

Tulsa Public Schools District School Counseling Program Elementary

TULSA PUBLIC SCHOOLS

Revised 2013

Excellence and High Expectations with a Commitment to All

Tulsa School Counseling Program

A school counseling program is comprehensive in scope, preventive in design, and developmental in nature. The Tulsa School Counseling Program reflects a comprehensive approach that begins with a foundation, upon which delivery, management, and accountability systems are integrated. Implementation of comprehensive school counseling programs allow all students to receive program benefits)

Comprehensive in Scope

A comprehensive school counseling program focuses on what all students, from Pre-K through 12th grade, should know, understand, and be able to do in three domains of student development: academic, career, and personal/social. The emphasis is on academic success for every student, not just those students who are motivated, supported, and ready to learn. The school counseling program helps all students achieve success in school and develop into contributing members of our society.

Preventive in Design

The purpose of the school counseling program is to impart specific skills and learning opportunities in a proactive, preventive manner, ensuring all students can achieve school success through academic, career, and personal/social development experiences. Prevention education is best accomplished through the implementation of a guidance curriculum in the classroom and through coordination of prevention education programs such as the conflict resolution and anti-violence programs. The management system delineates a recommended use of time for counselors. School counselors can use this guide when planning program services and curriculum including developing a calendar of the year's prevention activities.

Developmental in Nature

Tulsa's School Counseling Program is designed to meet the needs of students throughout various developmental stages. ASCA Student Competencies (ASCA, 2012) establishes goals and expectations for all students. In addition, it provides a rationale for school counselors, school administrators, faculty, parents or guardians, businesses, and the community to engage in conversations about expectations for students' academic success and the role that the counseling program has to enhance student learning. The standards describe what students should know and be able to do as a result of participating in a school counseling program.

Student Standards:

- 1. Establish the school counseling program as an integral component of the academic mission of the school;
- Ensure equitable access to school counseling services that are provided by a state-credentialed school counselor;
- 3. Identify the knowledge and skills all students might acquire as a result of the K-12 school counseling program; and

4. Ensure the school counseling program is comprehensive in design and delivered systematically to all students.

Each standard is followed by a list of indicators enumerating desired learning outcomes. Indicators describe the specific knowledge, attitudes, and skills students should obtain or demonstrate as a result of participating in a school counseling program (see appendix). This listing is not meant to be all inclusive, nor is any individual program expected to include all of the indicators in the school counseling program. The indicators offer a foundation for what a standards-based program addresses and delivers. These can be used as a basis to develop measurable indicators of student performance.

The standards for academic development guide the school counseling program to implement strategies and activities to support and maximize student learning. Academic development includes acquiring attitudes, knowledge, and skills that contribute to effective learning in school and across the life span, employing strategies to achieve success in school, and understanding the relationship of academics to the world of work, to life at home, and in the community.

The standards for career development guide the school counseling program to provide a foundation for the acquisition of skills, attitudes, and knowledge enabling students to make a successful transition from school to the world of work and from job to job across the career life span. Career development includes the employment of strategies to achieve future career success and job satisfaction as well as fostering an understanding of the relationship between personal qualities, education, training, and the world of work.

The standards for personal/social development guide the school counseling program to provide a foundation for personal and social growth of students as they progress through school and into adulthood. Personal/social development strongly influences academic and career success. Personal/social development includes the acquisition of skills, attitudes, and knowledge that help students understand and respect self and others, acquire effective interpersonal skills, understand safety and survival skills, and develop into contributing members of our society.

Integral Part of the Total Educational Program

The Tulsa School Counseling Program supports the school's academic mission by promoting and enhancing the learning process for all students through an integration of academic, career, and personal/social development. It encourages school counselors to become catalysts for educational change and to accept a leadership role in educational reform. As specialists in child and adolescent development, school counselors coordinate the objectives, strategies, and activities of a developmental school counseling program. School counselors advocate for students as they address the challenges and demands of the school system and prepare for life after high school. School counselors are specially trained and call attention to situations within the schools that defeat, frustrate, and hinder students' academic success. They provide the

leadership necessary to assess a school's needs, identify issues or concerns, and collaborate with others to develop solutions.

The Tulsa School Counseling Program serves as an organizational tool to identify and prioritize the elements of a quality school counseling program. It describes the program components and serves as a framework for developing and writing a school counseling program.

A Delivery System

The delivery system describes activities, lessons, and other areas in which counselors work to deliver the program. School counselors use the four components below in the systematic delivery of the program.

- A curriculum component provides a method by which every student receives school guidance curriculum content in a systematic way.
- A student planning component provides all students an opportunity to work closely with their parents or guardians to plan, monitor and understand their growth and development and take action on their next steps personally, educationally, and occupationally.
- A responsive services component responds to the direct, immediate concerns of students and includes, but is not limited to, individual and group counseling, crisis counseling, referrals or consultations with parents or guardians, teachers or other specialists.
- A system support component enables the school counseling process to be effective through: leadership and advocacy, consultation, collaboration and teaming, program management and professional development. This component also provides appropriate support to other programs in the school.

Implemented by a State Credentialed School Counselor

School counselors are credentialed by the state, and possess a master's degree. It is important for school counselors to have training in student learning styles, classroom behavior management, curriculum and instruction, student assessment, and student achievement.

Conducted in Collaboration

Professional school counselors work collaboratively with parents or guardians, community members, and other support services professionals as part of the student support services team. In addition, school resource officers, school nurses, school social workers, and school psychologists are all part of the student support system that pulls together, often in the form of a student assistance team, helping students and their families identify student needs and to refer them to appropriate resources both within and outside of the school.

Monitors Student Progress

Monitoring is the process of reviewing data to determine if a student or group of students is demonstrating the desired results as delineated in the program goals and related student indicators. Counselors consistently monitor academic progress and

achievement. They also advocate for educational and career planning and strive to remove barriers to learning.

Driven by Data

School counseling programs are driven by both process and results data, which provide a means to focus the program's objectives on the school's academic mission. Process data provide evidence of what activities or tasks are undertaken. Results data answer the question "so what?" Results data provide evidence that a student competency is not just mastered but has affected course-taking patterns, graduation rates, knowledge attainment, attendance, behavior, or academic achievement. In addition, it is important to disaggregate data, which is the process of separating variables such as gender, ethnicity or socio-economic status, to examine equity issues and the needs of various student groups.

Seeks Improvement

The purpose of evaluation is to improve and enhance program delivery. School counseling programs receive valuable information from measuring results, enabling them to determine what is working and what is not working. School counselors can use this information to evaluate the program and make necessary adjustments in order to improve the program's efficiency and effectiveness.

Shares Successes

School counselors share their program successes. Informed stakeholders know and promote the value and necessity of school counselors in children's lives. School counselors market and share the results obtained in successful programs with school sites and local, state, and national stakeholders who need this information to advocate for the improvement of school counselor-to-student ratios.

Benefits of Tulsa's School Counseling Program

Our program provides a system that encourages and promotes academic, career, and personal/social development in preparation for the challenges of the 21st century. All stakeholders share the benefits of this organizational structure. School counseling programs have a positive impact on students, parents or guardians, teachers, administrators, boards of education, school counselors, counselor educators, post-secondary institutions, and the community.

Benefits for Students

- Monitors data to facilitate student improvement
- Provides strategies for closing the achievement gap
- Promotes a rigorous academic curriculum for every student
- Promotes commitment to learning
- Ensures student access to the school counseling program
- Ensures equitable access to educational opportunities
- Fosters advocacy for students
- Promotes peer facilitation skills
- Supports development of skills to increase student success

Benefits for Parents or Guardians

- Provides support in advocating for their children's academic, career, and personal/social development
- Supports partnerships in their children's learning and career planning
- Promotes relationships to ensure post-secondary planning
- Invites access to school and community resources
- Provides training and informational workshops
- Connects to community- and school-based services
- Provides data for continuous information on student progress

Benefits for Teachers

- Promotes an interdisciplinary team approach to address student needs and educational goals
- Increases collaboration with school counselors and teachers
- Fosters consultation
- Supports development of classroom management skills
- Provides a system for co-facilitation of classroom guidance lessons
- Promotes teaming to increase student achievement
- Analyzes data to improve school climate and student achievement

Benefits for Administrators

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

Benefits for the Boards and Departments of Education

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

Benefits for School Counselors

- Defines responsibilities within the context of a school counseling program
- Eliminates non-school counseling program activities
- Supports access to every student
- Provides a tool for program management, implementation, and accountability

- Recognizes school counselors as leaders, advocates, and change agents
- □ Ensures the school counseling program's contribution to the school's mission

Benefits to Counselor Educators

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

Benefits for Post-Secondary Education

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

Benefits for Student Services Personnel

- Defines the school counseling program
- □ Maximizes collaborative teaming to ensure individual student success
- Uses school counseling program data to maximize benefit to individual student growth
- Increases collaboration for utilizing school and community resources

Benefits for Community: Business, Labor, and Industry

- □ Increases opportunities for business, industry, and labor to actively participate in the school counseling program
- Builds collaboration, which enhances a student's post-secondary success
- Connects business, industry, and labor to students and families
- Provides a workforce with a stronger academic foundation

Components and Themes

Components

Foundation

The program's foundation serves as the solid ground upon which the rest of the program is built. The foundation includes program goals and a vision statement. In addition, it identifies the domains, standards, and indicators that provide performance indicators for the program.

Program Focus: The school counseling program facilitates student development in three broad domains: academic, career, and personal/social to promote and enhance the learning process. Domains are the extension of the mission and focus on the results students will achieve by the time they graduate.

Student Competencies: The ASCA Student Standards and Indicators are the foundation for the Tulsa School Counseling Program. Student standards describe the knowledge, attitudes, or skills students should obtain or demonstrate as a result of participating in a school counseling program. They are developed and organized into content areas. School Counselors should consider using areas of CCSS to enhance their program.

Professional Competencies: These competencies outline the knowledge, attitudes and skills that ensure school counselors are equipped to meet the rigorous demands of the profession and the needs of preK-12 students. These competencies also serve as a guide for professional development. *Ethical Standards* for Counselors is included in this foundation.

Delivery System

Direct Student Services

Instruction: The guidance curriculum component consists of structured lessons developmentally designed to assist students in achieving the indicators and is presented systematically through classroom and group activities K-12. The purpose of the guidance curriculum is to provide all students with the knowledge and skills appropriate to their developmental level.

Group Activities

Individual Student Planning The student planning component consists of school counselors coordinating ongoing systemic activities designed to assist the individual student in establishing personal goals and developing future plans.

Appraisal Advisement Counseling Crisis response

Indirect Student Services

Referrals

Consultation

Collaboration

Management: This component provides assessments and tools to manage a school counseling program, including planning, implementation and data collection.

Assessments:

Assessments based on the ASCA School competencies model.

Tools:

Annual Agreements, Advisory Council, School Data Profiles, Action Plans, Lesson plans, Weekly and Annual Calendar templates

Principal/Counselor planning template: School counselor and principal planning templates include statements of responsibilities by each counselor specifying the program results the counselor is accountable for achieving during the year. It also includes how counselors divide the program responsibilities. These collaborative planning templates are working documents where Counselors and Principals continually check in to make sure that the counseling program is moving in the direction that best meets student needs.

School Counseling Program Structure

Components and Key Aspects							
Foundation	Delivery System	Management System	Accountability System				
Definition	 Guidance Curriculum Classroom presentations Structured groups Parent workshops 	 P C Planning template Job descriptions Professional development Fair share responsibilities 	Program Structure & design Audit components				
Beliefs and Vision Statement Assumptions Integrated with school's vision	Student PlanningAppraisalAdvisement	Advisory Council Collaborative input	Personnel Supervision Evaluation				

Domains	Responsive Services Individual counseling Group counseling Crisis counseling Consultation Referral & follow-up	Use of Data	Results • Measurable outcomes • Assessing how students are different • Reports
Standards/Indicators			

Themes: Collaboration + Leadership + Advocacy + = Systemic Change

Advisory council: An advisory council is a group of people appointed to review counseling program results and to make recommendations. The group representatives may include students, parents or guardians, teachers, counselors, administrators, and community members.

School Data Profile: The school data profile informs school counseling goals and may identify a need for systemic change. A school counseling program is data-driven and is focused upon closing the achievement gap between high and low performing students. The use of data to effect change within the school system promotes that all students receive the necessary skills to achieve success. School counselors analyze data regarding student needs, program standards and indicators, student achievement, and related areas to determine program effectiveness. Collection, analysis, and interpretation of student achievement data may be systemic by district or specific to school site, grade, class or individual. Student needs surface when data are disaggregated and analyzed. Data are used to determine where the school counseling program is focused now and where it should be focused in the future.

The TLE rubric identifies specific ways in which Counselors can move beyond effective. These include:

Action plans: Counselors identify Curriculum action plans, small group action plans, and closing the gap action plans.

Lesson plans: Lesson plans that counselors use to implement and design guidance

Calendars: weekly and year-long calendars

Accountability

School counseling program accountability typically involves evaluation in three areas:

Data Analysis Program results Evaluation and improvement

Data analysis- Helps school counselors analyze data that inform decisions about the school counseling program. The data analyzed have been collected over time and inform school counselors about student needs and school and community needs.

Program results -are outlined in reports, which include process, perception, and results data. School counseling programs produce measurable outcomes in student development, specifically *academic, career, and personal/social development*. Sharing these reports with educators, parents, and the community provides accountability and advocates for the students and the program.

Evaluation and improvement- should include a clear counselor job description that outlines objectives and tasks necessary to implement the delivery system of the program. A school counselor evaluation should closely coincide with and be based upon the job description. School counselors should also be able to use self assessment tools.

Themes

Leadership: School counselors serve as leaders who are engaged in system wide change to ensure student success. They help every student gain access to rigorous academic preparation that will lead to greater opportunity and increased academic achievement. Working as leaders, advocates and collaborators, school counselors promote student success by closing the existing achievement gap whenever found among students of color, poor or underachieving students and their more advantaged peers.

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

Collaboration and teaming: School counselors create productive working relationships with all stakeholders, both inside and outside the school system, to develop and implement responsive educational programs that support the achievement of the identified goals for every student. School counselors build effective teams by encouraging genuine collaboration among all school staff to work toward the common goals of equity, access and academic success for every student. In addition, school counselors are a vital resource to parents or guardians, educators and the community agencies. Offering parent or guardian education, information and training in the community, school counselors are essential partners who enhance the educational opportunities of students and their families.

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

Foundation

Tulsa Public Schools supports Guidance and Counseling through District Policy 2502: PURPOSE: To provide leadership and advocacy for students in the areas of academics, personal/social skills, and career development.

The guidance and counseling program will align with the District mission and the site improvement plan to support the programs, skills, and interventions that remove barriers and lead to academic and personal success.

(Issued (as regulation): November 1982 Adopted (as policy): March 2005

The program's foundation provides the definition, assumptions, philosophy, mission, and standards for the design, implementation, and evaluation of the overall program. A well structured foundation is essential to ensuring the school counseling program is an integral part of the total educational program for student success.

Definition

A School Counseling Program is composed of a wide variety of educational personnel, activities, and services that are offered in kindergarten through senior high school settings

in an effort to promote student success. Like other educational programs, school counseling programs contain characteristics such as

- Professionally trained and credentialed school counselors
- Student outcomes (based on national standards and indicators)
- Activities and processes that assist students in achieving these outcomes
- Materials and resources

A *team* approach is essential to comprehensive school counseling programs. There is an underlying assumption that all school staff must be actively involved in promoting student achievement. Throughout this program description, *team* refers to teachers, counselors, parents, administrators, psychologists, and other staff. At the core of this team are qualified school counselors who counsel and consult with students and parents and who collaborate with all team members.

Beliefs

Tulsa Public Schools are guided by the following beliefs:

- Effective leaders and classroom teachers have a profound impact on children's lives.
- All children can learn and Tulsa Public Schools can close the achievement gap.
- TPS can be an efficient, effective, performance-based organization.
- Community collaboration is fundamental to achieving and sustaining excellence.
- Tulsa Public Schools should provide a safe, healthy learning environment for students and staff.

Goals

- Student Achievement
- Teacher and Leader Effectiveness
- Performance-Based Culture
- Financial Sustainability
- Safe and Secure Schools

The school counseling program is centered on the belief that education provides a set of meaningful experiences that serve to prepare our children and adolescents to thrive and succeed in a changing world.

Mission Statement

The mission of the Tulsa Public Schools is to provide a quality learning experience for every student, every day, without exception. In order to promote student success, the mission of school counseling programs is to enhance student development in the areas of academic, career, and personal/social development in an effort to improve the educational experience of all students.

Domains, Standards, and Indicators

The Tulsa School Counseling Program facilitates student development in three domains to promote and enhance the learning process. Standards for each domain provide guidance and direction for developing an effective program. Student indicators describe the specific knowledge, attitudes, and skills students should obtain.

Domains are broad developmental areas that include standards and indicators, which promote behaviors that enhance learning for all students. These three domains are interrelated and interact. The three domains of student development are:

- Academic development
- Career development
- Personal/social development

Each of these areas of student development encompasses a variety of desired student learning standards, which in turn are composed of indicators of specific knowledge, attitudes, and skills (see appendix). The program reflects a progression of student development throughout the K-12 sequence. School counselors utilize a variety of strategies, activities, delivery methods, and resources to promote student development.

Standards and goals are often used synonymously. Standards are those statements providing a description of what students should know and be able to do at the highest level of expectation. Standards specify the level or rate of performance the student will achieve against a particular competency or set of indicators. Tulsa's program utilizes ASCA's Student Standards for School Counseling Programs.

Indicators describe the specific knowledge, skills or abilities that individuals demonstrate to meet a specific competency.

Delivery System

Within the delivery system there are two sections with topics: Direct Student Services and Indirect Services. Direct Student Services include guidance curriculum, individual student planning and responsive services. The curriculum component delivers guidance content to every student in a systematic way. The student planning component provides all students an opportunity to work closely with parents or guardians to systematically plan, monitor, and understand their growth and development and take action on their next steps personally, educationally, and occupationally. The responsive services component responds to the direct, immediate concerns of students and includes, but is not limited to individual and group counseling, crisis counseling, referrals and consultation with parents or guardians, teachers or other professional specialists. The system support component enables the school counseling process to be effective through a variety of school counseling program support activities including staff development, testing, research, data analysis, curriculum development, and support to other programs in the school.

Direct Student Services Guidance Curriculum

The guidance curriculum component consists of a written instructional program that is comprehensive in scope, preventive and proactive, developmental in design, coordinated and delivered by school counselors and other educators. Guidance curriculum is designed to facilitate the systematic delivery of activities to every student consistent with the school counseling program's statements of philosophy, goals, and student indicators. The guidance curriculum promotes knowledge, attitudes and skills through instruction in three content areas: academic, career, and personal/social development. The counselor's responsibilities include planning, designing, implementing, and evaluating the guidance curriculum. The curriculum includes a clear explanation of the scope and sequence of its units of instruction. The curriculum includes standards for each grade level and the indicators that are identified and used in the assessment of student indicators. Guidance curriculum and the related indicators are documented in writing and are based on an assessment of the student population. The knowledge, skills and attitudes are taught using a variety of activities and materials. Student mastery of these indicators is assessed using pre-post tests. Curriculum planning and implementation include delivery methods and timelines. Delivery is typically provided through classroom instruction; small group discussions; presentations to parents or guardians; assemblies; and collaborative activities with teachers, support personnel, and other qualified educators.

Classroom instruction: Counselors provide instruction, team teach or assist in teaching the guidance curriculum, learning activities or units in the classrooms, the career center, or other school facilities.

Group activities: Counselors conduct planned small groups outside the classroom to respond to identified student needs or interests.

Student Planning

Student planning consists of school counselors coordinating activities designed to help individual students establish personal goals and develop future plans. School counselors coordinate activities that help all students plan, monitor, and manage their own learning as well as meet indicators in the areas of academic, career, and personal/social development. Within this component, students evaluate their educational, occupational, and personal goals. School counselors help students make the transition from school to school, school to work, and school to higher education or career and technical training. These activities are generally delivered by working with students individually, or in small counseling and advisement groups. Parents or guardians and other school personnel are often included in these activities. Systematic delivery of individual planning for every student includes a variety of strategies aimed to promote student success.

Individual or small group appraisal: School counselors work with students analyzing and evaluating students' abilities, interests, skills, and achievement. Test information and other data are often used as the basis for helping students develop immediate and long term goals and plans.

Individual or small group advisement: School counselors advise students using personal/social, academic, career, and labor market information in planning personal, educational, and occupational goals. The involvement of students, parents or guardians and the school in planning students' programs that meet their needs is critical. Examples of topics within include:

- Test score review, interpretation, and analysis
- Promotion and retention information
- Career awareness
- Exploration of aspirations, hopes, and dreams
- Financial aid
- Interest inventories
- Senior exit interviews and surveys
- □ Four-year or six-year plans and yearly course selection
- Test-taking strategies
- College selection
- Job shadowing
- Senior planning appointments

Indirect Student Services

Responsive services include activities that meet students' immediate needs and concerns. These needs or concerns may require counseling, consultation, referral, information, and specific programs such as peer mediation. Responsive services are available to all students and are often student initiated through self referral. However, teachers, parents or guardians or others may also refer students for assistance. Although school counselors have special training and effective skills to respond to these

needs and concerns, the cooperation and support of the entire faculty and staff are necessary for successful implementation.

School counselors offer a range of services along the continuum from early intervention to crisis response to meet students' needs. School counselors consult with parents or guardians, school personnel and other identified parties when developing plans and strategies for facilitating student development. Specific ongoing responsive services provided by school counselors, such as individual and group counseling, crisis management and suicide prevention, are planned and goal-focused. There are written procedures to be used in crisis situations.

Consultation: Counselors consult with parents or guardians, teachers, other educators and professionals from community agencies regarding strategies to help students and families. School counselors advocate for strategies and support mechanisms that are in the best interest of the students.

Individual and small group counseling: Counseling is provided in a small group or on an individual basis for students expressing difficulties dealing with relationships, personal concerns, or normal developmental tasks. Individual and small group counseling helps students identify problems, causes, alternative, and possible consequences so they can take appropriate action. Such counseling is normally short term in nature. School counselors do not provide therapy. When necessary, referrals are made to appropriate community resources.

Crisis counseling: Crisis counseling provides prevention, intervention, and follow-up. Counseling and support are provided to students and families facing emergency situations. Such counseling is normally short term and temporary in nature. When necessary, referrals are made to appropriate community resources. School counselors provide a leadership role in the district's crisis intervention team process.

Referrals: Counselors use referral sources to deal with crises such as suicidal ideation, violence, abuse, depression, and family difficulties. These referral sources may include mental health agencies, employment and training programs, juvenile services, and other social and community services.

Peer mediation: Many counselors train students as peer mediators, conflict managers, tutors, and mentors. The techniques of peer mediation and conflict resolution are used to help students learn how to make changes in the way they get along better with others.

System support consists of management activities that establish, maintain, and enhance the total school counseling program. School counselors use their leadership and advocacy skills to promote systemic change by contributing in a variety of areas.

Professional development: School counselors regularly update and share their professional knowledge and skills through:

- In-service training: School counselors attend school in-service training to ensure their skills are updated in areas of counseling techniques, curriculum design, technology, and data analysis.
- Professional association membership: As the school counseling profession continues to change and evolve, school counselors can maintain and improve their level of competence by attending professional association conferences and meetings.
- Post-graduate education: As school counselors are completing post-graduate course work, they are encouraged to contribute to the professional literature.

Consultation, collaboration and teaming: Through consultation, partnering, collaborating and teaming, school counselors provide important contributions to the school system.

- Consultation: Counselors must consult with teachers, staff members, and parents
 or guardians regularly in order to provide information, to support the school
 community and to receive feed-back on the emerging needs of students.
- Partnerships with staff, parents or guardians and community relations: This involves orienting staff, parents or guardians, business and industry, civic and social service organizations, and community members in the comprehensive school counseling programs through such means as partnerships, newsletters, local media, and presentations.
- Community outreach: Activities are designed to help counselors become knowledgeable about community resources, referral agencies, field trip sites, employment opportunities, and local labor market information. This may involve counselors visiting local businesses, industries, and agencies on a regular basis.
- Advisory councils: School counselors actively serve on school or community committees and advisory councils. By supporting other programs in the school and community, counselors gain support for the school counseling program.
- District committees: By serving on site and district department, curriculum committees, and advisory boards, school counselors assist in generating school and district support.

Program operations: This includes the planning and management tasks needed to support activities conducted in the school counseling program. It also includes responsibilities that need to be fulfilled as a member of the school staff.

- Operations: These include budget, facilities, policies and procedures, research, and resource development.
- Data Analysis: Counselors analyze student achievement and counseling program related data to evaluate the program, conduct research on activity outcomes, and discover gaps that exist between different groups of students that need to be addressed. Data analysis also aids in the continued development and updating of the school counseling program and resources

- Goals, objectives, and interventions can be designed depending on the needs of the students, school, or community.
- □ Fair share responsibilities: As team members within the educational system, school counselors perform fair share responsibilities that align with and are equal in amount to the fair share responsibilities provided by other educators in the school.
- Parent workshops and Instruction: Counselors conduct workshops and informational sessions for parents or guardians to address the needs of the school community and to reflect the guidance curriculum.

Management System

The management system describes the various organizational processes and tools needed to manage a school counseling program. The management system is organized, concrete, clearly delineated, and reflective of the school's needs. In order to systematically deliver the guidance curriculum and address every student's developmental needs, the school counseling program must be effectively and efficiently managed. Clear expectations and purposeful interaction with administrators, teachers, staff, parents, and students promote student growth, systemic change, and a school counseling program that is integrated into the total educational program.

The organizational foundation of a school counseling program is built on systems of management agreements, active input of an advisory council, student monitoring, use of time, calendars, and a precise understanding of school counseling program and non school counseling program responsibilities. Management systems include efforts by Principals to support school counselors in delivering the program. Principals work collaboratively with counselors to analyze student data and develop timelines for implementation. Counselors set up calendars to ensure program implementation; careful monitoring of student progress and maximizing time spent executing the school counseling program.

Assessments

Tools:

Principal/Counselor planning template

Principal/counselor planning templates within the school counseling program ensure effective implementation of the delivery systems to meet students' needs. The entire school counseling staff, including the administrator in charge of school counseling, must make management decisions based on site needs and data analysis. Site principals and administrators must be involved in this important process. When implementing a comprehensive school counseling program, management system decisions and agreements must be made regarding the organization and assignment of counselors. This should be accomplished in consultation with the principal or school counseling administrator prior to the next step in program implementation.

Advisory Council

An advisory council is a representative group of persons appointed to both advise and assist the school counseling program within a school district. The advisory council reviews the program goals, indicators and results, and participates in making recommendations to the school counseling department, principal, and superintendent. Ideally, advisory council membership reflects the community's diversity. It includes representative stakeholders of the school counseling program: students, parents or guardians, teachers, counselors, administrators, school board members, business, and community members. The council should meet twice a year at a minimum.

Advisory council functions can vary. The area of specialization, number of years an educational program has been in existence, program size, community needs, and other important items all affect the advisory council's functions. School counselors use data to analyze overall program effectiveness and to make decisions regarding changes in program content and delivery. The advisory council members, using their background and expertise, provide support, input, and recommendations for program development and improvement throughout the process. The advisory council, therefore, can be an effective tool to help build an excellent school counseling program. Like any tool, it must be adequately maintained and used properly.

Monitoring Student Progress (School Data Profile)

Using student and school site data to monitor student progress ensures all students receive what they need to achieve school success. School counselors are proficient in the collection, analysis, and interpretation of student achievement and related data. School counselors monitor student progress through three types of data: student-achievement data, achievement-related data, and standards-related data.

Student achievement data: Student-achievement data measure students' academic progress. Student achievement data might include:

- Standardized test data
- Grade point averages
- SAT and ACT scores
- Graduation rate
- Passing all classes
- Promotion and retention rates
- □ Completion of specific academic programs (i.e. honors, college prep, etc.)
- Lexile data

Achievement related data: Achievement-related data measure those fields the literature has shown to be correlated to academic achievement. These data fields might include:

- Course enrollment patterns
- Discipline referrals
- Suspension and expulsion rates
- Alcohol, tobacco and other drug violations

- Attendance rates
- Parent or guardian involvement
- Participation in extracurricular activities

Standards-related data: These data measure student mastery of the competencies delineated in ASCA's National Standards- now called ASCA Student Standards. These data may include:

- Results from assessments measuring indicators in the academic, career, and personal/social developmental domains
- Portfolios that chronicle planning for future outcomes in student development: learning, working, and living.

Disaggregate data

To ensure every student achieves high academic standards and masters the National Standards—CCSS, it is important to not just look at aggregate or global data from the entire student body but to also disaggregate the data. To disaggregate data, school counselors separate data by variables to see if there are any groups of students who may not be doing as well as others. Goals, objectives, and interventions can be designed depending on the needs of the students, school, or community.

Although there are many variables by which data may be disaggregated, the common fields include:

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- Ethnicity
- Socio-economic status (free and reduced lunch)
- Vocational (vocational program track)
- Language spoken at home
- Special education
- Grade level
- □ Teacher(s)

Sample School Counseling Program Activitie	es
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- Individual student academic program planning
- Interpreting cognitive, aptitude, and achievement tests
- Counseling students who are tardy, absent, or have disciplinary problems
- Collaborating with teachers to present guidance curriculum lessons
- Interpreting student records
- Collaborating with teachers regarding management of study halls
- Ensuring that student records are maintained as per state and federal regulations
- Working with students to provide small- and large-group counseling services
- Advocating for students at individual education plan meetings, child study teams, and school attendance review boards
- Disaggregated data analysis

Action plans:

Counselor writes action plans that align with the individual school needs. These plans should align with the district and state mission. These plans should be data driven to support student achievement.

Lesson plans: Counselors write lesson plans to help in delivering group guidance sessions. These plans should align with district guidelines.

Calendars:

Calendars may assist with planning and ensuring program participation. The calendar will be aligned with school district calendar. The calendar establishes a site schedule for the school and counseling program activities. As the program grows and multiple activities are developed, a calendar validates the important support the school counselor program provides.

Calendars can:

- □ Identify grade levels, dates, and activities
- Be published and distributed to appropriate persons: students, staff, parents or guardians and community
- □ Be compared to locally established goals for time spent in the delivery of system components time in direct service to and contact with students.
- □ Be utilized to allocate time for data analysis and program evaluation
- Be used when designing and determining system priorities
- Be shared with the principal as an indicator of leadership, advocacy and foresight in the school counselor's professional approach

Accountability System

Accountability and evaluation of the school counseling program are essential. School counselors choose to answer the question, "How are students different as a result of the school counseling program?" School counselors collect data that demonstrate the link between the school counseling program and student academic success.

School counseling program evaluation typically involves three areas of assessment:

Data Analysis Program results Evaluation

Data Analysis

School counseling programs produce measurable outcomes in student development, specifically *academic, career, and personal/social development*. While counseling programs collaborate with other school staff to affect school-wide outcomes (i.e., school climate, grades, attendance, tardiness, school violence, graduation rates, college going rates...), programs should be held accountable to the areas for which they are directly involved. ASCA's role statement recommends that school counselors spend 80% of their time providing direct services to students, promoting and enhancing student development. Consequently, accountability must be conducted efficiently and effectively.

Outcome results should be focused on standards and indicators. The School Counseling Program presents three standards for each developmental domain: academic, career, and personal/social. In addition, it includes indicators to be used as a template. Counselors must assess the indicators for grade appropriateness and edit them by adding or deleting indicators based upon local needs. These indicators should not be seen as "one size fits all."

Once standards and indicators have been edited and finalized, assessment instruments can be created that provide feedback regarding program effectiveness. Assessments can be administered in a typical pre and post style. Evaluation may compare pre to post, participating to non-participating, and may include responsive observations of staff or students that indicate intended or unintended outcomes related to the program. Creating a results report compiles the data and recommendations for program improvement strategies.

Standards and competency related data: These data measure student mastery of the indicators outlined in the School Counseling Program's Standards and Indicators. These data might include:

- Pre/Post scores on Academic, Career, and Personal/Social assessment instruments
- Percentage of students who have set and attained academic goals
- Percentage of students with educational plans on file

Writing of Technical reports is another way to move beyond effective

- Describe the program, its philosophy, and objectives.
- Describe the evaluation design and summarize results
- Conclusions/discussion and recommendations
- Include any appropriate appendices
- Reports can be used to conduct staff development, make program decisions, and make administrative decisions.

Program results

Program evaluation demonstrates follow-through and professionalism. Program evaluation audits the program's structure and components:

- Is there a program foundation: definition, philosophy, and standards?
- □ Is there a management system: job descriptions, data management?
- Is there a delivery system with appropriate time distributions
- □ ?(80% direct/indirect/20% administrative/fair share)
 - ✓ Guidance Curriculum a list of standards & indicators with activities?
 - ✓ Student Planning what focus and how is it done?
 - ✓ Responsive Services what are services?
- Is there an accountability plan: how are students different?
 - An example of an accountability plan is the OSCAR

Evaluation

The supervision and evaluation of personnel is an important aspect of accountability. A job description provides means to evaluate school counselors. Counselors should be evaluated based upon the details of the TLE Observation and Evaluation Rubric.

- Are they doing what the program says they should be doing?
- Performance-based evaluation
 - ✓ Formative evaluation: following observations of rating scale how well are they doing:

JOB DESCRIPTION

- 1. Implement or assist in implementing the school-based guidance plan
 - A. Develop a written school-based guidance plan based on student needs
 - B. Implement an individual plan of action
- 2. Coordinate counseling with students in areas of need
 - A. Schedule time to provide opportunities for counseling
 - B. Adhere to established system policies and procedures in scheduling appointments and obtaining parental permission
- 3. Conduct individual counseling with students in areas of need
 - A. Counsel students individually
 - B Ensure for new students transitions
- 4. Conduct group counseling with students in areas of educational, career or social emotional/personal needs
 - A. Lead counseling or support groups for students experiencing similar problems
 - B. Evaluate effectiveness of group counseling and make revisions where necessary
- Coordinate with school staff to provide supportive instructional classroom guidance activities that relate to students' educational, career, and social emotional/personal needs
 - A. Collaborate with school staff in planning and scheduling classroom guidance activities
 - B. Conduct or assist in conducting classroom guidance activities related to identified goals and objectives
 - C. Gather evaluative data to determine effectiveness of classroom guidance and student comprehension and make revisions where necessary
- 6. Assist with preparation of students for and interpretation of standardized group testing
 - A. Provide direct or indirect assistance to student preparing for test taking
 - B. Provide information and interpretation to students, parents, or teachers on student test scores, if requested
- 7. Ensure that students receive appropriate career/ life assistance
 - A. Provide or assist in providing information to students and parents on career/life development
 - B. Assist students in their transitions to the next grade and/or transition to middle school.
 - C. Lead skill-building groups in student life skills and citizenship skills.

- 8. Consult with school or system staff about issues, problems, and concerns involving students, as needed or requested
 - A. Exchange relevant information about students or situations with school or system staff
 - B. Develop with school staff a strategy or plan for improving the learning environment
 - C. Follow up on counseling referrals and consultative sessions
 - D. Active engagement in Child Study Teams, 504 plans, and IEP's.
- 9. Consult with parents about issues, problems, and concerns involving students, as needed or requested
 - A. Exchange relevant information about the student with parents.
- 10. Consult with community resources
 - A. Consult with school and system staff in making referrals to TPS approved Community agencies
 - B. Contact, utilize, and follow up on referrals made to community agencies

Counselor's Duties and Functions

Position Title: Elementary School Counselor

Reports to: Building principal and/or other authorized administrators

Performance Tasks:

Counselor Center Management

- A. The Counselor will optimize the physical learning environment to assure efficacy / student learning advantage in alignment with counseling management best practices.
- B. The Counselor plans for delivery of the school's counseling plan relative to short term and long term objectives.
- C. The school counselor contributes to a positive school climate by taking a proactive role in creating a safe, orderly and positive school environment.

School Counselor Effectiveness

- A. School Counselor monitors student progress to maximize student achievement.
- B. School Counselor demonstrates accountability.
- C. The School Counselor creates a professional receiving / open climate so as to insure that Faculty and Staff actively solicit the counselor's special expertise in students' emotional, career and academic progress.

- D. School Counselor participates in the school-wide assessment program.
- E. School Counselor exhibits the skills and temperament to manage students' crises.
- F. Exhibits behaviors and efficiencies associated with professionalism.

III Professional Growth and Continuous Improvement

- A. Uses professional growth as a continuous improvement strategy.
- B. Applies newly acquired professional knowledge.

IV Interpersonal Skills

- A. Effective interactions and communications with stakeholders.
- B. Counselor participates in Fair Share Duties and Responsibilities as required by Principal.

∨ Leadership

- A. School Counselor leads and participates in school-wide efforts to involve parents.
- B. School Counselor advocates effectively for equity issues affecting the educational progress of students.

ELEMENTARY SCHOOL GUIDANCE ACTIVITIES ALIGNED WITH THE TLE RUBRIC

- 1. Counsel students individually and in small groups.
- 2. Participate in child study team committees designed to identify students with academic and/or behavioral challenges.
- 3. Share appropriate reports and recommendations of the visiting teacher and personnel from other agencies/departments with appropriate staff members through staffing, individual conferences, and written reports.
- 4. Confer with the following personnel as needs arise:
 - A. Administrators
 - B. School social workers
 - C. School psychologist
 - D. Community agencies and their personnel
- 5. Provide observation services as outlined in IEPs and assessment of special education students.
- 6. Plan and conduct classroom guidance activities to meet the needs of all students in the areas that address social/emotional, academic and career planning.

- 7. Participate in parent and/or teacher conferences.
- 8. Coordinate a Career Day Program in the elementary school with a minimum of one career presentation to be held for students.
- 9. Implement a *school-wide bullying prevention program* as part of the Comprehensive Guidance and Counseling program.
- 10. Assist with orientation procedures to middle school, magnet schools, etc.
- 11. Attend all professional learning and planned counselor meetings conducted by the Department of Student Services.
- 12. Maintain an active public relations program for the schools guidance department.
- 13. Initiate activities to improve students' scores on standardized test activities:
 - A. participation in school wide testing by offering study tips through classroom guidance.
 - B. creation of bulletin board related to information on testing and careers
- 14. Submit an individual and school plan to the principal.
- 15. Keep and maintain a daily log of activities.
- 16. Submit monthly reports and calendars to the building administrator.
- 17. Attend pre-evaluation conference with principal to review School Counselor Evaluation instrument and to discuss guidance plan for the year.
- 18. Assist in administering standardized tests to all students.
- 19. Counsel with students, individually and in groups, who either have been, or are at risk of failure for the school year.
- 20. Assist in registering students for the school year.
- 21. Counsel with the students registering for summer school, if applicable.
- 22. Publicize school and community summer programs.
- 23. Develop a daily schedule.
- 24. Utilize suggestions for the first week of school.
- 25. Conduct orientations for new students.

- 26. Coordinate record keeping activities and develop a plan for maintenance of records for entering and leaving students.
- 27. Assist with the collection, interpretation, and analyzing school test data.
- 28. Active engagement and supports with ELL,

Appendix

1. Academic Development: Standards and Indicators

			STANDARDS		
knowledge, an	acquire the attitudes, ad skills that contribute arning in school and span.	the to c sub	dents will complete school with academic preparation essential hoose from a wide range of stantial postsecondary options, uding college.	rela wor	dents will understand the ationship of academics to the rld of work, and to life at home in the community.
			INDICATORS		
achievem B. Use commod know when help wher C. Articulate competen a learner D. Accept must the learning E. Demonstres persistency learning F. Take respenditions G. Demonstres independer	munication skills to en and how to ask for n needed	A. B. C. D.	K-6 Establish challenging academic goals at each grade level Demonstrate the motivation to achieve individual potential Become self-directed and independent learners Understand the relationship between classroom performance and success in school Seek information and support from faculty, staff, family, and peers	А.	K-6 Seek co-curricular and community experiences to enhance the school experience Understand the relationship between learning and work
learning B. Apply time task mana C. Develop a	7-8 positive interest in e management and agement skills a broad range of and abilities	A. B. C.	7-8 Apply the study skills necessary for academic success Use assessment results in educational planning Apply knowledge of aptitudes and interests to goal setting Use knowledge of learning styles to positively influence school performance	А.	7-8 Understand how school success and academic achievement enhance future career and avocation opportunities Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life
which lead B. Apply kno styles to p school pe C. Demonstr	9-12 Ititudes and behaviors It to successful learning whedge of learning positively influence rformance rate dependability, ty, and initiative powledge	A. B. C.	school performance 9-12 Learn and apply critical thinking skills Organize and apply academic information from a variety of sources Develop and implement an annual plan of study to maximize academic ability and achievement Use problem-solving and decision-making skills to assess progress toward educational goals Identify postsecondary options consistent with interests, aptitude, achievement, and abilities	A. B.	9-12 Understand that school success is the preparation to make the transition from student to community member Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals

2. Career Development: Standards and Indicators

			STANDARDS					
inve rela	dents will acquire the skills to estigate the world of work in to knowledge of self and to ke informed career decisions.	ach	dents will employ strategies to ieve future career goals with cess and satisfaction.	rela qua	dents will understand the ationship between personal alities, education, training and the rld of work.			
	INDICATORS							
	K-6		K-6		K-6			
A. B. C. D. E.	Learn how to interact and work cooperative in teams Learn about the variety of traditional and nontraditional occupations Learn to make decisions Learn how to set goals Acquire employability skills such as working on a team, problemsolving, and organizational skills	A. B.	Demonstrate knowledge of the career planning process Identify personal skills, interests, and abilities and relate them to current career choices	A. B. C.	Learn to work cooperatively with others as a team member Identify personal preferences and interests which influence career choices and success Learn how to use conflict management skills with peers			
	7-8		7-8		7-8			
А. В.	Develop a positive attitude toward work and learning Develop skills to locate,	А.	Apply decision-making skills to career planning, course selection, and career transitions	Α.	Demonstrate how interests, abilities, and achievement relate to achieving personal, social,			
C.	evaluate, and interpret career information Develop an awareness of	B.	Describe traditional and nontraditional occupations and how these relate to career	B.	educational, and career goals Understand the relationship between educational			
D.	personal abilities, skills, interests, and motivations Understand the importance of	C.	choice Demonstrate awareness of the education and training needed	C.	achievement and career success Explain how work can help to			
E.	planning Develop hobbies and	D.	to achieve career goals Learn how to use the Internet to		achieve personal success and satisfaction			
F.	avocational interests Utilize time- and task- management skills		access career planning information	D.	Understand that work is an important and satisfying means of personal expression			
	9-12		9-12		9-12			
А. В.	Pursue and develop competency in areas of interest Balance between work and leisure time	A.	Use employability and job readiness skills in internship, mentoring, shadowing, and/or other world of work experiences	A. B.	Understand that the changing workplace requires lifelong learning and acquiring new skills Describe the effect of work on			
C.	Apply job readiness skills to seek employment opportunities	B.	Select course work that is related to career interests	C.	lifestyle Understand the importance of			
D.	Demonstrate knowledge about the changing workplace	C.	Assess and modify their educational plan to support) .	equity and access in career choice			
E.	Learn about the rights and responsibilities of employers and employees	D.	career goals Know the various ways which occupations can be classified	D.				
F. G.	Learn how to write a resume Understand the importance of responsibility, dependability, punctuality, integrity, and effort	E. F.	Use research and information resources to obtain career information Understand how changing		such as internships, shadowing, and/or mentoring experiences			
Н.	in the workplace Learn to respect individual uniqueness in the workplace	G.	economic and societal needs influence employment trends and future training Maintain a career planning portfolio					

3. Personal/Social Development: Standards and Indicators

			STANDARDS				
attit hel	dents will acquire the knowledge, tudes, and interpersonal skills to p them understand and respect and others.	goals	lents will make decisions, set s, and take necessary action to eve goals.	Students will understand safety and survival skills.			
			INDICATORS				
	K-6		K-6		K-6		
A. B. C. D. E. F. G. H. I. J. K.	Develop a positive attitude toward self as a unique and worthy person Identify and express feelings Distinguish between appropriate and inappropriate behaviors Learn how to make and keep friends Understand the need for self-control and how to practice it Learn the goal-setting process Recognize personal boundaries, rights, and privacy needs Demonstrate cooperative behavior in groups Identify personal strengths and assets Recognize that everyone has rights and responsibilities Recognize, accept, respect, and appreciate individual differences Recognize, accept, and appreciate ethnic and cultural diversity	B. C.	Demonstrate a respect and appreciation for individual and cultural differences Understand consequences of decisions and choices Demonstrate when, where, and how to seek help for solving problems and making decisions Know how to apply conflict resolution skills	A. B. C. D. E.	Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact) Learn the difference between appropriate and inappropriate physical contact Demonstrate the ability to assert boundaries, rights, and personal privacy Learn techniques for managing stress and conflict Learn coping skills for managing life events		
	7-8		7-8		7-8		
А. В.	Identify values, attitudes, and beliefs Understand change as a part of	В.	Use a decision-making and problem-solving model Identify alternative solutions to a	Α.	Differentiate between situations requiring peer support and situations requiring adult		
C.	growth Respect alternative points of view	C.	problem Develop effective coping skills for dealing with problems	B.	professional help Apply effective problem-solving and decision-making skills to		
D.	Use effective communication skills	D.	Know when peer pressure is influencing a decision	C.	make safe and healthy choices Learn about the emotional and		
E.	Know that communication involves speaking, listening, and nonverbal behavior	E.	Use persistence and perseverance in acquiring knowledge and skills		physical dangers of substance use and abuse Learn how to cope with peer pressure		
	9-12		9-12		9-12		
A. B.	Recognize and respect differences in various family configurations Identify and discuss changing	В.	Develop an action plan to set and achieve realistic goals Identify long-term and short-term goals	A.	Learn about the relationship between rules, laws, safety, and the protection of an individual's rights		
C.	personal and social roles Identify and recognize changing family roles		Identify alternative ways of achieving goals	B.	Identify resource people in the school and community, and know how to seek their help		

ASCA NATIONAL STANDARDS: DEVELOPMENTAL CROSSWALKING TOOL

This form is a tool that can be used to assist you in planning your overall guidance curriculum.

ACADEMIC DEVELOPMENT DOMAIN	K-2	3-5	6-8	9-12
Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.				
Competency 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 which lead to successful learning				
Competency 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				
Competency 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 interest 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 postsecondary options, including college.	K-2	3-5	6-8	9-12
Competency 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				

ACADEMIC DEVELOPMENT DOMAIN	K-2	3-5	6-8	9-12
Competency B2 Plan to Achieve Goals				
A:B2.1 establish challenging academic goals in elementary, middle/junior high, and high school				
A:B2.2 use assessment results in educational planning				
A:B2.3 develop and implement an 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.	K-2	3-5	6-8	9-12
Competency C1 Relate School to Life Experience				
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 DOMAIN	K-2	3-5	6-8	9-12
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.				
Competency A:1 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				

CAREER DEVELOPMENT DOMAIN	K-2	3-5	6-8	9-12
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				
Competency A:2 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 resume				
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.	K-2	3-5	6-8	9-12
Competency B:1 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 non-traditional occupations and how these relate to career choice				
C:B1.8 understand how changing economic and societal needs influence employment trends and future training.				
Competency B:2 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.				
				t

C:B2.4 select course work that is related to career interests

C:B2.5 maintain a career planning portfolio		
C.B2.5 maintain a career planning portiono		

STANDARD C: Students will understand the relationship between personal qualities, education, training, and the world of work.	K-2	3-5	6-8	9-12
Competency C:1 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 which influence 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				
Competency 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 DOMAIN	K-2	3-5	6-8	9-12
STANDARD A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.				
Competency 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				

PERSONAL/SOCIAL DOMAIN	K-2	3-5	6-8	9-12
Competency A2 Acquire Interpersonal Skills				
PS:A2.1 recognize that everyone has rights and responsibilities				
PS:A2.2 respect alternative points of view				
PS:A2.5 recognize and respect differences in various family configurations				
PS:A2.3 recognize, accept, respect and appreciate individual differences				
PS:A2.4 recognize, accept and appreciate ethnic and cultural diversity				
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.	K-2	3-5	6-8	9-12
Competency 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 demonstate 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	K-2	3-5	6-8	9-12
Competency 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				

Competency C1 Acquire Personal Safety Skills	K-2	3-5	6-8	9-12
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				



TLE Observation and Evaluation Rubric Counselors

2013-2014

Domain/Relative Weight	Dimei	nsion	Page
Counselor Center Management	1. 2.	Work Area Environment Management of the Counseling Program	2
20%	3.	Building Climate	3
School Counseling Effectiveness 30%	4. 5. 6. 7.	Monitors Student Progress Demonstrates Accountability Consultation and Collaboration Assists with Building-Wide Assessment	4 5 6 7
	8.	Demonstrates Skills and Temperament to Handle Crisis Interventions with Students and Families	7
	9.	Exhibits Professional Behaviors and Efficiencies	8
Professional Growth & Continuous Improvement 10%	10.	Uses Professional Growth as an Improvement Strategy	9
Interpersonal Skills	11.	Effective Interactions/ Communications with Stakeholders	10
20%	12.	Participates in Fair Share Duties	11
Leadership 20%	13. 14.	Leadership Involvements Advocates for Educational Equity	11 12



Domain: Counselor Center Management

Dimension: Work Area Environment

The Counselor will optimize the physical learning environment to assure efficacy / student learning advantage in alignment with counseling management best practices.

1	2	3	4	5
Ineffective	Needs Improvement	Effective	Highly Effective	Superior
The counseling center (as set up by the counselor) prohibits learning opportunities, order, cleanliness, safety and ease of traffic flow. Physical resources are not utilized as designed and instructionally intended.	The counseling center lacks organization for learning opportunities, order, cleanliness, safety and ease of traffic flow. Physical resources are not optimized for effective utilization.	The counseling center is organized for providing learning / counseling opportunities, order, cleanliness, safety and ease of traffic flow. Physical resources are well placed in locations that enhance their functions and do not interfere with other functions.	The counseling center is organized for efficacy in learning / counseling opportunities, order, cleanliness, safety and ease of traffic flow. Physical resources that enhance their functions and do not interfere with other functions.	Includes the narrative descriptions in performance category 4, plus the counseling center could serve as an exemplary model for replication at district level.

Domain: Counselor Center Management Dimension: Comprehensive Counseling Plan

The Counselor plans for delivery of the school's counseling plan relative to short term and long term objectives.

1	2	3	4	5
Ineffective	Needs Improvement	Effective	Highly Effective	Superior
Has no guidance program to support students' academic, career and personal / social development.	Has a guidance program that has not been fully developed or implemented. Program resembles random acts of guidance.	Delivers district- provided curriculum (e.g., 2nd step, bully proofing) to all students. Coordinates ongoing systemic activities to help students on an individual and small group basis.	Provides all students with a guidance curriculum that is comprehensive, proactive and developmental. Coordinates ongoing systemic activities to help students on an individual and small group basis Creates and distributes an event calendar to meet short and long term programmatic school counseling goals. Has developed curriculum to meet students' academic, career and personal /	Includes the narrative descriptions in performance category 4, plus uses student data from discipline reports, teacher feedback surveys, administrative feedback data and parent surveys to drive the counseling program. Counselor assesses current comprehensive counseling plan through a formal needs analysis on a yearly basis and constructs a new comprehensive plan for each school year based on the needs analysis.

E			
		social development.	

Domain: Counselor Center Management

The school counselor contributes to a positive school climate by taking a proactive role in creating a safe, orderly and positive school environment.

1	2	3	4	5
Ineffective	Needs Improvement	Effective	Highly Effective	Superior
The school counselor makes no contribution to the building's climate.	The school counselor's contributions to the building climate are haphazard and random.	School counselor assesses school's strengths and deficiencies regarding students' suspensions, discipline referrals, etc. and designs interventions to address these. School counselor communicates strengths and deficiencies of school climate issues to stakeholders (e.g. faculty/staff, parents, and community partners.) School counselor contributes to a healthy school climate by implementing, and assessing evidence-based practices to address school's areas of concerns.	Includes the narrative descriptions in performance category 3. In addition, collaborates with parents, teachers and staff regarding school's needs.	Includes the narrative descriptions in performance category 4. Additionally, as an integral part of a site data team, analyzes building climate data (discipline referrals, attendance of students and staff, suspension data, parent surveys, teacher surveys) and plans interventions to address area of need. Plans collaboratively to celebrate building's strengths.

Dimension: **Building Climate**

Domain: School Counseling Effectiveness

Dimension: Monitors Student Progress

$School\ Counselor\ monitors\ student\ progress\ to\ maximize\ student\ achievement.$

1	2	3	4	5
Ineffective	Needs Improvement	Effective	Highly Effective	Superior
Has no system for ensuring that students meet district promotional criteria. Does not inform parents / guardians that a student needs intervention(s) to meet with school success. Does not communicate progress to parents / guardians in a consistent and reliable manner.	Deeds Improvement Utilizes an inconsistent system for ensuring that students meet district promotional criteria. Rarely informs parents / guardians that a student needs intervention(s) to meet with school success. Communicates progress to parents/guardians in an inconsistent and unreliable manner.	Has a consistent system for ensuring that students meet district promotional criteria. Informs parents / guardians that a student needs intervention(s) to meet with school success. Communicates progress to parents/guardians in a consistent and reliable manner. Provide students referrals to summer school programs, tutoring, mentoring, etc. Informs parents of	Includes the narrative descriptions in performance category 3. Additionally, provides student advisement/CST, and short and long term academic planning. Participates in IEPs, CSTs, and 504 plans/ focused on developing an academic plan into the future related to students' needs and interests. Establishes contact with students at risk of failure and collaborates	Includes the narrative descriptions in performance category 4. Additionally, meets weekly to discuss student progress. Meetings at this level are marked by a highly collaborative process that seeks information/intervention ideas from various sources (may include the therapeutic community, the medical community, parents, etc.)
		etc. Informs parents of possible retention.	with teachers and	
		possible retention.	parents to address the	
			needs with helping to	
			develop plans of	
			interventions.	

Domain: School Counseling Effectiveness

Dimension: Accountability Reports

School Counselor demonstrates accountability.

	iseioi uemonstrates			
1	2	3	4	5
Ineffective	Needs Improvement	Effective	Highly Effective	Superior
The school counselor does not use data to measure program effectiveness.	The school counselor uses data in a random, inconsistent manner.	School counselor accesses baseline data to show areas of school need in regard to attendance, discipline and achievement. School counselor demonstrates accountability for time spent working with students.	School counselor accesses data targeted toward overall school improvement goals to show evidence of program effectiveness and routinely organizes the data to demonstrate the counseling program's impact on student achievement, building climate, student discipline. Reviews interventions in a collaborative way through a data-based team. Monitors program interventions in a collaborative, data-based, systematic manner. Considers school counseling data that affects the achievement gap and plans intentional guidance activities aimed at closing the gap. These interventions might take the form of classroom guidance, small group guidance or individual work with students.	Includes the narrative descriptions in performance category 4. Additionally, shares interventions and results reports throughout the school year with colleagues and publishes cumulative annual result report (OSCAR) Oklahoma School Counseling Accountability Report that is shared with building leadership.

Domain: School Counseling Effectiveness

Dimension: Consults and Collaborates

The School Counselor creates a professional receiving / open climate so as to insure that Faculty and Staff actively solicit the counselor's special expertise in students' emotional, career and academic progress.

and academic prog				
1	2	3	4	5
Ineffective	Needs Improvement	Effective	Highly Effective	Superior
The school counselor typically works in isolation from faculty, refuses to participate in building-level committees.	The school counselor participates in some school committees, but does not engage fully in collaborative activities.	The school counselor volunteers to participate in school committees, e.g. school improvement teams, school safety teams, professional development teams, to collaborate and consult on progress in student personal/social, career – college readiness, and academic growth. The school counselor contributes to the achievement of students through consultation as requested with faculty and parents on student personal/social, career – college readiness, and academic growth. School counselor establishes contact with outside agencies and school community partners to respond to student crisis.	Includes the narrative descriptions in performance category 3, plus coordinates a formal advisory team made up of school and community members addressing student personal/social, career – college readiness, and academic growth. The school counselor contributes to the achievement of students by proactively consulting and collaborating with faculty, parents and outside agencies to address student social/personal, career – college readiness, and academic growth. School counselor seeks to collaborate with outside agencies and school community partners to address student personal/social needs in a proactive manner.	Includes the narrative descriptions in performance category 4. Additionally, shares advisory team input with building leadership to facilitate any needs as determined. The school counselor facilitates training, workshops, or other events to provide learning opportunities in student personal/social, career — college readiness, and academic growth. For colleagues, parents, etc. School counselor facilitates the involvement of community partners in the school setting to provide learning opportunities to address student personal/social needs.

Domain: School Counseling Effectiveness Dimension: Student Assessment (testing, surveys) School Counselor participates in the school-wide assessment program.

1	2	3	4	5
Ineffective	Needs Improvement	Effective	Highly Effective	Superior
School counselor rarely	School counselor	School counselor	Includes the narrative	Includes the narrative
or never attends	inconsistently attends	attends all mandatory	descriptions in	descriptions in
mandatory meetings	mandatory meetings	meetings required at	performance category	performance categories
required at the building	required at the building	the building level	3.	3 and 4.
level related to student	level related to student	related to student		
assessment.	assessment.	assessment.	Additionally, prepares	In addition, as an
			testing schedule with	integral collaborator on
School counselor rarely	School counselor	School counselor	intentionality by	the school's data team,
or never attends district	inconsistently attends	attends district	considering individual	the school counselor
mandatory meetings	district mandatory	mandatory meetings	student's needs and	fully understands the
required for building	meetings required for	required for building	accommodating these	requirements of
level assessments.	building level	level assessments.	through the schedule.	AYP/API and helps lead
	assessments.			the school's efforts
School counselor shows		School counselor, in	As part of a data-based	toward removing
no evidence of planning	School counselor does	collaboration with other	team, reviews student	student barriers that
and executing an	not collaborate with	assigned personnel,	test data to help in the	result in a more
effective building	other assigned	plans and executes an	process of planning	equitable education for
assessment program.	personnel in the	effective building	instruction and	all student groups and
	planning and execution	assessment program.	interventions.	closing the achievement
	of the building		Assists in the	gap.
	assessment program.		organization and	The school counselor
			delivery of testing	participates in data
			results to students,	analysis and plans for
			parents, and faculty.	feedback in a
			parcitis, and faculty.	systematic manner to
				teachers, parents and
				students.

8

Domain: School Counseling Effectiveness

Dimension: Skills and Temperament

School Counselor exhibits the skills and temperament to manage students' crises.

1	2	3	4	5
Ineffective	Needs Improvement	Effective	Highly Effective	Superior
The school counselor is unable to respond appropriately in a crisis situation. Does not follow board policy.	The counselor does not demonstrate full understanding of crisis situations and doesn't fully follow board policy and procedures.	Demonstrates calm and confidence when confronted with student crises (child abuse, student suicide ideation, student trauma, etc.) School counselor shows understanding,	Includes the narrative descriptions in performance category 3. Additionally, the counselor creates an open and receiving climate so as to assure that staff, faculty and	Includes the narrative descriptions in performance categories 3 and 4. School counselor's ability to deal with crisis and interventions serves as a model for other counselors in the

confidentiality and compliance of school	building leadership seek the counselor's skill set	district.
board policy when	to provide support in	
dealing with student	crisis management with	
crisis.	students, families, staff and faculty.	

Domain: School Counseling Effectiveness Dimension: Behaviors and Efficiencies

Exhibits behaviors and efficiencies associated with professionalism.

Exhibits bei	naviors and efficienc	ies associated with j	professionalism.	
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as delineated in performance category 3 – Effective.	Exhibits inconsistent reliability-based behavior patterns as evidenced by flawed punctuality and dependability; not adhering to prescribed arrival and departure times; not following notification and reporting procedures for absences; not complying with reporting timelines and other time sensitive information / compliance requests as delineated in category 3-Effective.	Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests.	Exhibits highly consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests, e.g., lesson plans, and accountability results reports. At the direction of administrators, shows a flexibility to accommodate parents' schedules, makes home visits, meets in vertical teams to discuss student needs, and meets the needs of students in crisis.	Serves as a model and mentor exhibiting consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests, e.g., lesson plans, and accountability results reports. Meets all the categories delineated in category 4, and in addition shows a high degree of initiative in meeting the needs of parents' schedules, making home visits, meeting in vertical teams and meeting the needs of students in crisis.

Domain: Professional Growth and Continuous Improvement

Dimension: Strategy

Uses professional growth as a continuous improvement strategy.

— Uses profes	Siuliai gi uwui as a co	ontinuous improven	ient strategy.	
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not participate in professional development that updates their content knowledge and professional practices.	Participates in a portion of the required minimum hours of professional development. The professional development does not update their content knowledge and current professional practices.	Participates in the required minimum hours of professional development updating their content knowledge and current professional practices.	Actively participates in the required hours of professional development and seeks feedback on the need for additional training to update content knowledge and professional practices beyond what is required.	In addition to participating in the required hours of professional development and additional training, the counselor makes a substantial contribution to the profession through activities such as, coaching and mentoring new counselors, teachers and other staff, educating building personnel in professional practices, making presentations conducting action research, and/or writing articles for grade level, department level, internal / school-wide and/or external publication. Writings that could be used as "models" may include classroom newsletters, parent / community communications, etc.

Domain: Interpersonal Skills

Dimension: Interactions and Communications

Effective interactions and communications with stakeholders.

1	2	3	4	5
Ineffective	Needs Improvement	Effective	Highly Effective	Superior
Provides minimal or no information to families and makes no attempt to engage them in the educational program. Oral, written and nonverbal communication is unclear (without regard to student misconceptions) and inconsiderate to students, as characterized by insensitivity, demeaning language and condescension Makes decisions based on self-serving interests. Never consults other staff or team members.	Appears to be inconsistent and inaccurate in providing information to families and engaging them in the educational program. Oral, written, and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion. Makes decisions assuming the result will be positive for everyone. Never checks to see if it is or will be.	Interacts with families in a timely, consistent, positive and professional manner. Complies with school procedures for communicating with families and makes an effort to engage families in the educational program. Uses effective communication skills with students. Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, positive, and rarely requires further explanations. Collaborates appropriately and makes decisions that reflect genuine professional consideration. Providing parental educational opportunities via multiple venues including, but not limited to newsletters, parent workshops, etc.	Communicates frequently and sensitively with families and engages them in the educational program. Oral, written, and nonverbal communication is clear, considerate, sensitive and positive. Further explanations to avoid confusion are not needed. Maintains an open mind and participates in collaborative decision making respecting and considering the thoughts of all staff: teachers, support staff and administrators. Willingness to share site designed parental educational opportunities via multiple venues, e.g., newsletters, parent workshops, etc. with the balance of the counseling staff of TPS.	Includes the narrative descriptions in performance category 4. Communicates consistently and sensitively with families and uses diverse methods to engage them in the educational program and supports their participation Oral, written, and nonverbal communication is clear (with conscientious regard and anticipation of possible student misconceptions), considerate, sensitive and positive. Communication is clearly and respectfully understood by diverse stakeholders. Takes a leadership role in advocating that all collaborative decisions are based on the highest professional standards. Seeks out the expertise and opinion of other professionals and agencies beyond the building level before considering collaborative decisions.

Domain: Interpersonal Skills
Counselor participates in Fair Share Duties and Responsibilities.

Dimension: Fair Share Duties

1	2	3	4	5
Ineffective	Needs Improvement	Effective	Highly Effective	Superior
Left blank by design.	Left blank by design.	School counselor understands the counseling role and accepts a portion of fair share duties and responsibilities to ensure the smooth functioning of the building.	Left blank by design.	Left blank by design.

Leadership Dimension: Involvements
School Counselor leads and participates in school-wide efforts to involve parents.

1	2	3	4	5
Ineffective	Needs Improvement	Effective	Highly Effective	Superior
Provides no evidence of leadership as described in performance category 3 – Effective.	Declines becoming involved in school events. Avoids becoming involved in school and district projects. Makes no effort to share knowledge with others or to assume professional responsibilities.	Participates in school events when asked. Participates in school and district projects when asked. Finds ways to contribute to the profession and follows through.	Volunteers to participate in school events making a substantial contribution. Volunteers to participate in school and district projects making a substantial contribution. Participates actively in assisting other educators.	Includes the narrative descriptions in performance category 4. Volunteers to participate in school events, making a substantial contribution and assumes a leadership role in at least some aspect of school life. Volunteers to participate in school / district projects, making a substantial

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Leadership Dimension: **Advocating Equity**

School Counselor advocates effectively for equity issues affecting the educational progress of students

1	2	3	4	5
Ineffective	Needs Improvement	Effective	Highly Effective	Superior
Provides no evidence of leadership as described in performance category 3 – Effective.	Makes no effort to share knowledge with others or to assume professional responsibilities. Rarely contributes to the modification of school practices that would result in students being better served by the school.	Finds ways to contribute to the profession and follows through. Assumes a proactive role in addressing student needs by making consistent attempts at removing any and all barriers confronting the life of a child.	Works within the context of a particular team or department to ensure that all students receive a fair and equal opportunity to succeed. Assumes a proactive role in successfully removing barriers thereby maximizing student success.	Includes the narrative descriptions in performance category 4. Makes a particular effort to challenge negative attitudes and helps ensure that all students are served in an equitable manner, particularly those traditionally underserved.

School Year	School	Date
Counselor		
	TIC DELIVERY	
	elor/counselors will spend approximately the following tim	e in each component
	delivery of the school counseling program.	1
	ne delivering guidance curriculum	
	ne with individual student planning	
	ne with responsive services	
	ne with system support	
Lessons	s will be delivered in the academic, career and personal/soc	cial domain.
Programs and serv	rices presented and available to staff include:	
Programs and serv	rices presented and available to parents include:	
Programs and serv	rices presented and available to the community include:	
The school counse	elor will be available to individual students/parents/teacher	s at the following times:
PROFESSIONA	L DEVELOPMENT	
The school counse	elor/counselors will participate in one or more of the follow	ving professional development:
	onth district meetings for counselors	•
Yearly sta	ate conference	
Yearly na	ational conference Classes and/or workshops	
Other Ex	plain	
	L COLLABORATION	
	meeting with the administration	
	h present something to the faculty	
	n meeting with grade level teams	
	meeting with advisory council	
Other		

How will this plan be monitored during the school year?

Counselor signature & date Principal signature & date	
	

AUGUST

- Assist and greet new students
- Organize a Guidance Advisory Committee (This can be done through Child Study Team)
- Attend District Back to School Meeting
- Attend Professional Development regarding Bully Policy, Suicide, and Child Abuse Reporting
- Meet with faculty and provide them with a packet of services that you provide
- Acquaint faculty with Child Study Team process
- Plan orientation for new students
- Send home letter to parents informing them of availability of counseling services and Bully Policy, TIPS)
- Plan and schedule classroom guidance sessions for the year
- Develop a tentative calendar of other specific guidance activities for the school year.
- Review Child Study team folders and IEP folders to be aware of current student needs.
- Identify any student who was referred for testing at the end of the previous school year and follow up.
- Identify ELL students and meet w/ ELL teacher
- Identify Gifted Students and meet with GT teacher
- Identify Special Education students and meet w/ SPED teacher
- Plan a meeting for new teachers explaining your philosophy of the guidance program, CST,
 Testing, referral process, and other guidance procedures
- Visit all classrooms and meet students and introduce counseling services.
- Meet with Principal to set up goals for guidance program.
- Renew Certificate on TIPS

SEPTEMBER

- Serve as a teacher consultant
- Schedule and attend parent conferences
- Conduct classroom guidance (introduce guidance program and Bullying policy, TIPS)
- Do a needs assessment with teachers and/or students regarding small groups
- Maintain a daily log
- Turn in a Comprehensive Guidance plan to your Administrator
- Pass out Calendar of your activities to teachers, staff, and parents
- Write a monthly newsletter
- Organize Child Study Team meetings and/ or be a part of the planning of Child Study team meetings
- Organize and distribute Benchmark testing materials
- Keep daily log
- Identify and organize Operation School Bell students
- Attend district PD

- Conduct individual and group counseling sessions
- Conduct classroom guidance(Drug Awareness month)
- Attend parent conferences when appropriate
- Serve as teacher consultant
- Meet with counseling advisory committee
- Check in with new students
- Attend professional development
- Keep daily log
- Submit monthly guidance calendar
- Identify and counsel students who had failing grades during first nine weeks. Set up a weekly grade check. Run report on Power School.
- Check on tutoring services available
- Identify students with absent/tardy issues. Send parent notes home. Run report on PowerSchool
- Write newsletter article
- Assist and coordinate Red Ribbon Week
- Organize Child Study Team meetings
- Review your retention policy with staff.
- Follow up on students who may be in patient and possible transitions back.
- Attend District PD

NOVEMBER

- Conduct individual and group counseling sessions
- Schedule and conduct classroom guidance(Study skills, homework help)
- Schedule parent conferences
- Serve as a teacher consultant
- Meet w/ your PTA and/or plan a parent night on how to help kids w/ Study skills
- Keep daily log
- Maintain and submit monthly calendar
- Organize Child Study team meetings
- Check on tutoring/interventions
- Write newsletter article and/or update website
- Coordinate Holiday resources for families in need
- Run reports on attendance and grades. Discuss and problem solve during Child Study team
- Coordinate Benchmark testing
- Attend district PD

DECEMBER

- Conduct individual and group counseling sessions
- Conduct classroom guidance (Conflict resolution) sessions
- Schedule parent conferences
- Identify and counsel students with failing grades. Run report on PowerSchool Set up a daily/weekly grade check

- Identify students with tardy/absenteeism issues. Run absent/tardy report on Power School. Send home a parent note. Submit names to school registrar if they exceed limit.
- Conduct Child Study team meetings.
- Follow up on tutoring interventions
- · Coordinate holiday resources for families in need
- Keep daily log
- Submit monthly calendar to teachers and administrator
- Write family newsletter
- Organize and distribute testing materials.
- Attend district PD

JANUARY

- Conduct individual and group counseling sessions
- Check in with students who have failing grades
- Classroom Guidance(Anger Management)
- Schedule parent conferences
- Orient any new students who have come after the break
- Serve as teacher consultant
- Conduct a Guidance Advisory Committee meeting
- Attend any professional development opportunities for counselors(State testing meeting)
- Keep daily log
- Maintain and submit guidance calendar
- Conduct Child Study Team meetings
- Follow up on tutoring interventions
- Write Newsletter
- Run reports on attendance and grades. Discuss and problem solve during Child Study team
- Attend district PD

FEBRUARY

- Conduct individual and group counseling sessions
- Conduct classroom guidance on bullying
- Coordinate a school wide Bullying Prevention Awareness campaign
- Plan a parent night regarding bullying and conflict resolution
- Schedule parent conferences
- Serve as a teacher consultant
- Keep daily log
- Maintain and submit guidance calendar
- Conduct Child Study team meetings
- Write newsletter
- Run reports on attendance and grades. Discuss and problem solve during Child Study team
- Organize State Writing test
- Attend district PD
- Summer School referrals

MARCH

- Conduct individual and group(conclude groups at this time) counseling sessions
- Conduct classroom guidance(test taking skills) sessions
- Assist w/coordinate OCCT testing materials. Find test monitors.
- Assist with parent teacher conferences
- Collaborate w/middle school representatives for orientation for upcoming students to their buildings
- Prepare reports and letters on attendance and grades. Discuss at parent teacher conferences.
- Assist and participate in retention review committee at site
- Child Study team focus on Testing schedule and retention
- Keep daily log
- Maintain and submit calendar
- Prepare parent newsletter
- Write draft of OSCAR
- Attend district PD
- Submit Bully Compliance Checklist
- Follow up on Summer School referrals

APRIL

- Serve as a teacher consultant
- Organize and administer OCCT
- Lead test monitor in-service for Volunteers
- Plan a session for teachers on administering the OCCT
- Keep daily log
- Submit calendar
- Prepare parent newsletter
- Complete OSCAR
- Attend district PD

MAY

- Conduct Individual counseling sessions
- Conduct classroom guidance sessions (Career Awareness, Summer Safety.... Water safety, bike safety, stranger awareness)
- Schedule/assist w parent conferences regarding retention
- File any paperwork regarding excessive absences
- Serve as teacher consultant
- Counsel w/ failing students and parents to discuss summer school options and retention

- Keep daily log
- Maintain and submit calendar
- Assist w/ transitioning folders to middle school (Take Child Study folders to feeder middle school. Meet w/ 6th or 7th grade counselor
- Host a parent meeting at your school with middle and high school feeder pattern Principals and Counselors.
- Plan a Guidance Advisory committee meeting regarding plan and priorities for next year.
- Conclude Child Study team for year. Assist teachers w/Batelle during CST
- Complete preparation of school closing
- Assist w/ sectioning of students for upcoming school year.
- Attend District PD

FORMS:

Please call Child Abuse Hotline 918-584-1222

Use this form only if you feel the child is not in immediate danger and you were unable to make a phone report.

Complete with typed text and send this form to STO.Hotline.Referral@okdhs.org
If printed out and completed by hand, scan and email to same address or fax to 405-936-0922

Report	er Infoi	rmatio	n:					
Name:								
Relations	ship to ref	ferral:						
Phone nu	ımber:							
Email add	dress:							
Family	Inform	ation						
Address	(finding a	ıddress,	not PO or RR a	address):				
Direction	s:							
Phone nu	ımber:							
Please pi	ovide the	followi	ng information	for all house	hold membe	rs:		
Full Name	Gender	Birth date	Approximate Age	Phone number(s)	Employer	Child Care	School	Grade
		l		I	I	1	I	I

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Incident Details:

Please explain how the child(ren) are abused or neglected:

What prompted you to call today?

Does the child(ren) have any injuries? If so, please describe.

Does the child(ren) need immediate medical attention?

Does the person who hurt the child(ren) have access to or contact with the child?

When is the last time you saw the child(ren)?

Were they in good condition?

Are you aware of any safety problems with a social worker going to the home?

Are there special circumstances such as cultural or language barriers?

Who else knows of this situation? Please provide names and phone numbers.

What family connections/supports systems does this family have?

Completion of this form does not necessarily constitute a full report of abuse and neglect. We may need to contact you for more information to complete this process. Please provide contact information with the best time of day and phone number to for contact.

Bullying Investigation Form

School Personnel Completing Form:		Position:	
Today's date:///// Year	_	School:	
Who reported this incident ? Nam	 ne:		
Telephone:	E-mail:		
☐ Student ☐ S ☐ School Staff ☐	,	,	ian 🗖 Close adult relative
 Name of student target : Days absent as a result of the incident:	-5 □ 6-10	Age: □ more than 10	
2. Name(s) of alleged offender(s) (If known):			Is he/she a student? ☐ Yes ☐ No ☐ Yes ☐ No ☐ Yes ☐ No ☐ Yes ☐ No
Total number of alleged offenders: DOCUMENTATION			
 □ Written statement of student target □ Written statement of witness/bystander □ Written statement of alleged offender □ Witness statements collected in writing □ Copy of TIPS or report form □ Physical evidence (if applicable) □ Medical evidence (if applicable) □ Copy of police report (if applicable) □ Referral to mental health provider (if applicable) 	·)		
ACTION TAKEN/INVESTIGATION			
3. What actions were taken to investigate this i ☐ Interviewed student target ☐ Interviewed alleged offender(s) individ ☐ Interviewed witnesses individually ☐ All statements collected in writing ☐ Interviewed school nurse ☐ Reviewed any medical information available.	lually	all that apply)	

☐ Interviewed teachers and/or school staff ☐ Interviewed student target's parent/guardian ☐ Interviewed alleged offender's parent/guardian
☐ Interviewed alleged offender's parent/guardian
 □ Reviewed physical evidence □ Reviewed medical information □ Reviewed bus incident information □ Reviewed social history between parties □ Considered history of prior behavior □ Conducted student record review □ Intentional observation of interactions □ Obtained copy of police report □ Conducted intentional Observation □ Other (specify)
INVESTIGATION FINDINGS OF BULLYING INCIDENT
☐ Unfounded. The complaint was discovered to have no merit or the complaining party has informed the investigator that the allegations were false and untrue. ☐ The Complaint was Not Sustained. There was not enough verifiable proof that Bullying was taking place or
the complaining party has refused to assist in the investigation. A Student Safety Plan can still be initiated. The Complaint is Sustained. Reported incident has been verified as bullying according to investigation procedure and school board policy. Please continue:
☐ Physical Act – describe
☐ Social/Relational Aggression - describe
☐ Written, Verbal aggression or Non- Verbal Aggression - describe
□ Electronic Communication - describe

□Reasonable Fear of	f Person or Property - descri	ibe		
Disrupt or interfere w	ith school's educational mis	sion or	the education of the student	. Mark all that apply
□Changes in attendance: absences, tardies			ssing classes or parts of days	;
☐ Changes in grades	5	□Cha	inges in participation of scho	ol activities
☐ Changes in partici	pation in school activities	□ Av	oidance of: bus, recess, lunc	h, bathrooms
☐ Other: Explain				
Intervention Plan i suggestions Targ			S INVOLVED: NOT LIMITED BY T CK ALL THAT APPLY	HE FOLLOWING
Student Contract T□ O□ B□	Referral to Mental Health A	gency	Review of Bullying Policy T□ O□ B□	St. Conference T□ O□ B□
Counseling Int. T□ O□ B□	School Service Work T□ O□ B□		Follow up/ Monitoring T□ O□ B□	Parent Letter T□ O□ B□
Parent Phone Call T□ O□ B□	Parent Conference T□ O□ B□		Student Safety Plan T□ O□ B□	Parent Conf. T□ O□ B□
Other – Explain				
DISCIPLINARY ACTION				
DIOGIT EINANT ACTION				
•	eck if your investigation pr ries do not apply, please d		evidence upon which to ba	se this conclusion. If
, ,		origin		

 □ Bullying on the basis of disability □ Religion □ National Origin If any areas are indicated you must contact the District Off harripa@tulsaschools.org □ Contacted the Office of Human Rights 	fice of Human Rights: 918-746-6515 or e-mail
SDE Annual Incident Report – These areas applicable. □ Bullying of students resulted in physical injury □ Bullying of students without physical injury □ Bullying of teachers/staff resulted in physical injury □ Bullying of teachers/staff without physical injury □ Bullying of teachers/staff without physical injury □ Bus incident	Gang related incident Hate crime incident Suicide attempted Suicide completed
	RT:

Confidential

Tulsa Public Schools Suicide Intervention Report

When an employee of the district has reason to believe a student/staff member is in danger of harming himself/herself, the employee is to report the situation immediately to the principal or designee. This report is emailed after the response and submitted to the Student Services Coordinator (Elementary or Secondary) at ESC.

Reporter's Name:		School Site: _		
Date:			_	
Position:	Phone	:	Email	:
Other personnel inv	olved in response:			
Name of Student/S				
	First	M.I	Grade:	Male:
Female:				
If this person was involved	in immediate danger to	self or other	s, and/or a w	eapon was
	ampus police were to be d? Yes N			
Description of con	sultation/intervention	to determine	e risk of stude	ent/staff member:
Record of family o	r other significant conta	ıcts:		
Name:	Relationship:	Ph:	In Person	
	Relationship:			
	Relationship:			
_			7	44-4800) for

Name of Administrator notified	Date
Additional comments:	
Referral given to:	Relationship:
Families are to be referred to District Mental H list and referral process. Copies are to be sent	to the Special Services Dept.
Mental Health Referral Information:	

The Child Study team forms are found on SEAS.

Tulsa Public Schools Request for Child Study Team

TPS - 001 Revised 12-4-03

Name	DOB	Race	Gender Grade School	Date
Referral requested by/Name: Identify to	he learning issue	s of the student (check those items v	which are the most significant):	
Is the student enrolled in speech therapy with		COMPLIANCE:	. ,	
a current IEP? O Yes O No	argumentati		In the area of RELATING TO AL	OULTS:
In the area of ATTENTION:		ly defiant toward others	defiant	
asily distracted by other students	=	s others for own mistakes	demands attention	
difficulty sustaining attention		sive or easily annoyed by others	needs much control	
difficulty following instructions		submissive to others	will not ask for help	
often does not seem to listen (pay attention)	other:		often rejects help	
daydreams			other:	
other:	In the area of A	ATTITUDE:		
		ies excessively	Does the student have any history	of medical
In the area of SELF-CONTROL:	= '	ed low self-esteem	problems of which you are aware	
difficulty awaiting his/her turn	often needs		□ No □ Yes (If yes, explain	
often talks out	☐ low frustrati		in yes, explain	1)
shifts excessively from one activity to another		nes angry and loses temper		
difficulty in accepting change		voids interaction with others	Do you have information regarding	ig the student's
sacrifices accuracy for speed	often gets in		vision and hearing screenings?	
other:	other:	no lights	☐ No ☐ Yes If yes check:	
	_ outor.			
In the area of ENERGY LEVEL:	In the area of I	RELATING TO PEERS:	─ Vision: ○ Pass ○ Fail Wear	rs glasses
difficulty staying seated	☐ challenges		Hearing: O Pass O Fail Wes	ars aids
fidgets excessively	excitable to		— If no, explain:	
excessively restless	socially inac		II no, explani.	
☐ lethargic	overreacts t			
works very slowly	argumentati		What types of documentation and	
other:	critical of ot		could you make available to the C	
	timid and qu		☐ Teacher documentation log	
In the area of TASK ORGANIZATION and PLANNING:	withdraws fr		 Record of parent contact 	
☐ trouble organizing belongings (supplies, books) ☐	other:	om oners	 Significant documentation fron 	n cumulative file
trouble starting a task, starts slowly or resists	□ otner.			
always starts task				PE/Health
trouble completing a task, completes slowly	In the area of A	ACADEMIC SKILLS:		ELL .
rarely completes task		ith reading skills	☐ Writing ☐ Electives	
won't try, gives up	problems w		Identify student's strengths:	
destroys own work		ith spelling skills	,	
	other:			
What strategies have you attempted to address this concern	. —		_	
	-			
What assistance are you requesting from the team:				
The assistance are you requesting from the team.				

TULSA PUBLIC SCHOOLS STUDENT REFERRAL FOR FREE ASSESSMENT

Student's Legal Name	Date
School	Grade Birthdate
School Address	· · · · · · · · · · · · · · · · · · ·
School Contact Person	Phone Number
Parent or Guardian	Home Phone
	Work Phone
Reason for Referral:	
☐ Drug/Alcohol	
☐ Attendance	
☐ Behavior	
Health Care Provider	
Address	
Contact Person	Phone Number
I (Student)	
I (Parent or guardian)	300
(A) give permission for the Tulsa Public Schools to release information to the h	nealth care provider named above.
(B) give permission for the health care provider to notify the Tulsa Public School	ols of the assessment findings and
recommendations suggested.	
Consent may be revoked in writing by patient or parent/guardian at any time.	
Date	
This referral is for free assessment only. Any service provided other than the a	ssessment will be the responsibility of the family.
The second state of the se	, , , , , , , , , , , , , , , , , , , ,
White – Parent/Guardian: Take This Copy To The Health Care Provider Yellow – Retain for School Record	
Pink – Drug/AIDS Education, ESC	

ASCA's Ethical Standards for School Counselors

(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 the counseling relationship.
- **h.** Protect the confidentiality of students' records and release personal data in accordance with prescribed federal and state laws and school policies including the laws within the Family Education Rights and Privacy Act (FERPA). Student information stored and transmitted

electronically is treated with the same care as traditional student records. Recognize the vulnerability of confidentiality in electronic communications and only transmit sensitive information electronically in a way that is untraceable to students' identity. Critical information such as a student who has a history of suicidal ideation must be conveyed to the receiving school in a personal contact such as a phone call.

A.3. Academic, Career/College/Post-Secondary Access and 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