor collects data to annually measure the comprehensive, developmental school counseling program results and reports those results to all stakeholders at an Advisory Council meeting, seeking advice and cooperatively planning ways to improve the program.
Curriculum Action Plan					
Closing The Gap Results					
Minutes From Advisory Council	The school counselor does not consider policy and procedures that may be limiting achievement for all students.	The school counselor attempts to recommend change to policy and procedures but does not use data to do so.	The school counselor uses the results data to recommend systemic change to policy and procedures that limit achievement for all students.	The school counselor uses the results data to recommend systemic change to policy and procedures that limit achievement for all students and educates the stakeholders in advocating for all students.	

PROFESSIONALISM					
		Ineffective	Developing	Proficient	Accomplished
PROFESSIONALISM	<p>Standard 5:</p> <p>Leadership and Advocacy</p> <p>School counselors are committed professionals who provide leadership, advocate for students, and collaborate with school personnel and parents/guardians to create a positive learning environment for all students.</p> <p><i>Sources of Evidence:</i></p> <p>Bullying/Climate Surveys</p> <p>School Improvement Plan</p> <p>Building/Student Safety</p> <p>School-Wide Programming</p>	<p>The school counselor may recognize the need for respect within the school environment but does not make an effort to promote respect with the staff/administration.</p> <p>The school counselor does not make an effort to address the needs of all students and does not attempt to implement programs that advocate for diversity.</p> <p>The school counselor works in isolation and does not attempt to collaborate with others.</p>	<p>The school counselor attempts to promote a respectful environment. However, he or she may still be developing relationships with the staff/administration.</p> <p>The school counselor may recognize diversity and may treat students with respect but does not attempt to implement programs that advocate for diversity.</p> <p>The school counselor realizes that the adults share responsibility for educating students but he or she does not strive to collaborate with others.</p>	<p>The school counselor promotes a respectful school environment to ensure that each student is supported by a caring staff.</p> <p>The school counselor recognizes diversity and treats students as individuals, holding high expectations for every student, while understanding that students have varying needs.</p> <p>The school counselor recognizes that many adults share the responsibility for educating students and collaborates with them to facilitate student success.</p>	<p>The school counselor conducts a needs assessment/survey with staff, students and parents/guardians to gather data in order to assess the school's environment to ensure that each student is supported by a caring staff.</p> <p>The school counselor celebrates diversity, treats students as individuals, and advocate for practices, activities, and programs that promote understanding and that counteract stereotypes.</p> <p>The school counselor consults with the Advisory Committee, community, staff, and administration to share the responsibility for educating the students.</p>

PROFESSIONALISM					
		Ineffective	Developing	Proficient	Accomplished
PROFESSIONALISM	Standard 6: Professional Responsibility and Growth	The school counselor does not conduct self-assessments.	The school counselor minimally conducts self-assessments to determine professional development needs, but does not use the data to impact the school's mission or the comprehensive, developmental school counseling program.	The school counselor actively reflects on his or her practice through thoughtful self-assessment, striving to remove bias/prejudices from practice, set appropriate development goals, and link professional growth to the needs of the school's mission and the comprehensive, developmental school counseling program.	The school counselor conducts annual self-assessments using the Ohio School Counselor Standards and ASCA's School Counselor Competencies, using the data to set rigorous development goals, and ensure all professional development links directly to the needs of the school's mission and the comprehensive, developmental school counseling program.
	School counselors engage in self-reflection, take responsibility for improving skills and knowledge through professional development, practice ethical principles, and promotion of the school counseling profession.	The school counselor does not participate in professional development opportunities unless required by administration.	The school counselor attends professional development, whether or not it aligns with the school's mission and goals or meets the needs of their students.	The school counselor seeks to participate in high quality professional development that reflects best practices, aligns with the school's mission and goals, and meets the needs of their students.	The school counselor seeks, designs, and/or participates in ongoing, high quality professional development to address professional development goals, aligned with the school's mission, and embeds professional development experiences into daily practice.
	<i>Sources of Evidence:</i>	The school counselor does not demonstrate knowledge of practices and policies aligned with the ASCA's Ethical Standards for School Counselors or state codes of professional conduct.	The school counselor seeks to learn and develop knowledge of practices and policies aligned with the ASCA's Ethical Standards for School Counselors and state codes of professional conduct.	The school counselor applies knowledge to align personal and professional practices and policies with ASCA's Ethical Standards for School Counselors, as well as with state codes of professional conduct.	The school counselor models consistent alignment of personal and professional practices and policies with the ASCA's Ethical Standards for School Counselors, as well as state codes of professional conduct.
	SC Self Assessment				
	Professional Development Plan				
Code of Ethics	The school counselor does not model professionalism through dress, conduct, and interpersonal communication and relationships with students, staff, or the school community.	The school counselor develops habits of professionalism through dress, conduct, and interpersonal communication and relationships with students, staff, and the school community.	The school counselor consistently models professionalism through dress, conduct, and interpersonal communication and relationships with students, staff, and the school community.	The school counselor, at all times, models professionalism through dress, conduct, and interpersonal communication and relationships with students, staff, and the school community.	
Professional association membership/activities					
Conference presentations/attendance					
Publications					
Research and continuing education	The school counselor does not participate in activities that promote the profession of school counseling at any level.	The school counselor seldom attends activities that promote the profession of school counseling at any level.	The school counselor regularly engages in activities that promote the profession of school counseling at the local, state, and/or national level.	The school counselor systematically leads, reviews, and contributes to activities, programs, literature, research, and policies to promote the school counseling profession at the local, state, and national level.	

Glossary of Terms

Academic Advising: Academic advising is a developmental process that assists students in the clarification of their life/career goals and in the development of educational plans for the realization of these goals.

Action/Lesson Plans: To efficiently and effectively deliver the school counseling program, there must be a plan detailing how the school counselor intends to achieve the desired results. Action plans contain goals to be addressed, domains, standards and competencies, a description of school counseling activities to be delivered, the timeline, who is responsible, methods for evaluation and expected results.

Advising: Advisor-directed, student-centered functions that assist students with acquiring and evaluating objective and subjective information and illustrate possible student decisions based on this information. Advising is provided non-judgmentally by professionals who have appropriate training.

Advisory Council: A group providing guidance program staff with information and direction in addressing issues related to guidance program design and implementation. Committee members may include students, teachers, parents, community and business representatives, administrators, and district-level representatives

Annual Agreement: An annual contract between school counselors and administration including case load size and percentage breakdown expected focus areas.

ASCA (American School Counselor Association) National Model: A comprehensive school counseling program driven by student data and based on standards in academic, career and personal/social development, promote and enhance the learning process for all students. The ASCA National Model ensures equitable access to a rigorous education for all students, identifies the knowledge and skills all students will require of the K-12 comprehensive school counseling program, is delivered to all students in a systematic fashion, is based on data-driven decision making and is provided by a state-credentialed school counselor.

Assessment (student): Any means of obtaining data to draw inferences about students. Assessment includes a broad range of formal and informal methods such as standardized tests, interviews, rating scales, and questionnaires.

Climate Survey: A way to collect information on the views and perspectives of all school stakeholders regarding the school learning climate, bullying and perceptions on school effectiveness

Closing The Gap: Addresses important issues of equity and student achievement in schools

Code of Ethics: See “Appendix A” for Ethical Standards for School Counselors

Comprehensive: All encompassing, consisting of all program elements: content; organizational framework, activities and time allocations; and resources. See Comprehensive, Developmental School Counseling Program.

Comprehensive, Developmental School Counseling Program: A description of an exemplary school-based program designed to provide optimum professional guidance and counseling services to students. Its design, based on identified student development needs and acquisition/application of guidance-relevant content, directs allocation of program resources according to clearly identified priorities. Its delivery system organizes program activities according to four components: Guidance Curriculum, Individual Planning, Responsive Services, and System Support.

Community Partnerships: Individuals, businesses or organizations who provide their time, resources or financial support to assist schools.

Counseling: A student-centered and counselor-facilitated process that entails applying appropriate theories and techniques to assist students to specify and resolve personal problems or concerns.

Cultural Competence: Appreciating and respecting one's own culture and the cultures of others and relating effectively across cultures.

Curriculum Action Plan: Delivering school counseling curriculum activities can be an effective way to increase student achievement and improve student behaviors and attitudes. The curriculum action plan helps school counselors create an effective plan to help students develop the knowledge, attitudes and skill appropriate for their developmental level within the domains of academic, career and personal/social development.

Curriculum Results Report (OSCAR): Serves as a tool to analyze the effectiveness of programs, classroom activities and informs program development. It is used as a tool for ensuring the program was carried out as planned, every student was served, developmentally appropriate materials were used, documenting the program's process, perception and outcome data, as well as sharing the program's effectiveness and sharing the program's successes. Also see OSCAR.

Developmental: Typical pattern of age-appropriate and anticipated human growth and maturation. See Comprehensive, Developmental School Counseling Program.

Diversity: Understanding that each individual is unique and recognizes individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies.

ETR (Evaluation Team Report): Evaluations used to determine whether a child has a disability and the nature and extent of the special education and related services needed

Ethical Standards: A set of principles describing accepted and honorable professional responsibilities and conduct; a guide for ethical behavior; a professional code of conduct.

Evaluation: Gathering and analyzing data regarding a professional school counselor's performance in comparison to stated OSCES standards to determine quality and promote improvement.

Group Counseling: Group counseling, which involves a number of students working on shared tasks and developing supportive relationships in a group setting, is an efficient, effective and positive way of dealing with students' academic, career and personal/social/emotional developmental issues and situational concerns.

Guidance: A program of activities that addresses self-confidence development; motivation to achieve; decision-making, goal setting, planning, problem-solving, interpersonal effectiveness; communication skills; cross-cultural effectiveness; and responsible behavior; one of the eight domains in the OSCES.

Guidance Curriculum: The component of a comprehensive, developmental school counseling program that provides guidance content in a systematic way for all students for the purpose of helping them develop basic life skills.

IAT (Intervention Assistance Team): The Intervention Assistance Team is a building team designed to support students, parents, and teachers. The team consists of school personnel including administrators, teachers, and counselors who will work with parents to identify possible ways to help your child experience greater success.

IEP (Individual Education Plan): The IEP defines the individualized objectives of a child who has been found with a disability as defined by federal regulations. The IEP is intended to help children reach educational goals more easily than they otherwise would. The IEP is tailored to the individual student's needs.

Individual Counseling: School counselors provide counseling sessions on a one to one basis to help students overcome issues impeding achievement or success. The counseling process helps students identify problems, causes, alternatives and possible consequences so they can make decisions and take appropriate actions.

Individual Planning: The component of a comprehensive developmental guidance and counseling program that assists students in monitoring and understanding their development as they plan and manage their own educational, career and personal-social development.

Interpersonal Communication: The process that we use to communicate our ideas, thoughts and feelings to another person.

Needs Assessment/Survey: A survey or assessment that provides a school with a clear view of strengths, areas for improvement, challenges and successes. This guides the development of a meaningful plan and suggests benchmarks for evaluation.

OSCAR (Ohio School Counselor Accountability Report): A report card that showcases what a counseling program does at a school site by identifying trends and initiatives that are currently operational in your school. This report is shared with all stakeholders to uses data to illustrate a school counselor's effectiveness.

Policy: A plan of action; a way of management. School board policies have the force of law.

Preventive: Activities within the comprehensive school counseling program that are designed to promote students' positive growth and development while avoiding harm or negative consequences.

Professional Development: Encompasses all types of facilitated learning opportunities, ranging from college degrees to formal coursework, conferences and informal opportunities situated in practice.

Professional Development Plan: All certified and licensed educators in order to maintain an active and current license must submit a plan with goals aligned to the mission of the school. A professional development plan must be purposeful, structured, continuous process over time informed by multiple sources of data. The plan should result in the acquisition, enhancement and refinement of skills and knowledge.

Professional Goals: Professional goals should state an intention, describe an area of focus for the learning, include the rationale, include the activities and predict a completion date. These should all relate to new learning that will occur.

Professionalism: Professional school counselors' commitment to the specialized skills and ethical standards of the counseling profession along with the manifestation of competence as demonstrated by sound knowledge and conscientiousness that reflect the results of education, training, and experience.

Program: A collection of activities organized to assist participants to attain specified goals and objectives. Trained professionals supported by the materials, facilities, personnel deliver it, and equipment needed to effectively and efficiently deliver the activities. See Comprehensive School Counseling Program.

Program Calendar: School counselors develop and publish calendars of school counseling events to inform students, parents, and teachers and administrators of what, when and where school counseling activities will be held. Creating program calendars also assists school counselors with the development of a comprehensive school-counseling program that provides activities and service for all students in the school.

Program Priorities: After student needs are identified, school counselors develop, implement and evaluate the programming necessary for the school based on clearly delineated priorities reflective of student needs.

Referral Sources: Community agencies that take care of students who need more counseling than can be completed in the short term. When issues require long-term counseling or therapy, school counselors make referrals to appropriate community resources.

Reliability: The consistency of an assessment technique. A student's obtained score on a reliable instrument is relatively free from measurement errors. In student assessment, reliability often addresses questions such as: Are results stable over time? Are results similar when using different versions (forms) of the same instrument?

Responsive Services: The component of a comprehensive school counseling program that encompasses interventions on behalf of students whose developmental needs, personal concerns or problems affect continued personal-social, career and/or educational development.

Resources Management: School counselors should possess the knowledge, ability and skills to articulate and demonstrate an understanding of the principles, theories, schedules, calendars, and technologies to manage a school counseling program aligned with the ASCA National Model

RTI: (Response to Intervention): A framework for improving student outcomes by ensuring that all students receive high-quality instruction and intervention matched to their academic, social-emotional and behavioral needs.

School Counselor Competencies: Outlines the knowledge, abilities, skills and attitudes that ensure school counselors are equipped to meet the rigorous demands of the profession and the needs of pre-K – 12 students.

School Improvement Plan: An annual plan mandated by the state to address student achievement, school climate, budget, and staffing. Faculty, staff, and community members develop the School Improvement Plan.

Self-Assessment: One part of the school counselor performance appraisal along with administrative evaluation and assessment of goal attainment. The ASCA School Counselor Competencies can be an excellent resource for this self-assessment.

Stakeholders: School stakeholders are not only the school board, parents, staff, and students, but also local business owners, community groups and leaders, professional organizations, potential enrollments, youth organizations, the faith community, media, etc. Anyone who affects or is affected by the schools actions.

Standard: A sub-level of a domain that defines the expected level of professional school counselor performance. See Domain.

Student Improvement Goals: The goal setting process begins by identifying a question related to educational issues. It concerns student learning and inequalities and is founded in data. It is important to examine the school data profile to identify academic gaps by categories, such as gender, age, ethnicity or grade level. Identify a goal and consider the school counseling program activities that align with the school's instructional accountability goals.

Supervision: Provision of constructive professional feedback regarding a counselor's performance in comparison to OSCES standards. The purpose of professional supervision is to promote counselor effectiveness.

System Support: The component of a comprehensive school counseling program that includes management activities required to assure the delivery of a high-quality comprehensive, developmental school counseling program.

Appendix A: American School Counselor Association Ethical Standards

(Adopted 1984; revised 1992, 1998, 2004 and 2010)

Preamble

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

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

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

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

- Serve as a guide for the ethical practices of all professional school counselors, supervisors/directors of school counseling programs and school counselor educators regardless of level, area, population served or membership in this professional association;
- Provide self-appraisal and peer evaluations regarding school counselors' responsibilities to students, parents/guardians, colleagues and professional associates, schools, communities and the counseling profession; and
- Inform all stakeholders, including students, parents and guardians, teachers, administrators, community members and courts of justice, of best ethical practices, values and expected behaviors of the school counseling professional.

A.1. Responsibilities to Students

Professional school counselors:

- a. Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals.
- b. Are concerned with the educational, academic, career, personal and social needs and encourage the maximum development of every student.
- c. Respect students' values, beliefs and cultural background and do not impose the school counselor's personal values on students or their families.
- d. Are knowledgeable of laws, regulations and policies relating to students and strive to protect and inform students regarding their rights.
- e. Promote the welfare of individual students and collaborate with them to develop an action plan for success.
- f. Consider the involvement of support networks valued by the individual students.
- g. Understand that professional distance with students is appropriate, and any sexual or romantic relationship with students whether illegal in the state of practice is considered a grievous breach of ethics and is prohibited regardless of a student's age.
- h. Consider the potential for harm before entering into a relationship with former students or one of their family members.

A.2. Confidentiality

Professional school counselors:

- a. Inform individual students of the purposes, goals, techniques and rules of procedure under which they may receive counseling. Disclosure includes the limits of confidentiality in a developmentally appropriate manner. Informed consent requires competence on the part of students to understand the limits of confidentiality and therefore, can be difficult to obtain from students of a certain developmental level. Professionals are aware that even though every attempt is made to obtain informed consent it is not always possible and when needed will make counseling decisions on students' behalf.
- b. Explain the limits of confidentiality in appropriate ways such as classroom guidance lessons, the student handbook, school counseling brochures, school Web site, verbal notice or other methods of student, school and community communication in addition to oral notification to individual students.
- c. Recognize the complicated nature of confidentiality in schools and consider each case in context. Keep information confidential unless legal requirements demand that confidential information be revealed or a breach is required to prevent serious and foreseeable harm to the student. Serious and foreseeable harm is different for each minor in schools and is defined by students' developmental and chronological age, the setting, parental rights and the nature of the harm. School counselors consult with appropriate professionals when in doubt as to the validity of an exception.
- d. Recognize their primary obligation for confidentiality is to the students but balance that obligation with an understanding of parents'/guardians' legal and inherent rights to be the guiding voice in their children's lives, especially in value-laden issues. Understand the need to balance students' ethical rights to make choices, their capacity to give consent or assent and parental or familial legal rights and responsibilities to protect these students and make decisions on their behalf.
- e. Promote the autonomy and independence of students to the extent possible and use the most appropriate and least intrusive method of breach. The developmental age and the circumstances requiring the breach are considered and as appropriate students are engaged in a discussion about the method and timing of the breach.
- f. In absence of state legislation expressly forbidding disclosure, consider the ethical responsibility to provide information to an identified third party who, by his/her relationship with the student, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Disclosure requires satisfaction of all of the following conditions:
- Student identifies partner or the partner is highly identifiable
 - School counselor recommends the student notify partner and refrain from further high-risk behavior
 - Student refuses
 - School counselor informs the student of the intent to notify the partner
 - School counselor seeks legal consultation from the school district's legal representative in writing as to the legalities of informing the partner
- g. Request of the court that disclosure not be required when the release of confidential information may potentially harm a student or counseling relationship.

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

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

Professional school counselors:

- a. Provide students with a comprehensive school counseling program that parallels the ASCA National Model with emphasis on working jointly with all students to develop personal/social, academic and career goals.
- b. Ensure equitable academic, career, post-secondary access and personal/social opportunities for all students through the use of data to help close achievement gaps and opportunity gaps.
- c. Provide and advocate for individual students' career awareness, exploration and post-secondary plans supporting the students' right to choose from the wide array of options when they leave secondary education.

A.4. Dual Relationships

Professional school counselors:

- a. Avoid dual relationships that might impair their objectivity and increase the risk of harm to students (e.g., counseling one's family members or the children of close friends or associates). If a dual relationship is unavoidable, the school counselor is responsible for taking action to eliminate or reduce the potential for harm to the student through use of safeguards, which might include informed consent, consultation, supervision and documentation.
- b. Maintain appropriate professional distance with students at all times.
- c. Avoid dual relationships with students through communication mediums such as social networking sites.
- d. Avoid dual relationships with school personnel that might infringe on the integrity of the school counselor/student relationship.

A.5. Appropriate Referrals

Professional school counselors:

- a. Make referrals when necessary or appropriate to outside resources for student and/or family support. Appropriate referrals may necessitate informing both parents/guardians and students of applicable resources and making

proper plans for transitions with minimal interruption of services. Students retain the right to discontinue the counseling relationship at any time.

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

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

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

A.6. Group Work

Professional school counselors:

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

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

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

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

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

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

A.7. Danger to Self or Others

Professional school counselors:

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

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

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

A.8. Student Records

Professional school counselors:

a. Maintain and secure records necessary for rendering professional services to the student as required by laws, regulations, institutional procedures and confidentiality guidelines.

b. Keep sole-possession records or individual student case notes separate from students' educational records in keeping with state laws.

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

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

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

A.9. Evaluation, Assessment and Interpretation

Professional school counselors:

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

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

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

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

- e. Monitor the use of assessment results and interpretations, and take reasonable steps to prevent others from misusing the information.
- f. Use caution when utilizing assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.
- g. Assess the effectiveness of their program in having an impact on students' academic, career and personal/social development through accountability measures especially examining efforts to close achievement, opportunity and attainment gaps.

A.10. Technology

Professional school counselors:

- a. Promote the benefits of and clarify the limitations of various appropriate technological applications. Professional school counselors promote technological applications (1) that are appropriate for students' individual needs, (2) that students understand how to use and (3) for which follow-up counseling assistance is provided.
- b. Advocate for equal access to technology for all students, especially those historically underserved.
- c. Take appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted through the use of computers, facsimile machines, telephones, voicemail, answering machines and other electronic or computer technology.
- d. Understand the intent of FERPA and its impact on sharing electronic student records.
- e. Consider the extent to which cyber-bullying is interfering with students' educational process and base guidance curriculum and intervention programming for this pervasive and potentially dangerous problem on research-based and best practices.

A.11. Student Peer Support Program

Professional school counselors:

- a. Have unique responsibilities when working with peer-helper or student-assistance programs and safeguard the welfare of students participating in peer-to-peer programs under their direction.
- b. Are ultimately responsible for appropriate training and supervision for students serving as peer-support individuals in their school counseling programs.

B. RESPONSIBILITIES TO PARENTS/GUARDIANS

B.1. Parent Rights and Responsibilities

Professional school counselors:

- a. Respect the rights and responsibilities of parents/guardians for their children and endeavor to establish, as appropriate, a collaborative relationship with

parents/guardians to facilitate students' maximum development.

- b. Adhere to laws, local guidelines and ethical standards of practice when assisting parents/guardians experiencing family difficulties interfering with the student's effectiveness and welfare.

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

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

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

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

B.2. Parents/Guardians and Confidentiality

Professional school counselors:

- a. Inform parents/guardians of the school counselor's role to include the confidential nature of the counseling relationship between the counselor and student.
- b. Recognize that working with minors in a school setting requires school counselors to collaborate with students' parents/guardians to the extent possible.
- c. Respect the confidentiality of parents/guardians to the extent that is reasonable to protect the best interest of the student being counseled.
- d. Provide parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical responsibilities to the student.

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

C. RESPONSIBILITIES TO COLLEAGUES AND PROFESSIONAL ASSOCIATES

C.1. Professional Relationships

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

- a. Establish and maintain professional relationships with faculty, staff and administration to facilitate an optimum counseling program.
- b. Treat colleagues with professional respect, courtesy and fairness.

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

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

C.2. Sharing Information with Other Professionals

Professional school counselors:

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

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

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

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

e. Recognize the powerful role of ally that faculty and administration who function high in personal/social development skills can play in supporting students in stress, and carefully filter confidential information to give these allies what they "need to know" in order to advantage the student. Consultation with other members of the school counseling profession is helpful in determining need-to-know information. The primary focus and obligation is always on the student when it comes to sharing confidential information.

f. Keep appropriate records regarding individual students, and develop a plan for transferring those records to another professional school counselor should the need occur. This documentation transfer will protect the confidentiality and benefit the needs of the student for whom the records are written.

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

The school counselor, school counseling program supervisor/director and school counselor educator:

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

b. Broker services internal and external to the schools to help ensure every student

receives the benefits of a school counseling program and specific academic, career/college and personal/social competencies.

D. RESPONSIBILITIES TO SCHOOL, COMMUNITIES AND FAMILIES

D.1. Responsibilities to the School

Professional school counselors:

a. Support and protect students' best interest against any infringement of their educational program.

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

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

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

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

f. Advocate that administrators hire only qualified, appropriately trained and competent individuals for professional school counseling positions.

g. Assist in developing: (1) curricular and environmental conditions appropriate for the school and community; (2) educational procedures and programs to meet students' developmental needs; (3) a systematic evaluation process for comprehensive, developmental, standards-based school counseling programs, services and personnel; and (4) a data-driven evaluation process guiding the comprehensive, developmental school counseling program and service delivery.

D.2. Responsibility to the Community

Professional school counselors:

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

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

c. Promote equity for all students through community resources.

d. Are careful not to use their professional role as a school counselor to benefit any

type of private therapeutic or consultative practice in which they might be involved outside of the school setting.

E. RESPONSIBILITIES TO SELF

E.1. Professional Competence

Professional school counselors:

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

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

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

d. Strive through personal initiative to stay abreast of current research and to maintain professional competence in advocacy, teaming and collaboration, culturally competent counseling and school counseling program coordination, knowledge and use of technology, leadership, and equity assessment using data.

e. Ensure a variety of regular opportunities for participating in and facilitating professional development for self and other educators and school counselors through continuing education opportunities annually including: attendance at professional school counseling conferences; reading *Professional School Counseling* journal articles; facilitating workshops for education staff on issues school counselors are uniquely positioned to provide.

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

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

E.2. Multicultural and Social Justice Advocacy and Leadership

Professional school counselors:

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

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

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

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

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

f. Provide regular workshops and written/digital information to families to increase understanding, collaborative two-way communication and a welcoming school climate between families and the school to promote increased student achievement.

g. Work as advocates and leaders in the school to create equity-based school counseling programs that help close any achievement, opportunity and attainment gaps that deny all students the chance to pursue their educational goals.

F. RESPONSIBILITIES TO THE PROFESSION

F.1. Professionalism

Professional school counselors:

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

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

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

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

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

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

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

F.2. Contribution to the Profession

Professional school counselors:

- a. Actively participate in professional associations and share results and best practices in assessing, implementing and annually evaluating the outcomes of data-driven school counseling programs with measurable academic, career/college and personal/social competencies for every student.
- b. Provide support, consultation and mentoring to novice professionals.
- c. Have a responsibility to read and abide by the ASCA Ethical Standards and adhere to the applicable laws and regulations.

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

Professional school counselors:

- a. Provide support for appropriate experiences in academic, career, college access and personal/social counseling for school counseling interns.
- b. Ensure school counselor candidates have experience in developing, implementing and evaluating a data-driven school counseling program model, such as the ASCA National Model.
- c. Ensure the school counseling practicum and internship have specific, measurable service delivery, foundation, management and accountability systems.
- d. Ensure school counselor candidates maintain appropriate liability insurance for the duration of the school counseling practicum and internship experiences.
- e. Ensure a site visit is completed by a school counselor education faculty member for each practicum or internship student, preferably when both the school counselor trainee and site supervisor are present.

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

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

G. MAINTENANCE OF STANDARDS

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

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

1. The school counselor should consult confidentially with a professional colleague to discuss the nature of a complaint to see if the professional colleague views the situation as an ethical violation.
2. When feasible, the school counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek resolution.
3. The school counselor should keep documentation of all the steps taken.
4. If resolution is not forthcoming at the personal level, the school counselor shall utilize the channels established within the school, school district, the state school counseling association and ASCA's Ethics Committee.
5. If the matter still remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence:
 - State school counselor association
 - American School Counselor Association
6. The ASCA Ethics Committee is responsible for:
 - Educating and consulting with the membership regarding ethical standards
 - Periodically reviewing and recommending changes in code
 - Receiving and processing questions to clarify the application of such standards. Questions must be submitted in writing to the ASCA Ethics committee chair.
 - Handling complaints of alleged violations of the ASCA Ethical Standards for School Counselors. At the national level, complaints should be submitted in writing to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 625, Alexandria, VA 22314.

G.2. When school counselors are forced to work in situations or abide by policies that do not reflect the ethics of the profession, the school counselor works responsibly through the correct channels to try and remedy the condition.

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

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

Appendix B: American School Counselor Association Student Standards

Legend: A:A-1.1 = Academic Domain, Standard A,
Competency 1 and Indicator 1

Academic Development

ASCA Student Standards for academic development guide school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

A:A1 Improve Academic Self-concept

A:A1.1 Articulate feelings of competence and confidence as learners

A:A1.2 Display a positive interest in learning

A:A1.3 Take pride in work and achievement

A:A1.4 Accept mistakes as essential to the learning process

A:A1.5 Identify attitudes and behaviors that lead to successful learning

A:A2 Acquire Skills for Improving Learning

A:A2.1 Apply time-management and task-management skills

A:A2.2 Demonstrate how effort and persistence positively affect learning

A:A2.3 Use communications skills to know when and how to ask for help when needed

A:A2.4 Apply knowledge and learning styles to positively influence school performance

A:A3 Achieve School Success

A:A3.1 Take responsibility for their actions

- A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
- A:A3.3 Develop a broad range of interests and abilities
- A:A3.4 Demonstrate dependability, productivity and initiative
- A:A3.5 Share knowledge

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

A:B1 Improve Learning

- A:B1.1 Demonstrate the motivation to achieve individual potential
- A:B1.2 Learn and apply critical-thinking skills
- A:B1.3 Apply the study skills necessary for academic success at each level
- A:B1.4 Seek information and support from faculty, staff, family and peers
- A:B1.5 Organize and apply academic information from a variety of sources
- A:B1.6 Use knowledge of learning styles to positively influence school performance
- A:B1.7 Become a self-directed and independent learner

A:B2 Plan to Achieve Goals

- A:B2.1 Establish challenging academic goals in elementary, middle/jr. high and high school
- A:B2.2 Use assessment results in educational planning
- A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement
- A:B2.4 Apply knowledge of aptitudes and interests to goal setting
- A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals
- A:B2.6 Understand the relationship between classroom performance and success in school
- A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

A:C1 Relate School to Life Experiences

- A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life
- A:C1.2 Seek co-curricular and community experiences to enhance the school experience
- A:C1.3 Understand the relationship between learning and work

A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals

A:C1.5 Understand that school success is the preparation to make the transition from student to community member

A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

Career Development

ASCA Student Standards for career development guide school counseling programs to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the life span.

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C:A1 Develop Career Awareness

C:A1.1 Develop skills to locate, evaluate and interpret career information

C:A1.2 Learn about the variety of traditional and nontraditional occupations

C:A1.3. Develop an awareness of personal abilities, skills, interests and motivations

C:A1.4 Learn how to interact and work cooperatively in teams

C:A1.5 Learn to make decisions

C:A1.6 Learn how to set goals

C:A1.7 Understand the importance of planning

C:A1.8 Pursue and develop competency in areas of interest

C:A1.9 Develop hobbies and vocational interests

C:A1.10 Balance between work and leisure time

C:A2 Develop Employment Readiness

C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills

C:A2.2 Apply job readiness skills to seek employment opportunities

C:A2.3 Demonstrate knowledge about the changing workplace

C:A2.4 Learn about the rights and responsibilities of employers and employees

C:A2.5 Learn to respect individual uniqueness in the workplace

C:A2.6 Learn how to write a résumé

C:A2.7 Develop a positive attitude toward work and learning

- C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
- C:A2.9 Utilize time- and task-management skills

Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

C:B1 Acquire Career Information

- C:B1.1 Apply decision-making skills to career planning, course selection and career transition
- C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice
- C:B1.3 Demonstrate knowledge of the career-planning process
- C:B1.4 Know the various ways in which occupations can be classified
- C:B1.5 Use research and information resources to obtain career information
- C:B1.6 Learn to use the Internet to access career-planning information
- C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice
- C:B1.8 Understand how changing economic and societal needs influence employment trends and future training

C:B2 Identify Career Goals

- C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals
- C:B2.2 Assess and modify their educational plan to support career
- C:B2.3 Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience
- C:B2.4 Select course work that is related to career interests
- C:B2.5 Maintain a career-planning portfolio

Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

C:C1 Acquire Knowledge to Achieve Career Goals

- C:C1.1 Understand the relationship between educational achievement and career success
- C:C1.2 Explain how work can help to achieve personal success and satisfaction
- C:C1.3 Identify personal preferences and interests influencing career choice and success
- C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills
- C:C1.5 Describe the effect of work on lifestyle
- C:C1.6 Understand the importance of equity and access in career choice

C:C1.7 Understand that work is an important and satisfying means of personal expression

C:C2 Apply Skills to Achieve Career Goals

C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals

C:C2.2 Learn how to use conflict management skills with peers and adults

C:C2.3 Learn to work cooperatively with others as a team member

C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences

Personal/Social Development

ASCA Student Standards for personal/social development guide school counseling programs to provide the foundation for personal and social growth as students progress through school and into adulthood.

Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

PS:A1 Acquire Self-knowledge

PS:A1.1 Develop positive attitudes toward self as a unique and worthy person

PS:A1.2 Identify values, attitudes and beliefs

PS:A1.3 Learn the goal-setting process

PS:A1.4 Understand change is a part of growth

PS:A1.5 Identify and express feelings

PS:A1.6 Distinguish between appropriate and inappropriate behavior

PS:A1.7 Recognize personal boundaries, rights and privacy needs

PS:A1.8 Understand the need for self-control and how to practice it

PS:A1.9 Demonstrate cooperative behavior in groups

PS:A1.10 Identify personal strengths and assets

PS:A1.11 Identify and discuss changing personal and social roles

PS:A1.12 Identify and recognize changing family roles

PS:A2 Acquire Interpersonal Skills

PS:A2.1 Recognize that everyone has rights and responsibilities

- PS:A2.2 Respect alternative points of view
- PS:A2.3 Recognize, accept, respect and appreciate individual differences
- PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity
- PS:A2.5 Recognize and respect differences in various family configurations
- PS:A2.6 Use effective communications skills
- PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior
- PS:A2.8 Learn how to make and keep friends

Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

PS:B1 Self-knowledge Application

- PS:B1.1 Use a decision-making and problem-solving model
- PS:B1.2 Understand consequences of decisions and choices
- PS:B1.3 Identify alternative solutions to a problem
- PS:B1.4 Develop effective coping skills for dealing with problems
- PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
- PS:B1.6 Know how to apply conflict resolution skills
- PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
- PS:B1.8 Know when peer pressure is influencing a decision
- PS:B1.9 Identify long- and short-term goals
- PS:B1.10 Identify alternative ways of achieving goals
- PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills
- PS:B1.12 Develop an action plan to set and achieve realistic goals

Standard C: Students will understand safety and survival skills.

PS:C1 Acquire Personal Safety Skills

- PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)
- PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual
- PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact
- PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy

PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help

PS:C1.6 Identify resource people in the school and community, and know how to seek their help

PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices

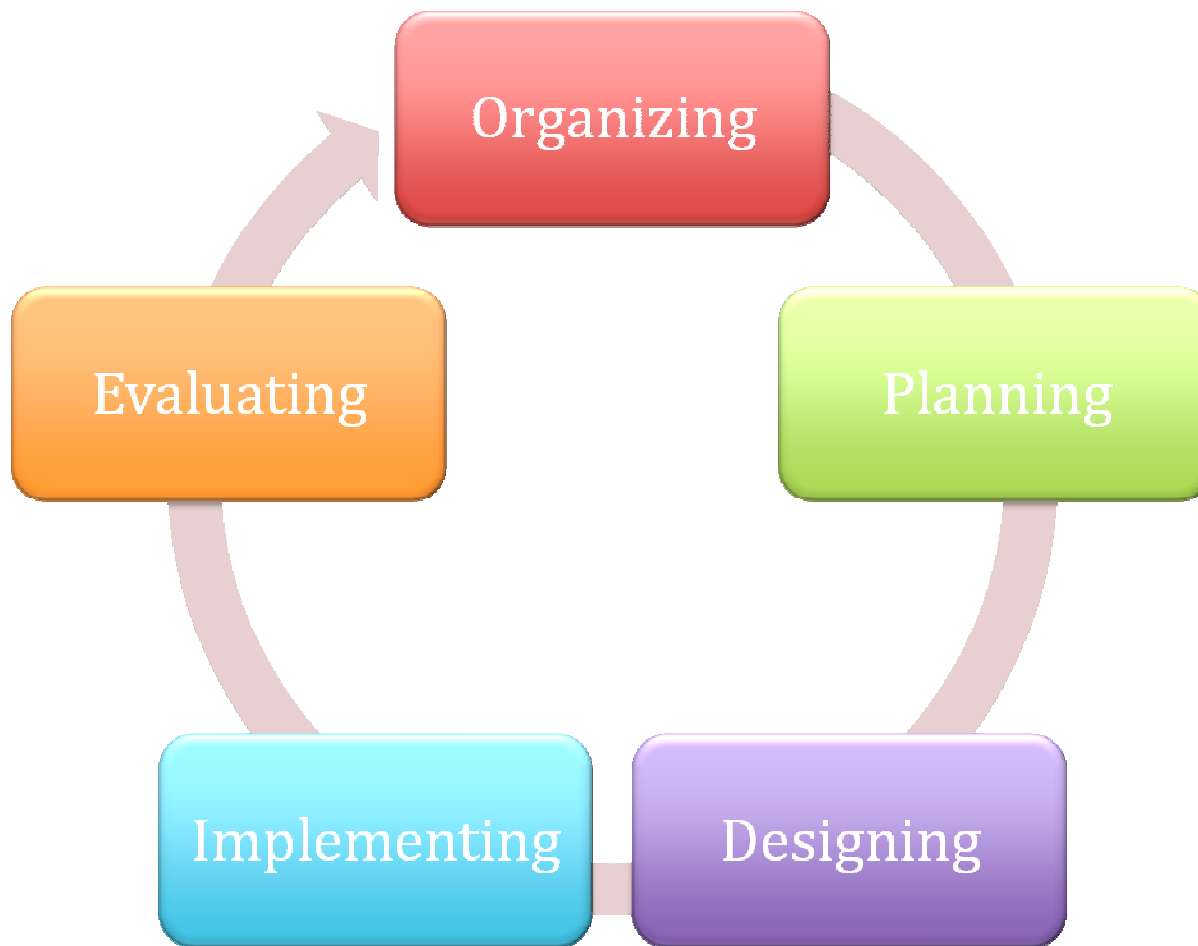
PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse

PS:C1.9 Learn how to cope with peer pressure

PS:C1.10 Learn techniques for managing stress and conflict

PS:C1.11 Learn coping skills for managing life events

Appendix C: Program Development Cycle Diagram



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