

Developmental Counseling Model for Illinois Schools



Guidelines for Program Development
and
Recommended Practices & Procedures
for

School Counselors

Illinois Counselor Educators and Supervisors
Illinois School Counselor Association
Illinois Counseling Association
in consultation with
Illinois State Board of Education

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**Second Edition
2010**

TABLE OF CONTENTS

Foreword	v
Prologue	vi
A Brief History	vii
A Special Message to Readers	viii
Acknowledgements	ix
Chapter 1: Introduction to Developmental Counseling in Illinois	1
Rationale	2
Definition	3
Philosophy	3
Assumptions	4
Comparison	5
Making the Model Work	6
Chapter 2: Structural Framework	7
Illinois Model Flow Chart	10
Active Description	12
Life Areas	12
Topics in Life Areas	14
Making the Model Work	15
Chapter 3: Foundation	16
Beliefs, Vision, Mission Statement	16
Needs Assessment	17
Local, State, and Federal Legislation	19
Additional Standards and Competencies	20
Making the Model Work	26

Chapter 4: Management	27
Becoming Developmental While Doing the Traditional	27
Setting the Stage for Change	27
Making Changes in Counseling Program Management	31
Sequential Schedule/Calendar	33
Program Components	36
Time Distributions	39
Making the Model Work	42
 Chapter 5: Delivery	 43
Developmental Goals and Competencies	43
Implementing the Four Components	45
Counseling Curriculum	45
Writing Lesson Plans	45
Necessary Classroom Skills	46
Conducting Classroom Lessons	46
Individual Student Planning	47
Responsive Services	48
System Support	48
Making the Model Work	50
	51
 Chapter 6: Accountability	 51
The Accountability Process	51
Assessment of Student Competencies	51
Program Assessment	52
Benefits of the Assessment Process	54
Making the Model Work	56
 Appendices	 57
 References	 70

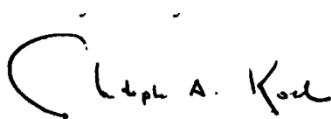
References 1996	73
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FOREWORD

A key priority of the Illinois State Board of Education (ISBE) is to ensure that every student will be supported by highly prepared and effective personnel. School counselors serve a critical role in ensuring student success in meeting standards. Maintaining high expectations for all students is a component of fairness in education. According to the Illinois Learning Standards A key priority of the Illinois State Board of Education (ISBE) is to ensure that every student will be supported by highly prepared and effective personnel. School counselors serve a critical role in ensuring student success in meeting standards. Maintaining high expectations for all students is a component of fairness in education. According to the Illinois Learning Standards, "all students include those who choose college, those who choose more technical career preparation directly from high school, those for whom English is a second language, those with disabilities, those who are gifted and talented, those who are returning to education for completion of a diploma, even as adults, and those from advantaged and disadvantaged socioeconomic backgrounds." Further, ISBE adopted social and emotional learning standards in 2004 which further communicated the importance of addressing the complex needs of developing human beings as a prerequisite to effective teaching and learning. School counselors are critical to this mission.

The Developmental Counseling Model for Illinois Schools (2009) provides school counselors with practices and procedures that will assist them to better serve all students. The development of this model has occurred because of the collaborative efforts of Illinois Counselor Educators and Supervisors (ICES), the Illinois School Counselor Association (ISCA) and the ISBE. This second edition of the Illinois Model builds upon the original work of the 1996 edition, the work of those on the ISBE Student Services Providers Advisory Board and the national efforts of the American School Counselor Association Model. It is anticipated that this document will serve as a valuable resource for the field throughout the state of Illinois.

Thank you for your work on behalf of Illinois students.

A handwritten signature in black ink that reads "Christopher A. Koch". The signature is written in a cursive style with a large initial "C".

Christopher A. Koch, Ed.D.

State Superintendent of Education

PROLOGUE

This manual, Developmental Counseling Model for Illinois Schools, hereafter referred to as the Illinois Model, is prepared primarily for school counselors, but also for teachers, school administrators, or other service personnel, parents, and the business/industry community. This document is also designed for pre-service training for those students preparing to become certified school counselors in Illinois and who desire to understand how the developmental model can be used successfully in schools. It is a handbook and guide for defining developmental counseling in schools.

The task of updating the Illinois Model has become a long and continuous journey. Since the 1996 edition was written, the world has gone through many changes which have had a direct impact upon the work of school counselors. School counselors work in three domains: (1) academic, (2) career, and (3) social emotional. State and federal legislation, especially the “No Child Left Behind Act,” has had a great effect upon the academic domain. The technological explosion and globalization of the internet have added new meaning to career and post-high school planning. Perhaps the greatest impact of all has been in the social emotional domain. Tragedies such as Columbine, 9/11, Hurricane Katrina, Virginia Tech and Northern Illinois Universities have touched the lives and hearts of Americans, especially our school children.

The Illinois Model will be a tool used in schools to assist counselors in guiding students through a developmental counseling program that is comprehensive and preventive. The revision committee aims to provide school counselors, and school counselors in training, with the knowledge and skills that are needed to deliver activities and lesson plans that will help all students to become productive learners, to be competent contributors in their future careers, and to develop into people who experience social emotional well-being.

A BRIEF HISTORY

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

In 1994, in response to the national movement to create Developmental Counseling programs for schools, Illinois Counselor Educators and Supervisors (ICES) decided to develop a model for Illinois School Counseling programs. In collaboration with the Illinois School Counselor Association (ISCA), the Developmental Counseling Model for Illinois Schools was published in 1996. In 2001, recognizing the changing role and function of the school counselor, the Illinois State Board of Education Student Services Providers Advisory Board was charged to revise the 1983 *Recommended Practices and Procedures* document. Under the direction of Eric Thatcher, then School Counseling Consultant for ISBE, and with the work of ISCA representatives Doug Bush, Cathy Shelton and Dr. Anna Marie Yates, and editorial input from Dr. Toni Tollerud, The School Counseling Best Practices Manual was created. This document reflected the comprehensive and developmental philosophy for school counselors. Also, school counselors and counselor educators became members of the Illinois Children’s Mental Health Partnership. This group’s work, through legislation, has had a positive impact upon our children and the counseling profession.

The Developmental Counseling Model for Illinois Schools (2010) is meant to provide school counselors with practices and procedures that will assist them to better serve all students. By utilizing the resources from the American School Counselor Association and the Illinois Learning Standards, this model is intended to be a guide for counselors who are currently practicing in school settings.

A SPECIAL MESSAGE TO READERS

The school community is confronted daily with problems that seriously interfere with the educational process. The problems of today's society are requiring school counselors to abandon traditional methods and adopt new, proactive approaches. The developmental counseling approach is proactive and encompasses and integrates prevention, remediation, and crisis intervention to meet the needs of all children.

This developmental counseling model offers a collaborative opportunity for all school staff, parents, and the community to contribute their own special expertise as it relates to the developmental needs of students. Counselors bear the major responsibility for the organization, coordination, and the programming of activities. Yet, to effectively achieve the goals of the Illinois Model in its fullest sense, other school service personnel, teachers, administrators, and the community play a significant role in its implementation.

The hope is that soon every Illinois school will have counselors who are available to assist all students in successfully navigating their academic experiences, helping them make informed decisions concerning their career paths, and supporting them as they learn to explore, understand, and manage their social emotional development. Further, in the future school administrators, teachers, and parents will understand that school counselors are integral members of the school and a valuable resource as both a conduit between the school and the community and an important team member within the school.

The authors of this revised model invite you to read this document and discover opportunities to work with school counselors. We encourage you to become professionally involved in this innovative and comprehensive approach to helping all students. Your support and input are essential. Together we can make a difference.

ACKNOWLEDGEMENTS

Illinois Model 2010

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

Ms. Maria McCabe, Retired Elementary School Counselor
Dr. Al Milliren, Counselor Educator, Governors State University
Ms. Mary Milliren, Retired Elementary School Counselor
Ms. Roseanne Oppmann, Middle School Counselor, District 205 Rockford
Mr. Greg Stolzer, High School Counselor, District 99 Downers Grove
Dr. Dale Septeowski, Counselor Educator, Argosy University
Dr. Rick Shaw, Retired Middle School Counselor and Counselor Educator,
National-Louis University
**Dr. Anna Marie Yates, Retired High School Counselor and Counselor
Educator, National-Louis University (Team Chair)**

The team extends a special thank you to the National-Louis University Administrators, who have always supported the writing of this manual:

Dr. Martha Casazza, Dean of the College of Arts and Sciences
Dr. Stephen Thompson, Associate Dean of the College of Arts and Sciences
Dr. Christopher Clemmer, Chair of the Counseling and Human Services
Department

Many graduate students gave necessary and constructive editorial assistance. They are the following:

National-Louis University Students:

David Bakrins	Anna Klimkowicz
Nancy Davis	Amy Konopasek
Amanda Douglas	Melissa Romero
Michael Drayer	Sheryl Sierakowski
Noreen Garmisch	Nancy Steinberg
Nichole Giovanni	Joseph Tranchita
Joely Johnson	Allison Wasowski

Argosy Student: Jane Haskins Wolfe

Acknowledgements would not be complete without giving thanks to Carol Biging and Jo Hurlock, Elk Grove High School Educational Support Staff. Carol and Jo were always available to offer assistance when needed.

Most grateful appreciation is extended to Christie Muir, National-Louis University Administrative Assistant. Christie typed, and re-typed, and typed some more. It is through her tireless work that the second edition of the Illinois Model has become a reality.

Revision Team 2010

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

Writers

Dr. Venisa Beasley-Greene: School Counselor, Chicago Public Schools

Amber Bolden: Evanston High School Counselor, Loyola University (Adjunct faculty)

Dr. Erin Mason: DePaul University

Dr. Dale Septeowski: Argosy University

Dr. Anna Marie Yates: Retired High School Counselor and Counselor Educator, National-Louis University

Dr. Brett Zyromski: Southern Illinois University Carbondale (Team Chair)

Readers

Dr. Holly J. Nikels: Western Illinois University

Dr. Chuck Pistorio: Northeastern Illinois University

Dr. Toni Tollerud: Northern Illinois University

Illinois Model 1996

When the first team of writers began in 1991, the task force agreed that there was no need to “recreate the wheel” in writing the Illinois Model. The writers concluded that there was an abundance of good information already available to school counselors and that the task should be to combine the best of what was available into the Illinois document. However, as time went on, these writers found that they not only borrowed from many sources, but a number of areas took on a uniqueness all their own, making this *truly* an Illinois Model. The references section reflects the variety of resources that were used. Specific resources have been identified because these were used in significant ways. The Illinois Model draws heavily from the work of Dr. Norman C. Gysbers, University of Missouri-Columbia. His contributions to this model and to

developmental school counseling are significant. The first writers were also guided by state programs from Alaska, Connecticut, Indiana, Iowa, New Jersey, and Wisconsin.

The 1996 Illinois Model also became a reality because of the work of a number of individuals and groups. The Illinois Counselor Educators and Supervisors, its leadership and members, must be recognized for the promotion of the initial idea to write and financially support the model. The Illinois School Counselor Association must also be recognized for its direction, encouragement, and generous financial support. The Illinois Counseling Association needs to be recognized, because in 1993, it adopted this project as its own and provided financial resources to support the effort. During the years of working on the 1996 model, numerous people have provided various contributions to the effort at different stages. These individuals are recognized on the next page.

ICES/ISCA TASK FORCE MEMBERS – PRESENT AND PAST:

Ms. Cynthia Carpenter, Retired Counselor, District 89

Ms. La Clea Hall, Counselor, Zion-Benton High School, Zion

Dr. Twyman Jones, Counselor Educator, Illinois State University

Ms. Maria McCabe, Counselor, District 28, Northbrook

Mr. Owen McCorkle, Retired Counselor, Meacham High School, Meacham

Mr. George A. McCoy, Counselor, E.F. Young Elementary School, Chicago

Dr. Robert J. Nejedlo, Counselor Educator, Northern Illinois University

Dr. Dale J. Septeowski, Counselor Educator, Concordia University (Task Force Chair)

Dr. Lois A. Stanciak, Associate Principal, Shepherd High School, Palos Heights

Dr. Toni R. Tollerud, Counselor Educator, Northern Illinois University

Mr. Larry Williams, Retired Counselor, Tinley Park High School, Tinley Park

Dr. Anna Marie Yates, Counselor, Elk Grove High School, Elk Grove Village

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

Writing Team:

Dr. Robert J. Nejedlo
Dr. Dale J. Septeowski
Dr. Toni Tollerud

Editorial Team:

Ms. Maria McCabe
Mr. Owen McCorkle
Dr. Robert J. Nejedlo
Dr. Dale J. Septeowski
Dr. Toni R. Tollerud
Mr. Larry Williams
Dr. Anna Marie Yates

Mrs. Carla Luczak deserves a special thank you. Carla was a secretary assistant at Elk Grove High School during the time of the writing of the first edition. She spent much time developing the charts in Appendix E.

Ms. Chris Kimball, who was a graduate assistant to the Psychology Department with Concordia University, played a significant role. Chris was involved in many aspects of this project: word processing, collating, making phone calls, setting up meetings, doing research, and the like. Most importantly, she was consistently dependable in seeing the project through and meeting deadlines. Without her help, the 1996 Illinois Model would not have been completed.

Chapter 1

Introduction to Developmental Counseling in Illinois

The planning and implementation of developmental counseling is not entirely new to the work of school counselors. From the outset, school counselors provided individual and group counseling for students along with individual planning for academic and career development. In the 1960's and 1970's, counselors were educated to offer large group guidance activities. In fact, some schools were offering fairly extensive group guidance activities. For example, Niles North High School in Skokie, Illinois offered a comprehensive group guidance program that was highly developmental in scope. Curriculum projects were written in the summers of 1965 and 1966, and counselors delivered the activities in 25-minute homerooms which met every school day. Utilizing this format counselors could see all students – freshmen, sophomores, juniors, and seniors - any day of the week. Programming covered academic, career, and social emotional topics for Grades 9 through 12. This format provides the very basis of today's developmental approach. In reflecting on this history, the French saying, "The more things change, the more they remain the same" has application today.

A developmental counseling approach is designed to permeate all aspects of school counseling programs. Although currently school counselors serve students in Kindergarten through 12th grade (K-12), developmental counseling issues pervade social-emotional issues throughout childhood development, including pre-kindergarten. A developmental program assumes that as individuals grow, they encounter certain developmental challenges that, if met, allow the students to act in responsible ways. If school counselors offer a developmental and preventive curriculum that employs both individual and group methods, students will be able to learn to communicate effectively, resolve conflicts, make good decisions, act responsibly, and live lives that are safe, satisfying and productive.

The American School Counselor Association (ASCA) has been a strong advocate for developmental programming in the nation's schools. In 2003, ASCA published the ASCA National Model: A Framework for School Counseling Programs (ASCA Model). The Illinois Model proposes a framework very similar to the ASCA National Model, but with attention given to issues schools and students encounter unique to Illinois. In fact, later in Chapter Two, the figure representing the ASCA National Model will be used with a flow chart to illustrate the conceptualization of the Illinois Model. The Illinois Model represents the best thinking of practitioners and educators in Illinois who have examined the ASCA Model and models of other states, and have taken into account the needs of the students in Illinois. It is hoped that this guide will be useful as counselors assess the degree to which they currently offer developmental activities and then begin to design and implement developmental counseling programs in their own schools.

Rationale

The American education system is under continuous attack from societal forces. Educators are being asked to do more and more with ever diminishing resources. The educational system is being held responsible for responding to a variety of social problems in addition to teaching those basic educational skills necessary for the United States students to compete effectively in an emerging global economy. Classroom teachers, school administrators, school counselors, nurses, psychologists, and social workers must deal daily with the consequences of dysfunctional families, poverty, drugs, gangs, violence, latch-key children, teenage suicide, teenage pregnancy, and other social conditions which threaten the growth and development of young people in this country. All disciplines of our educational system must search out innovative methods for responding to the challenges posed by current social conditions. School counselors, who strive to be equal partners in the schools, must develop ways to make positive, practical contributions toward helping the educational system. School counselors believe that teaching life skills is inherent in the curriculum of counseling and is critically necessary in preparing all students for life. It was from this rationale that a developmental school counseling program was created.

The four guiding principles of the Illinois program include the following:

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

The Illinois Model reflects a change from the traditional/remedial emphasis of school counseling to a more contemporary developmental/preventive emphasis. Historically, school counselors were seen as providing a set of ancillary services which were considered useful but not essential to the educational enterprise. Today's social realities dictate that the old ways of conceptualizing school counseling are no longer feasible. Prevention-oriented programs, which stress collaboration with other educational professionals, are viewed as integral parts of the educational process. Such programs are necessary if the next generations of young people are to realize their potential with respect to academic, career, and social emotional development. Prevention assumes a place of central importance in contemporary school counseling programs because many of the problems facing young people today are just too dangerous and too difficult to deal with when allowed to go unchecked during the formative years.

Definition of Developmental Counseling in Illinois Schools

School Counseling

- Includes **ALL** students
- Has a sequentially planned program:
Schedule/Calendar
- Addresses three domains:
Academic
Career
Social Emotional
- Is comprised of four elements:
Foundation: Beliefs, Vision, Mission Statement, Needs Assessment Results, School Improvement Plans, Legislation/Standards/Competencies
Management: Program Design, Advisory Council, Steering Committee, Materials and Staff Support, Sequential Schedule/Calendar, Time Distributions, and Program Components
Delivery: Developmental Goals and Competencies, Implementing the Four Components: School Counseling Curriculum, Individual Student Planning, Responsive Services, and System Support
Accountability: Accountability Process, Assessment of Student Competencies and Program

Philosophy

The philosophy of a developmental school counseling program is based on two assumptions: (a) that each individual student is unique and (b) that individuals normally grow and develop in ways similar to other individuals of the same age. Thus, a developmental school counseling program contains components that address the individual and group needs of children and adolescents. In terms of the philosophy of the developmental program, the school counselor has the major responsibility for the design and implementation of the program. However, classroom teachers, school administrators, nurses, psychologists, social workers, parents, and community resource personnel also contribute to this important goal.

Assumptions

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

- Is based on goals and student outcomes/competencies;
- Is essential to a student's personal growth and development, and therefore essential to academic success;
- Is an integral part of the total educational program of the school;
- Is a comprehensive program designed to meet the developmental needs of all students K-12;
- Is primarily developmental in its magnitude and preventive in its purpose;
- Requires the support and collaboration of classroom teachers, school administrators, nurses, psychologists, social workers, students, parents, and community resource persons;
- Contains curricular elements which clearly identify the knowledge, attitudes, and skills to be acquired through regularly assessed needs of the students;
- Is regularly and systematically evaluated based on its outcomes;
- Is coordinated and implemented by professionally certified school counselors.

Comparison of Traditional and Developmental Programs

The chart below identifies the fundamental differences between traditional school counseling programs and ones which are developmental in nature.

<u>Traditional</u>	<u>Developmental</u>
Crisis Counseling	Preventive & Crisis Counseling
Information Service	School Counseling Curriculum
Career Information Service	Career Planning & Development
Programming/Scheduling	Program Management
Reactive	Proactive
Clerical/Task Oriented	Goal-Oriented
Unplanned	Planned Daily Activities
Unstructured	Accountable
Ancillary Service	Integral Part of Educational Program

A developmental program is much more systematic and strategically-designed than its predecessor. It embodies present-day leadership and management concepts. It is a format that is achievable with the help of dedicated professionals and with the leadership of supportive administrators. The developmental program is comprehensive in nature, with four interrelated elements (Foundation, Delivery, Management, and Accountability; see pg. 9) combining for a program that serves all students in the school. Additionally, a developmental program uses various strategies to assess program success. It is essential that school counselors show how their programs affect achievement and success for students. In Chapter 6, various resources are provided so school counselors can develop evaluation components within their developmental programs. Checklists are provided at the conclusion of each chapter to help practicing school counselors review their understanding of issues presented within the chapter, and take practical steps towards implementing their own developmental school counseling program.

Making The Model Work

CHECKLIST for Chapter 1

- 1. Share the Illinois Model with others; e.g., colleagues, community members, faculty, and school board members. Especially, refer to “A Special Message to Readers.”

- 2. Schedule a meeting with the principal, teachers, and/or staff of an elementary, middle or high school; or volunteer to be a speaker at a community group:
 - Explain how a developmental program can improve academic performance and contribute to students' success. (A summary of research-based data can be found on ASCA's website: www.schoolcounselor.org).
 - Outline how this system can become a component for change in the school and community (e.g., Social Emotional Learning, violence prevention, bullying, drug use, career outlook, academic achievement).
 - Readily define developmental counseling; be able to tell school and community members about the impact of school counselors. Give examples of ways that students are served, and how counselors make a positive difference in students' lives.
 - Use the chart on page 5 to explain the differences between a Traditional Approach and a Developmental Program.

- 3. Review the Assumptions on page 4, and choose those items that can be used as discussion topics at counseling department, school board, parent, faculty, staff, or community meetings.

Chapter 2

Structural Framework

The introductory chapter has presented a succinct rationale for developmental school counseling. Traditional guidance programs have become outdated and do not address the developmental needs of all students. Much of what developmental models stand for is congruent with the changing premises of educating the “whole child” and with making the educational programs more realistic in the preparation of our future work force. National efforts by The American School Counseling Association, The National Center for Transforming School Counseling and The Center for School Counseling Outcome Research emphasize the need for school counselors to use data-driven interventions to close gaps of achievement, access and equity. The “No Child Left Behind” (2001) legislation has also introduced educational changes. In 2004, Illinois mandated the implementation of the Social Emotional Learning Standards (see page 20). The State of Illinois has required school districts to submit a policy to address teaching and assessing social and emotional skills and protocols for responding to children with social emotional, mental health problems, or a combination of such problems that impact learning ability. The 2004 Reauthorization of Individuals with Disabilities Education Improvement Act (IDEIA) has also prompted a change in school counseling programs. School counselors are now being called upon to assist both general educators and special education teachers to implement Response to Intervention (RTI) procedures (see www.isbe.net/pdf/rti_stateplan.pdf). The RTI process allows schools to identify at-risk students earlier; it provides appropriate instructional interventions for all students and monitors educational progress of students.

What does all this mean to Illinois? It means counselors cannot afford to continue in the methods and approaches that are no longer meeting the needs of students. School counselors must capture a place as leaders and advocates in educational reform, and membership on their local school leadership teams. As school counselors connect their work to schools’ overall plans for improvement, they serve to demonstrate the interdependent relationship that exists between students’ academic, career and social emotional needs. It is not necessary to create a new position or even a new training program once this shift is made. What is needed is to transform and redefine the role of the school counselor to accurately reflect the preparation programs and the skills for which they are trained. It is time to move school counselors into the total curriculum and integrate what they have to offer into the big picture. School counselors can address individual student goals and outcomes on a daily basis as well as those of groups of students. The use of a developmental approach accents the preventive piece, capturing the concept that children and adolescents can learn what will enhance their lives, their careers, and their abilities to learn in a rapidly changing society. Using data to assess the impact of comprehensive developmental programs provides evidence of both the positive impact of the school counseling program and the growth of students. Data can be used to assess both specific interventions and whole school programs. In order for school counselors to successfully transition the way they do school counseling to meet the needs of all students, they must broaden their focus from the “Three C’s” - Counseling, Consultation, and Coordination, to a broader scope that systemically illustrates their focus on (a) Leadership, (b) Advocacy, (c) Teaming and Collaboration, (d) Counseling and Coordination, and (e) Assessment and Use of Data (see Table Below) (Erford, 2007).

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

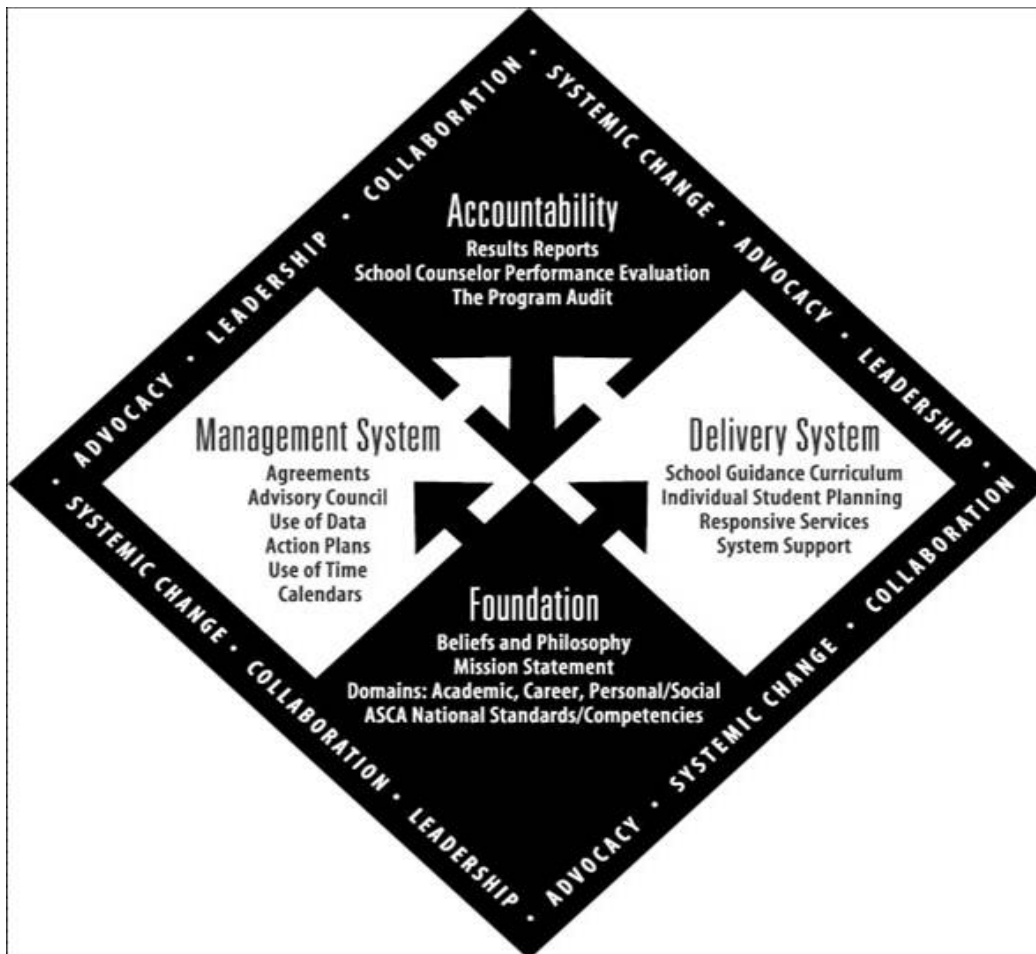
Erford, TRANSFORMING THE SCHOOL COUNSELING PROFESSION, Table 1.2, p. 6, © 2007 by Pearson Education, Inc. Reproduced by permission of Pearson Education, Inc.

An important part of this revised Illinois Model is to see and understand the conceptualization of a structural framework. Through this structure, school counselors, administrators, and others will be able to see how all the parts outlined and highlighted in this guide fit together to address the needs of all students. **The major consideration is to address the concerns and needs of all students in Illinois, and to help each to develop meaningful, responsible, and productive lives.** School counselors must step forward and be active change agents, practicing the very skills that have been advocated for students. Like students, school counselors have the potential for growth. This straightforward model can empower counselors to develop that potential.

The figure (see below) used to conceptualize the ASCA National Model can also be used to conceptualize the Illinois State Model. Similarities exist in the manner in which both models suggest the program is built on four interwoven elements: (a) Foundation, (b) Management System, (c) Delivery System, and (d) Accountability. The manner in which school counselors build a comprehensive program using these four quadrants is detailed in Chapters Three through Six. Notice the Illinois Model has distinct differences than the ASCA National Model related to legislation and other issues pertinent to students in Illinois. For example, school counselors in Illinois focus on social emotional learning issues rather than personal/social issues, and school counselors in Illinois use Response to Intervention (http://www.isbe.state.il.us/pdf/rti_state_plan.pdf) programs to create team approaches to

prevention and intervention in schools. However, as a whole, the ASCA National Model figure is a useful approach to conceptualizing the implementation of a developmentally appropriate, comprehensive school counseling program using the Illinois State Standards. As school counselors build comprehensive programs designed to meet both the Illinois Developmental Model and the ASCA National Model, it will be important to emphasize various issues specific to Illinois, such as Social Emotional Learning Standards, Response to Intervention, Mental Health Programming, and Career and Post-Secondary Development.

The ASCA National Model



Note: The ASCA National Model Diagram is a registered trademark of the American School Counselor Association (ASCA), and is used here with permission from ASCA.

Illinois Model Flow Chart

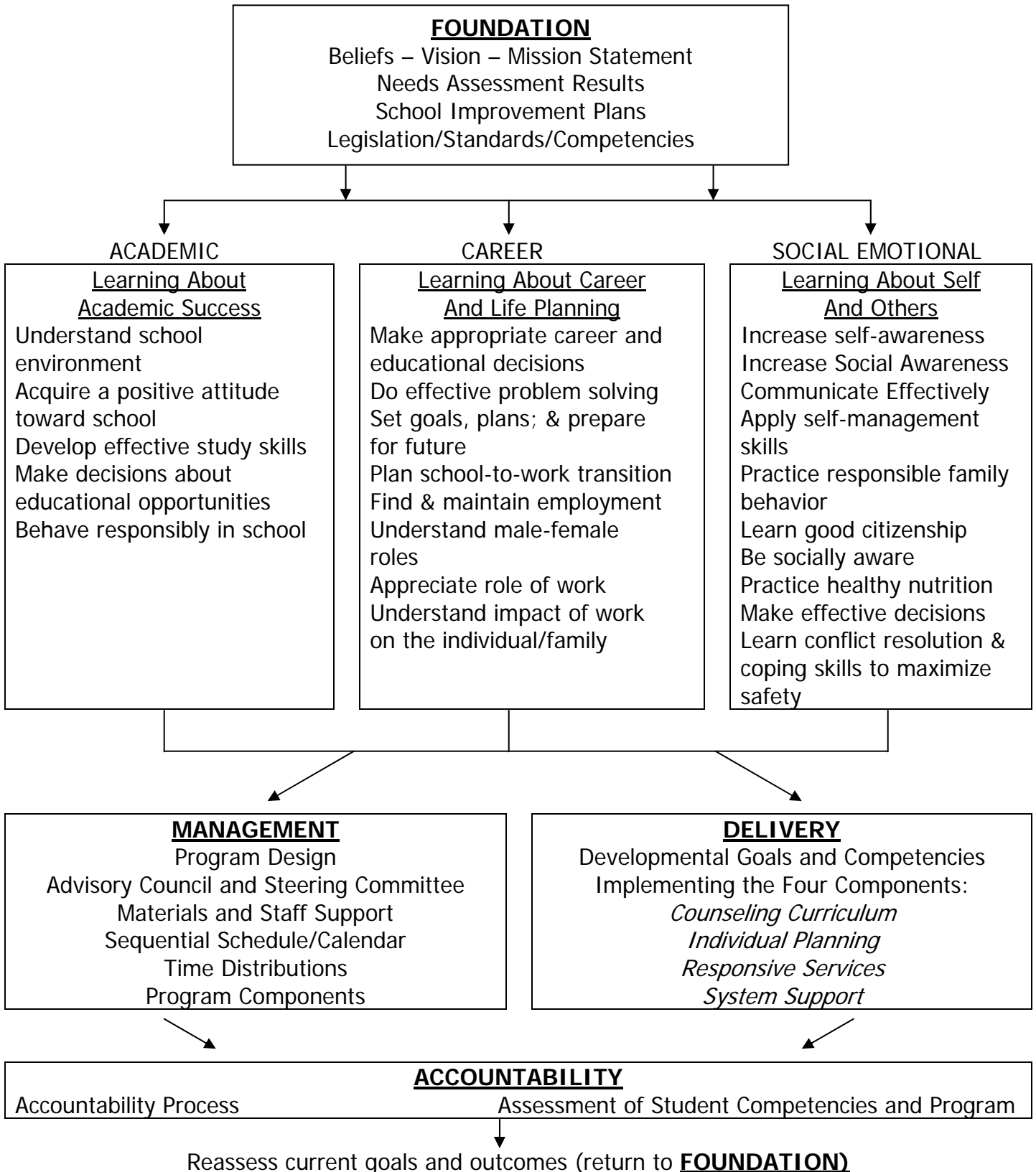
There are many aspects to the Illinois Model for school counseling programs. The goal is to help those who read it to redesign their current programs so that they might be more developmentally focused.

The flow chart on the following page, and the ASCA National Model illustrated above, provide the reader with a pictorial overview of the model, the important aspects of the model, and shows how the elements of the model fit together.

There are four basic elements of a school counseling program:

1. **FOUNDATION**: • Beliefs • Vision • Mission Statement • Needs Assessment Results • School Improvement Plans • Legislation/Standards/Competencies
2. **MANAGEMENT**: • Program Design • Advisory Council • Steering Committee • Materials and Staff Support • Sequential Schedule/Calendar • Time Distributions • Program Components
3. **DELIVERY**: • Goals and Competencies • Implementing the Four Components: *Counseling Curriculum, Individual Planning, Responsive Services, System Support*
4. **ACCOUNTABILITY**: • Accountability Process • Assessment of Student Competencies and Program

ILLINOIS MODEL FLOW CHART



Active Description

The developmental counseling program should address competencies in three interrelated domains targeting the developmental needs of students. The three domains are defined as follows:

1. *Academic*: Provides activities and experiences that develop competencies leading to educational success so that each student develops to his/her maximum potential.

2. *Career*: Targets competencies that will assist students in exploring career opportunities, making career decisions, and transitioning to post-secondary training or to the world of work.

3. *Social Emotional*: Identifies competencies that will assist students in understanding and expressing self, how they relate to others, and how their thinking, feelings, and behaviors shape their personalities. Students need to be assisted in learning how to understand themselves and others, management of their emotions, make appropriate decisions, interact effectively, and assume responsibility as they develop.

Within each domain, the developmental counseling program is designed to help students acquire knowledge and skills through program goals. The academic domain is addressed by the goal "Learning About Academic Success"; the career domain is addressed by the goal "Learning About Career and Life Planning"; and the social emotional domain is addressed by the goal "Learning About Self and Others." These identified program goal areas become the guidelines through which student competencies can be addressed. This framework ensures that students are acquiring skills and knowledge in each area.

<u>DOMAINS</u>	<u>GOALS</u>
Academic=====→	Learning About Academic Success
Career=====→	Learning About Career and Life Planning
Social Emotional=====→	Learning About Self and Others

Life Areas

The ASCA Model and the Illinois Model have identified major standards which serve as a framework for counselors to facilitate student outcomes in three domains: academic, career, and social emotional. Within each standard, specific learning competencies and indicators serve as a basis for program accountability. Another way of conceptualizing the standards might be to consider *life situations, life transitions, and life skills*

appropriate for each student. These three areas interact with the domains in helping to clarify important issues that become identified as student competencies within these models.

Life Situations: These are major recurring situations and issues involving friendship, love, personal safety, personal responsibilities and stress that occur throughout the lifespan. Developmentally appropriate programs can equip students with the skills needed to respond to and deal with life situations. Although life situations occur repeatedly, developmentally appropriate programs contained adjusted interventions befitting the age, developmental readiness, and ability of students within the school. As students grow and mature, their abilities to handle or cope with these situations changes and developmentally appropriate programs meet students at their developmental level and support their continued growth and ability to deal effectively with life situations.

Life Transitions: These are best described as passages or changes that usually result in a person adapting and restructuring current behaviors and realities. Life transitions are specific points in a person's life at which significant changes occur. Some of these are common to most people, such as starting school, obtaining a driver's license, or moving. Other transitions occur at varying times, such as a first job, first love, death of someone significant, illness, or divorce. Integrating life transitions in the curriculum is critical so students can begin to prepare for anxious times and crises by identifying life skills that may help them cope effectively when, and if, the situation occurs.

Life Skills: These are learned behaviors that students implement to perform the essential tasks required by normal developmental growth throughout the lifespan. Life skills continually evolve and are obtained from interactions with family, peers, teachers, and other role models. However, not all students develop healthy life skills; such as the ability to communicate accurately or to ask questions to clarify a point. Communication and clarification skills are key components for learning how to get along with peers, for succeeding in the classroom, and for making decisions related to post-secondary plans. School counselors can teach and enhance these skills through the counseling curriculum as well as individual and group sessions with students. Other life skills may include listening, self-acceptance, problem-solving, goal setting, and coping.

All three of these areas interact with each other. For example, in teaching a unit about the impact of stress during a job interview, school counselors might explain that sometimes unpleasant circumstances result in an upset stomach or other physical manifestations. When students can discuss how they feel about unpleasant situations and the effects of these situations, school counselors can teach students how to develop coping skills.

Topics in Life Areas

Academic

Life Situations

Motivations
Learning Styles
Learning Deficiencies
Discipline vs.
Procrastination
Lifelong Learning

Life Transitions

Preschool to Elementary
Elementary to Middle
School
Middle School to High
School
High School to College
School to Work

Life Skills

Study Skills
Time Management
Speech and Test
Anxiety Reduction
Critical Thinking
Analysis and Synthesis

Career

Life Situations

Career Exploration
Use of Leisure Time
Attitude toward Work
Dual-Career Couples

Life Transitions

Career Fantasy to
Career Exploration
Exploration to Tentative
Career Choice
Career Decisions

Life Skills

Planning
Goal-Setting
Career Decision-
Making
Employment-Seeking
Skills

Social Emotional

Life Situations

Self-Concept
Development
Friendship and Love
Change
Conflicts
Stress
Values
Personal Safety
Responsibility
Grief and Loss

Life Transitions

Family Changes (new
siblings, death,
divorce)
New School Orientation
Significant Life Events
(puberty, driver's license,
first job)
Loss of Friends and
Loved Ones

Life Skills

Self-Awareness
Self-Acceptance
Listening Skills
Communication Skills
Values Clarification
Problem-Solving
Relationship Skills
Coping Skills
Behavior Management

Making The Model Work

CHECKLIST for Chapter 2

- 1. Using the graphics provided, give a clear and concise explanation of the Illinois Model.
- 2. Use the Conceptualization of Life Areas to introduce a small group activity with regard to Life Transitions. For example, construct a “Life Line” from birth to the present.
- 3. Discuss with students the relationship of Life Situations, Life Transitions, and Life Skills within the three domains.
- 4. Provide information and follow-up of RTI practices that are used in the school setting; describe the role of the school counselor in conjunction with RTI. To begin, you might want to examine the following website:
http://www.isbe.state.il.us/pdf/rti_state_plan.pdf
- 5. Assess your own program to identify how Social Emotional Learning Standards are met at your school (http://www.isbe.state.il.us/ils/social_emotional/standards.htm), and how your school emphasizes Career and Post-Secondary Development and Mental Health Programming.

Chapter 3

Foundation

The Foundation of the Developmental Counseling Program is based on beliefs, vision, and a mission statement. Developmental programs are also built upon the needs of the students. Furthermore, the Foundation is influenced by local, state, and federal legislation.

Beliefs, Vision, Mission Statement

Beliefs: The process of building a strong developmental counseling program begins with brainstorming a set of beliefs. School counselors need to think and genuinely believe that students will develop certain skills and be able to demonstrate more positive attitudes as a result of participation in a developmental counseling program. Ideally these are tied to the goals and beliefs of the school and district.

Samples:

School counselors believe:

- All students have intrinsic value and dignity.
- Developing a student's full potential is the shared responsibility of the student, family, school, and community.
- All students can be successful learners.
- Developmental counseling programs should be based on standards, goals, and competencies for all students.
- Social emotional learning is essential to academic and career success.
- Post-secondary education and training is available for all students in order that they may become successful contributors to society.

The beliefs that school counselors hold about students are very personal; therefore, it is extremely important to gather input from all counseling department members and work to achieve consensus. Capitalizing upon the variety of experiences will strengthen the program's foundation and broaden the focus of a vision for the future success of all students.

Vision: Based on previously stated beliefs, the vision may include desired outcomes for the current counseling plan and "blueprints" for improved services in the future.

Samples:

School counselors envision a developmental counseling program that:

- Teaches students to become self-directed learners
- Provides an environment in which students are physically, psychologically, and emotionally safe
- Prepares students for a rapidly changing world

- Provides skills for life and career planning
- Continually explores ways to improve services to students

Mission Statement: The mission statement should be a concise and specific statement which outlines the vision and describes the purpose of the program. It should be aligned with the overall state, district and building level mission statements, and written so that all students are the primary focus. The mission statement should be results-based, consist of current educational reforms, and a collaborative approach should be provided.

Sample:

The mission of school counselors, in collaboration with other stakeholders, is to guide students to successfully complete high school and to help them develop their future plans by providing a comprehensive developmental counseling program, which encompasses the academic, career, and social emotional domains for all students.

Needs Assessments

If school counseling programs are moving from traditional programs to developmental programs, then the following three areas must receive careful attention:

1. Evaluating what is already being done
2. Assessing the needs of the students
3. Incorporating those needs into the counseling program goals

A needs assessment should include a systematic investigation to determine whether existing programs are meeting the unique needs of students (See Appendix, pg. 61 for Needs Assessment Resources). Some of these needs may be expressed clearly by school district policy and state and federal legislation, while others remain more subtle or covert. Results of the needs assessment should lead the school counselors and administrators to make more informed choices and, therefore, more effective decisions regarding program objectives and strategies.

Each developmental level has clearly identified *competencies*, which are needs and tasks that must be addressed and accomplished. Students may have differing needs based upon their communities, cultural influences, economic resources, familial patterns, and available resources. A carefully planned needs assessment helps the counseling program to articulate direction and set priorities. Needs assessments are also valuable in justifying new programs, changes, and improvements that strengthen the counseling program.

Guidelines for Needs Assessments

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

1. Preparing for the needs assessment:
 - Utilize an advisory committee to develop the tool.
 - Include input from students (at all grade levels), parents, teachers and other staff.
 - Use newsletters and memos to inform.
 - Become familiar with procedures and current technology to report data results.
 - Expect enthusiasm and resistance.
2. Assessing the current counseling program:
 - Gather both quantitative and qualitative data on the status of the current program.
 - Identify things already being done to meet student needs.
 - Develop the needs assessment around the program mission statement, philosophy, goals, and competencies.
 - Change current goals and competencies based upon the results of the needs assessment.
 - Identify expectations of community leaders and business leaders to assist in the assessment.
 - Utilize all resources available in achieving a thorough assessment.
 - Include the Illinois School Codes Services, e.g. crisis intervention, anti-violence education, career development, educational planning (p. 21); also incorporate the Social Emotional Standards (p. 20).
3. Creating needs assessment surveys based on the developmental levels of the students:
 - Use similar wording if assessing the same need from different populations (such as teachers, students, parents).
 - Be brief and concise.
 - Help those responding to the needs assessment to be aware of how the data will be used.
4. Administering and analyzing the results:
 - Select the best procedure to get the results desired (i.e.: a random sampling versus surveying everyone in the school).
 - Acquire data from a variety of people: students, teachers, parents.

- Tally results using percentages and report by the differentiated groups.
 - Include highest needs and also those needs that are already being met.
 - Set priorities based upon the results.
5. Developing student goals, competencies, and counseling strategies to address identified needs:
- Develop age appropriate goals that are specific and time-limited
 - Develop a reporting procedure to share results and how the results will be used.
 - Select innovative and effective counseling strategies:
 - Classroom units and groups
 - Small groups or individual counseling
 - Workshops, presentations, or faculty development
 - Consultation
 - Collaboration with staff or community resources
6. Reviewing the needs of students and evaluating the effectiveness of programs annually.

Local, State, and Federal Legislation

Local, State, and Federal Legislation impacts educational programs and influences the goals and mission of schools. With these changes, the developmental school counseling program can become an integral part of the school system.

For example, school counselors utilizing a developmental counseling program can have a significant impact on accomplishing the goals of the School Improvement Plan (referred to as SIP). Many SIP programs are based on the No Child Left Behind Act (NCLB) of 2001. On January 8, 2002, NCLB was signed into law. The purpose of NCLB is to ensure that all students in U.S. Public Schools meet the state's academic achievement standards through specific goals and guidelines (see www.isbe.state.il.us).

Another example would be the adoption of the Illinois Social Emotional Learning Standards. In 2004, the Illinois Board of Education mandated Social Emotional Learning (SEL) standards. SEL standards have been designed to be delivered across the curriculum in all subject areas. However, it is the school counselor who can provide the leadership to establish partnerships with teachers to develop and deliver these standards (see page 20).

The Illinois School Code highlights services of developmental counseling programs. The description of services does not specifically identify goals, but does outline and describe the role that the school counselor plays in fulfilling the mission of the school (see page 21).

Standards and Competencies

The Illinois Social Emotional standards are mandated guidelines for educators to follow and infuse across the curriculum. The Illinois School Code provides a list of services which dictate the role for school counselors. The National Standards provided by ASCA identify goals and competencies for students (see page 22), and the Illinois Standards for School Counselors also provide a foundation for the program (see page 23). In 2008, ASCA published School Counselor Competencies (see www.SchoolCounselor.org). This comprehensive document continues the vision of the ASCA Model to help enrich the lives of students.

Illinois Social Emotional Learning Standards (www.isbe.net/ils/social_emotional/standards.htm)

In 2004, The Illinois Board of Education mandated Social Emotional Learning (SEL) standards. SEL standards have been designed to be delivered across the curriculum in all subject areas. However, it is the school counselor who can provide the leadership to establish partnerships with teachers to achieve these standards. These standards are listed below:

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

Standard A: Identify and manage one's emotions and behaviors.

Standard B: Recognize personal qualities and external supports.

Standard C: Demonstrate skills related to achieving personal and academic goals.

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Standard A: Recognize the feelings and perspectives of others.

Standard B: Recognize individual and group similarities and differences.

Standard C: Use communication and social skills to interact effectively with others.

Standard D: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Standard A: Consider ethical, safety, and societal factors in making decisions.

Standard B: Apply decision-making skills to deal responsibly with daily academic and social situations.

Standard C: Contribute to the well-being of one's school and community.

**School Counseling Services in the Illinois School Code
(www.isbe.net) (105 ILCS 5/School Code)**

Section 10-22.24b School Counseling Services

1. Educational planning
2. Career development and counseling
3. College counseling
4. Developing and facilitating anti-violence education programs or conflict resolution programs, or both
5. Providing crisis intervention programs within the school setting
6. Making appropriate referrals to outside agencies
7. Interpreting achievement, career, and vocational test information
8. Developing individual career plans for all students
9. Providing individual and small group counseling
10. Addressing the developmental needs of students by designing curricula for classroom counseling and guidance
11. Consulting and counseling with parents for the academic, career, and personal success of their children
12. Facilitating school to work transition programs
13. Supervising school counseling interns enrolled in school counseling programs that meet the standards of the State Board of Education

ASCA National Standards

(<http://www.schoolcounselor.org/files/NationalStandards.pdf>)

The American School Counselor Association (ASCA) has introduced The National Standards for School Counseling Programs. These standards help school counselors, school and district administrators, faculty and staff, parents, counselor educators, state associations, businesses, communities, and policy makers to provide effective school counseling programs for all students. These standards are listed below.

Academic Development

The academic standards serve as a guide for the school counseling program to implement strategies and activities that support and maximize student learning.

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

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

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

Career Development

Program standards for career development serve as a guide for the school counseling program to provide the foundation for acquiring the skills, attitudes, and knowledge that enable students to make a successful transition from school to the world of work.

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.

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

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

Personal/Social Development

Program standards for personal/social development serve as a guide for the school counseling program to provide the foundation for personal and social growth, which contributes to academic and career success.

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

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

Standard C Students will understand safety and survival skills.

Illinois Standards for School Counselors

(www.isbe.net/profprep/CASCDvr/pdfs/23110_schcounselor.pdf)

In Illinois, Standards for School Counselors have also been adopted. There are 23 standards in which school counselors must have knowledge and performance capability in order to receive certification. These standards are the following:

STANDARD 1 - Academic Development Domain

The competent school counselor understands the learning process and the academic environment and develops programs and interventions that promote achievement of all students.

STANDARD 2 - Career Development Domain

The competent school counselor is knowledgeable about the world of work, career theories, and related life processes and develops programs and interventions to promote the career development of all students.

STANDARD 3 - Personal/Social Development Domain

The competent school counselor understands the developmental needs of the school-aged population and develops programs and interventions that promote optimum personal and social development.

STANDARD 4 - Classroom Instruction and School Counseling Curriculum

The competent school counselor understands instructional planning and designs a developmental School Counseling curriculum based upon knowledge of the student, the community and the overall educational program.

STANDARD 5 - Responsive Service: Crisis Intervention

The competent school counselor understands and implements appropriate responses to crises and utilizes a variety of intervention strategies for students, families, and communities facing emergency situations.

STANDARD 6 - Responsive Service: Individual Counseling

The competent school counselor understands and utilizes a variety of individual counseling strategies and provides appropriate referral services.

STANDARD 7 - Responsive Service: Group Counseling

The competent school counselor understands and implements principles of group work in the school setting.

STANDARD 8 - Individual Student Planning

The competent school counselor understands and uses a variety of strategies to encourage students' development of academic, personal/social, and career competencies.

STANDARD 9 - Consultation

The competent school counselor understands various consultation models and maintains collaborative relationships within and outside the school community.

STANDARD 10 - Systems Support

The competent school counselor understands the overall educational system, acts as a facilitator of change, and engages in planning and management tasks needed to support the comprehensive developmental school counseling program.

STANDARD 11 - Program Development

The competent school counselor understands and utilizes organizational and management tools needed to implement an effective developmental program.

STANDARD 12 - Prevention Education and Training

The competent school counselor is aware of and implements prevention education programs.

STANDARD 13 - Assessment

The competent school counselor understands basic concepts of, technology for, and implications of various assessment and evaluative instruments.

STANDARD 14 - Research and Program Evaluation

The competent school counselor understands the importance of, and engages in research and program evaluation.

STANDARD 15 - Professional Orientation and Identity

The competent school counselor understands and actively participates within the profession.

STANDARD 16 - History of School Counseling and Current Trends

The competent school counselor understands the history and current trends and issues of the profession and includes this knowledge when establishing comprehensive developmental counseling programs.

STANDARD 17 - Human Growth and Development

The competent school counselor understands the individual diversity of human growth, development, and learning and provides experiences that promote the physical, intellectual, social, and emotional development of the student.

STANDARD 18 - Standards and Best Practices in School Counseling

The competent school counselor knows and applies the standards referred to in subsection (a) (1) (A) of this Section in developing his or her role and function in establishing school counseling programs.

STANDARD 19 - The Helping Relationship

The competent school counselor possesses knowledge and skills necessary to establish helping relationships appropriate to the school setting.

STANDARD 20 - Social and Cultural Diversity

The competent school counselor possesses the knowledge and skills to appropriately address issues of diversity, cultural difference, and change.

STANDARD 21 - Ethical Concerns and Legal Matters

The competent school counselor is aware of current legal issues and ethical guidelines of the profession and acts accordingly.

STANDARD 22 - Practicum

The competent school counselor develops basic counseling skills, under qualified supervision, with a school-based population.

STANDARD 23 - Internship

The competent school counselor completes an internship that provides the opportunity to perform, with a school-based population, under qualified supervision, a variety of counseling activities that a professional school counselor is expected to perform.

Making the Model Work

CHECKLIST for Chapter 3

- 1. What are some of the unique needs your students possess that may require rethinking certain goals and competencies?
- 2. In collaboration with counselor colleagues, and administration, write the Beliefs, Vision, and Mission Statement for a Developmental Counseling Program. Practicing counselors as well as graduate students might contact a local school that already has a developmental counseling program and identify these statements to use as a model to follow.
- 3. Make contact with a local school and ask for a copy of their School Improvement Plan. Read the plan and discuss with school counselor colleagues the various ways in which a developmental counseling program can enhance progress of the plan.
- 4. Review the School Counselor Services listed in the School Code. Discuss with colleagues the progress that your school is making toward providing these services.
- 5. Become familiar with the 23 Illinois Standards for School Counselors. Talk with your counseling department about how each counselor has gained knowledge and skills outlined in these standards. Point out to graduate students that the School Counseling Subject Test for Type 73 Certification is based on these 23 standards.
- 6. Review the ASCA Standards. How does your school counseling program reflect these standards?
- 7. In what ways are the counselors in your school working with teachers to implement the mandated Illinois Social Emotional Standards?
- 8. Go to www.SchoolCounselor.org; locate and download the School Counselor Competencies (2008). Read about the history, purpose and development of this document. Notice that each of the elements of a developmental counseling program is included. With your colleagues, choose an element to study, discuss, and put into action.

Chapter 4

Management

Becoming Developmental While Doing the Traditional

The real challenge in designing and implementing a developmental counseling program is to maintain the existing traditional program while a significant change is being made toward a developmental program. Notice that the term **counseling program** is being used instead of “guidance and” counseling program. This shift is deliberate. In keeping pace with changing times, the American Personnel and Guidance Association became the Association for Counseling and Development, and now is the American Counseling Association. In 1998, in the Illinois School Code, legislators changed the term guidance to **counseling** to more accurately reflect the role of the school counselor. Districts and counselors are encouraged to make this same transition.

Setting the Stage for Change

In setting the stage for change, three essentials are necessary: (a) obtaining administrative support for program change, (b) establishing an Advisory Council, and (c) establishing a Steering Committee.

(a) Obtaining administrative support for program change

When school administrators understand what a developmental counseling program encompasses, they tend to be enthusiastic and supportive of developing programs. Keep administrators informed about workshops, programs and designs; this allows administrators to stay abreast regarding new program initiatives and services being provided to students. A cooperative and supportive relationship needs to develop between school counselors and school administrators. Without this support, establishing a developmental program will be very difficult.

One of the best ways to ensure effective implementation of a developmental program is with a management agreement. This premise of this agreement is that school counseling staff and appropriate administrators identify needs based on data to inform decisions. These decisions could include the following:

- assignment of counselor responsibilities
- counseling curriculum and services
- amount of time devoted to delivery of specific lessons
- professional development
- role of support staff

(b) Establishing an Advisory Council

One of the most vital first steps in implementing a developmental counseling program is to establish an Advisory Council. The Advisory Council is a group of advocates who will make recommendations for program design. Their activities may include:

- Educating others in the school system and community about developmental counseling programs;
- Identifying local resources;
- Articulating perceived needs;
- Brainstorming ideas with the counseling staff on program development;
- Providing support to the development of the program;
- Advocating for developmental time, materials, and resources.

Members who are included in an Advisory Council should be a blend of school and community leaders. These leaders are expected to help provide partnerships with other organizations and resources in the community to define the developmental program and assist in its success. It is suggested that 10-15 people serve on this committee, depending upon the size of the school and the community it serves. If the school represents more than one community, care must be taken to give fair and appropriate representation to all constituents. Further, these members should have an expertise and/or play a leadership role in the community in the areas of education, business, community resources, volunteerism, or family life. It is wise to also select members who will represent gender, ethnic, and other diversity differences in the community. Student involvement on the Advisory Council is also highly recommended.

Given the importance of the Advisory Council, it is clear that time needs to go into the selection of its members. This committee must represent both the school and community. Possible suggestions would include school counselors, school faculty and administration, special service professionals, a representative of the student government, business leaders, mental health professionals in the community, local government officials, law enforcement agents, School Board members, parents from PTA/PTO groups, and church leaders.

In the beginning, this council is the first to understand and believe in what developmental counseling has to offer. Provide written materials to these committee members and take the time to educate them on the theory, components, needs, and potential outcomes of a developmental program. Bring in speakers from state organizations or other schools with successful programs to assist in their training. Be open to their questions and assertive in securing their endorsement and support. This group will serve as the "hub" in getting your program started. Once you have this group advocating for you, you may find that school board members, PTA/PTO leaders, community resources, and others will seek you out to learn more. Your job of selling the program becomes easier and you can turn your attention to the actual program development, an area where your expertise is critical.

The successful transition to a developmental program takes at least three to five years. Careful planning and attention to detail are valuable in the successful implementation of such change. Do not underestimate these important factors.

In getting the Advisory Council started, you will want to consider some of the following:

- Keep the superintendent and/or principal informed of all intentions (perhaps including these people on this council as ex-officio);
- Comply with all regulations and procedures in your district when developing such a committee;
- Set a limit to the terms you will ask each member to serve;
- Invite potential members by phone and follow up with an official letter;
- Develop some general information that you can send to potential members to assist them in making the decision to join. This will not only include information on developmental counseling, but also on the purpose of the committee, meeting times, place, and dates, length of term, and other vital information;
- Develop a strategy of how you will keep members of your Advisory Council updated on what you are doing. One of their most critical roles will be to look at evaluative data which reflect the success and outcomes of the program.

(c) Establishing a Steering Committee

While the Advisory Council advises and assists in providing resource information, community connections, positive support and publicity for the developmental counseling program, there must be another committee established that will be responsible for the "nuts and bolts" of designing and implementing the program. This group is called the Steering Committee.

Members of this committee will be predominantly school people, including counselors, other student services staff, students, teachers, administrators, and those willing to commit to the program development. If the district has more than one school, it is good to have a representative from each school serve on this committee. The representative would be responsible for coordinating his/her school's efforts into the program of the entire district, thereby ensuring a continuity of school counseling services from kindergarten through high school. It may also be advantageous if the Steering Committee were chaired by an administrator who is responsible for the counseling program. Having a person with such authority in charge can assist with getting administrative support for new ideas and possible changes. It also can serve as a motivator for those who may be more resistant to the new ideas. Such a collaborative committee configuration recognizes and values the focused expertise and vast experience of both **district and community members working as an interactive team to enhance student performance**. This is very important if the developmental curriculum is to have a sequential nature to it.

This committee will report to the chief administrator and to the Advisory Council. The Steering Committee's tasks include: the development of a mission statement, goals and competencies, curriculum development, needs assessment, and school improvement plans. With the support of the Advisory Council, this committee will need to meet often in the beginning, and develop a time line for the school district as to how the design and implementation of the developmental program will occur.

Tasks for the Steering Committee

The Steering Committee will need to address several important program elements in laying the groundwork of the design. Each of these is discussed briefly below:

1. Budget

An adequate budget is necessary to guarantee a successful design, implementation, and evaluation of the program components. Monies should come from the district, but grant funding can also be used as a source of income. Items needing consideration are:

- Program materials, equipment and supplies.
- Staff development funds for in-service, conferences, and professional workshops.
- Increased professional staff in order to have a manageable student to counselor ratio so the program can run effectively. The American School Counseling Association suggests a 1 to 250 counselor to student ratio (ASCA, 2005).
- Support staff who can take over clerical and non-counseling tasks.

2. Facilities

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

One of the most popular responses from people wanting to avoid change is the statement, "We've never done it that way before!" A developmental program requires that school districts look seriously at making changes and trying things that probably have never been seen as possible. One such issue relates to the School Counseling Curriculum program component. Counselors will need to have time to meet sequentially and regularly with students at all levels. This becomes a greater challenge for secondary level programs. However, schools have creatively developed schedules and collaborative efforts to allow the counselor time to present their program. What must be accomplished first is

that the administration and teachers must understand the purpose and see the need to use valuable classroom time for the School Counseling Curriculum. This includes programming in academic, career, and social emotional concerns. It is also very helpful for counselors to provide teachers with a full year master calendar of their curriculum, which is presented to students in the classroom.

3. Materials

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

4. Staff Support

One of the most apparent changes within the developmental program is the need for support staff to take on the non-counseling activities so that the school counselors have the time to effectively address student needs in each of the four program components. The school counselors, as part of their design and plan, must reorganize and shift roles and responsibilities in such a way that maximizes their training and expertise. An analysis of the counselors' use of time needs to be completed, and paperwork tasks may need to be shifted to support personnel. In some schools counselors spend time scheduling students into classes. While programming is a counselor's responsibility, the actual task of scheduling is an administrative task and may need to be re-assigned. While this may be a controversial part of the new approach, it is critical that counselors be effective leaders and student advocates. As leaders, school counselors must address these issues head-on and work to develop an effective program that truly provides assistance to students and that leads to the accomplishment of student goals.

Making Changes in Counseling Program Management

Getting School Counselors Started

While the responsibility for school counseling programs rests with the local school district, it is the responsibility of school counselors to take a strong leadership role in continuing to develop a program that is connected with the school improvement plan. The support of local building principals is crucial to the development and maintenance of a counseling program that seeks to model the standards of the counseling profession.

Counselors face a distinct challenge in the transition from a traditional program to a developmental program. The challenge is to continue the operation of existing programs while taking the time to design and initiate new concepts and activities that are recommended in this model.

As the process of meeting the standards for a developmental counseling program evolves, keep the following points in mind:

1. Understand the student support system (e.g., parents, teachers, administrators) in which the counseling program exists.
2. Change takes time. Change is more difficult for some than others, and we need to respect the reasons for the difficulty involved in change. Change is often built by taking small, incremental steps.
3. Accept the movement toward an evidence-based and data-driven developmental counseling program as a challenge for realizing the optimal potential in a quality program. Assessment, both quantitative and qualitative, is essential.

In order to move toward a developmental counseling program, counselors will need to change how a program is managed. Some potential changes include:

1. Eliminating a self-defeating philosophy: Counselors have often taken on everything their districts have asked of them. They have tried to be everything to everyone. The philosophy that a counselor ought to be available to meet the counseling needs of all students is definitely self-defeating because there is no way that a counselor can meet ALL the needs of ALL students. Becoming aware of this self-defeating philosophy makes it easier to take the time that is necessary to implement a developmental program, especially when it is understood that a developmental school counseling curriculum will reach more students than is possible in a traditional program.
2. Identifying and analyzing *what one is doing when*: It is difficult sometimes for counselors to stop what they are doing, and answer the question, "In what program component am I working now?" because they may not have been taught program management. If the answer to that question is not immediately clear, it could mean that the task may not be directly related to an essential program component, and thus may be eliminated, shifted to someone more appropriate, or done in a more effective manner.
3. Taking control of time: Managing time may mean that the counselor does not just drop everything to be available to a student (unless it is an emergency), but rather allow for proactive activities, not only reactive ones. For example, the concept of "Counselor of the Day" which is used in some districts, enables one of the counselors to take parents' telephone calls and handle students' requests (by either providing immediate information or setting up an

appointment with a counselor). This arrangement allows the other counselors to continue with scheduled proactive activities. Additionally, counselors need to think realistically about how they use this time, so that they remain accountable. Time should be spent in each of the four program components (see time distributions at the end of this chapter).

4. Working smarter: By using effective time management, counselors can use teamwork to strategize, organize, plan, and schedule activities proactively rather than being "on call" at any time.
5. Piloting new activities: Piloting new activities is a sound method of creating change. Testing the product and making modifications will help gain understanding and support from colleagues who might otherwise be critical of new ideas or approaches.
6. Transforming the system: School counselors must become leaders in helping the school understand their role in changing the school system. This may include working less with students one-on-one and more with students in classes, assemblies and small groups. It also requires the counselor to act as a consultant to teachers who will be implementing academic, career and social-emotional lessons within their curriculum. School counselors cannot do this alone; they need the help of administrators and teachers.

Given the above information, it is apparent that setting the stage for change and making some changes in program management can do much to ensure success in achieving a developmental counseling program.

Sequential Schedule/Calendar

The most useful tool for school counselors is an academic calendar of school counseling curriculum and all the activities that comprise the delivery system. This calendar must be developed in collaboration with administration and faculty. Often the task of completing the first steps of program management needs to be done simultaneously with the publication of a delivery calendar. The school community, as well as parents and students, need a specific time and place that is scheduled at the beginning of the school year for each counseling program or activity. A sample of a high school calendar is found on the next page. Here is a point to ponder: *If, at the beginning of the school year, your department has not begun a developmental counseling program, it would be prudent to forego the completion of the Foundation and distribute a calendar to faculty, parents, and staff.*

Action plans facilitate the implementation of managing a developmental counseling program. A sequential schedule with target dates to accomplish specific tasks is a valuable tool to help with planning. Ideally, counselors would begin with the Foundation

(Chapter 3); they might find it necessary to administer a Needs Assessment Survey and study School Improvement Plans. Updates on current legislation and access to information about standards and competencies are also needed. Furthermore, a review of program components and time distribution of counseling activities contributes to the progress of moving the program forward.

SAMPLE HIGH SCHOOL CALENDAR

School Wide Developmental Counseling Program Schedule – First Semester

<u>DATE</u>	<u>PERIODS/TIME</u>	<u>CLASSES/ROOM</u>	<u>EVENT/GRADE LEVEL</u>
Aug. 17	7 – 9 pm	Cafeteria/Classrooms	Freshmen Orientation (fresh/parents)
Week of Aug. 23	TBA	Room 111	8 th Gr. Placement – Transfer Students
Sept. 8 & 10	9/8 (per.2, 4, 6, 8) 9/10 (per. 0, 1, 3, 5, 7)	P.E.	Counseling curriculum-Seniors
Sept. 11, 18, 25/Oct. 2	Lunch Hours	TBA	ACT Preparation Seminar
Sept. 11-Oct 2	9-11:30 am	Assessment Center	PSAT/SAT Seminars (Grades 10, 11, 12)
Sept. 17	First Period	Cafeteria	Transfer Student Breakfast
Sept. 15 & 17	9/15 (per. 1, 3, 5, 7) 9/17 (per. 2, 4, 6, 8)	Biology Classes	Counseling Curriculum-Freshmen
Sept. 23 & 24	9/23 (per. 2, 4, 6, 8) 9/24 (per. 0, 1, 3, 5, 7)	PE Classes	Counseling Curriculum – Juniors
Oct. 5	10/5, 1/26	Room 111	Consumer Ed. Test
Oct. 5 & 6	10/5 (per. 2, 4, 6, 8) 10/6 (per 1, 3, 5, 7)	English Classes	Counseling Curriculum – Sophomores
Oct 9 – June 10	8 – 11:30	Math Wing	ACT/SAT – Grades 11 & 12
Oct. 12	8-11:30 am	Room 111	PSAT Make-up
Oct. 16	8-11:30 am	Math/Sci Classrooms	PSAT – Grades 10 & 11
Oct. 19	8:30 – 11 am	All School Testing	Learning Styles, Study Skills, Portfolio, 10 th grade – PLAN, 11 th grade – practice ACT
Oct. 19	8:30-11:30 am	Aud/Café/Band/Chair Rooms	Seniors – Career Life Planning Conf.
Oct. 19	8:30-11:30 am	FL/Social Science	Institutional ACT – All Juniors
Nov. 1-Dec. 3	Various Periods	Eng. Class & Computer Rm	Career Units – 10th Grade
Jan. 3-Jan. 10		Career Center	
Nov. 6	8-11 am	Math Wing	EXPLORE-8 th Grade
December		Weeknight	Financial Aid Meeting
January 12		Fieldhouse	Academic/Activity Athletic Fair, 8 th Grade

Additional activities include: System Support, Responsive Services, Individual Planning; TDP (Talent Development Program); Career Mentoring/Interning/Shadowing; Career/Life Planning Course (898); Life Issues Programs; Peer Helping; Support Groups; Service Learning, etc. The counselor’s primary purpose is to meet the individual needs of students. Parents and school staff are encouraged to contact the counselors as needed.

Program Components

School Counseling Curriculum Component

The School Counseling Curriculum consists of structured developmental experiences presented systematically in grades K-12 through classroom and group activities for all students. The purpose of this curriculum is to provide students with knowledge of normal growth and development, to promote positive mental health, and to assist them in acquiring and using life skills. The curriculum addresses three domains:

1. **Academic:** Learning about academic success
2. **Career:** Learning about career and life planning
3. **Social Emotional:** Learning about self and others

While this model references the terms "Social Emotional", the ASCA Model uses the terms "Personal/Social". Social Emotional Standards are unique to Illinois due to mandates by the Illinois State Board of Education.

Identification of specific learner outcomes are based on both developmental theory and systematic needs assessment. The organization and coordination of the curriculum is the responsibility of the counseling staff. Delivery and implementation requires cooperation on the part of the entire faculty and staff.

Individual Student Planning Component

Individual Student Planning consists of activities that help all students monitor and direct their own academic, career, and social emotional development. Within this component, students develop and evaluate personal goals, educational and career plans. Activities of this component can be delivered on an individual or small group basis. Strategies for implementing this component include:

Individual Appraisal

Counselors work with students to assess their abilities, interests, skills, and achievements. The use of tests and non-test information is used to develop both short range and long range plans. For example, counselors could review PLAN test results with sophomores or PSAT scores with juniors.

Individual Counseling

Counselors work with students to enhance social emotional development and to acquire the skills to set and achieve career and educational goals. The cooperative involvement of students, parents, and the school is needed in planning a program to meet individual needs. An example of this would be when counselors meet with the student and parent to consider postsecondary planning options.

Placement

Counselors assist with transitions from one educational program to another, one school to another, or from school to career. An example of this would be when counselors work with a student who wants to enroll in a dual credit program.

Responsive Services Component

Responsive Services consist of activities designed to meet the immediate counseling needs of students. This component is available to all students and is usually student initiated but may occur through parent, teacher, or other referral. Responsive services are delivered through these strategies:

Consultation

Counselors consult with parents, teachers, student services staff, other educators, and community agencies regarding strategies to help students. Counselors serve as advocates for the developmental needs of the student. For example, a counselor could meet with a teacher to provide behavioral strategies for a student who needs help staying on task. Counselors can also assist teachers implement and sustain a social-emotional curriculum in their classroom. Counselors may also assist with curriculum development around career development activities than can be taught by classroom teachers.

Individual and Small Group Counseling

Counseling is provided for students experiencing developmental difficulties with academic, career, and social emotional concerns. Counselors assist students in clarifying problems, identifying alternative solutions and possible consequences so that appropriate action can be taken. For example, a counselor could facilitate a small group to help students with anger management issues.

Crisis Counseling

Counseling and support are provided to students and their families facing an emergency situation. Such counseling is normally short-term in nature. When necessary, appropriate referral sources are used. An example of this would be when a counselor provides support to a student and family in which a parent suddenly becomes unemployed and it has an adverse affect on the family, but especially the student.

Referral

Effective counseling requires counselors to access a variety of resources available to help students. Counselors refer students and parents to appropriate community agencies to help with identified long term problems. Referrals may be made in situations related to suicide, substance abuse, teen pregnancy, physical and sexual abuse, terminal illness, and other issues depending on students' needs. To assure professional support, counselors maintain ongoing communication with referral agencies and referred students. Referral sources may include: mental health agencies, employment and job training programs, educational resources, social services, appropriate religious institutions, and counselors in private practice. It is the counselor's responsibility to check with administration concerning district referral policy prior to making any referral to outside agencies.

System Support Component

System Support consists of activities which establish, maintain, and enhance the school counseling program. The following components are included:

Professional Development

School counselors need to update their knowledge and skills on a regular basis. In fact, school counselors in Illinois are required to obtain Continuing Professional Development Units (CPDUs) for recertification. Professional Development can include continued education, workshops, in-service activities, contributing to professional literature, and conferences. For more information see:

http://www.ilschoolcounselor.org/pdf/matrix_t73.pdf.

Staff and Community Relations

Counselors orient staff and community to the counseling program through newsletters, local media announcements, school and community presentations.

Consultation with Teachers

Counselors need to consult with teachers and other staff on a regular basis to provide information and support to staff and to receive feedback on needs of students.

Parent Outreach

Counselors provide opportunities for ongoing support and information sharing with parents regarding each child's development.

Advisory Committees

Serving on departmental curriculum committees or advisory boards helps generate school and community support for the counseling program as well as providing a means for the counseling program to assist in developing curricula that meet student developmental needs.

Program Management/Accountability

This includes the planning and management tasks needed to support activities of the developmental school counseling program. Accountability is always necessary.

Research and Development

School counseling program evaluation, data analysis, and follow-up studies are designed for program accountability and improvement. A working relationship with a university counselor educator can facilitate this process.

Program Development and **Personal Development** are necessary additions to the system support component. The program needs regular evaluation, and counselors will benefit from training, supervision, and networking.

Non-Counseling Duties

In the past and even currently, school counselors have been assigned duties that are not within the scope of a developmental counselor's role and function. These duties need to be reassigned. The following are examples:

- Coordination of standardized testing and dissemination of score information
- Clerical tasks such as filing, preparing transcripts, calculating honor roll, sorting test materials withdrawal procedures;
- Supervision responsibilities including hall, lunch room, rest room, parking lot, playground;
- Supervision of study halls;
- Clerical responsibilities related to interviewing and scheduling of college, military, and vocational school representatives;
- Substitute teaching responsibilities;
- Attendance clerking;
- Administration of discipline or the determination of disciplinary consequences;
- Homework collection and distribution;
- Riding the school bus and supervising field trips;
- Case manager of special education, 504 coordinator, IEP writing, and clerical duties associated with these areas.

Time Distributions

Too often in traditional counseling programs, counselors find themselves with job descriptions that did not match their educational and experiential qualifications. These non-counseling activities of the counselor often come at the expense of providing service to the student. In a developmental counseling program, the components of the program are clearly identified and recommended time allocations are given to each component. Certainly each school may need to modify the recommended time distributions to fit their own system. What is important is that significant time is given to each component so that the school counseling program demonstrates as much or more emphasis on prevention as on remediation.

Elementary Level

Because of the developmental characteristics and needs of children at the elementary level, school counseling programs put special emphasis on developmental issues and prevention. Also, because of the manner in which elementary school systems are structured, the counseling program will make special use of group methods, consultations with parents and teachers, and the use of the classroom to accomplish the objectives of the counseling program. The recommended time distributions for each component at the elementary level are:

School Counseling Curriculum	35%-45%
Individual Student Planning	5%-10%
Responsive Services	30%-40%
System Support	10%-15%
Non-counseling Activities	0%

Middle School/Jr. High Level:

Children in the Middle School/Junior High grades are experiencing rapid developmental changes which will require that counseling programs be flexible, exploratory, and transitional. Counselors will still need to devote time to facilitate peer counseling programs, consult with teachers, and provide time for individual planning to meet the developmental needs of children during this period. The recommended time distributions for each component at the Middle School/Jr. High level are:

School Counseling Curriculum	35%-40%
Individual Student Planning	15%-25%
Responsive Services	30%-40%
System Support	10%-15%
Non-counseling Activities	0%

High School Level

Older adolescents, especially those who have experienced successful developmental counseling programs, are more capable of self direction and decision making. Yet the high school years call for a number of decisions to be made that require information, education, and individual help in the decision making process. Developmental counseling programs at the high school level then maintain a strong curricular component and preventive emphasis but include more time for individual help and decision making. Recommended time distributions for each component at the high school level are:

School Counseling Curriculum	15%-25%
Individual Student Planning	25%-35%
Responsive Services	25%-35%
System Support	15%-20%
Non-Counseling Activities	0%

The goal of establishing a developmental counseling program may at first appear to be a daunting task. Counselors often point out that they are so overwhelmed by the duties they perform everyday that they do not see where they will find time to establish a developmental program in their schools. The Illinois Model time distributions described here should be seen as a goal that may take time to achieve; perhaps 3-5 years, or even longer. What is important is commitment to the developmental counseling concept and the willingness to devote the necessary time to the change process. The goal of a counseling program that can be more effective in helping students as well as more fully utilizing the talents of the counselors is a worthy one, even if it needs to be achieved in small steps.

Making the Model Work

CHECKLIST for Chapter 4

- 1. Discuss with your colleagues the changes that need to be made; does your counseling department have a Steering Committee? Does your counseling department have an Advisory Council? What steps need to be taken to establish these two groups?
- 2. How are all four program components being addressed by the counselors in your school? What component(s) need attention? Create your own school's time distribution chart
- 3. Which non-counseling activities are still present in your program?
- 4. Does your school counseling program have a calendar or sequential schedule? If not, construct such a document (elementary school, middle school or high school). If your department does have such a schedule, when was it distributed? How is it used? How could the calendar be improved?
- 5. Are you mindful of time distribution for counseling activities, tasks and roles based on the level with which you work (elementary, middle or high school)?

Chapter 5

Delivery

Developmental Goals and Competencies

The Illinois Model is presented as a **guide**. It should act as a blueprint for helping counselors establish comprehensive, developmental programs in their respective schools. Since children are similar in many ways, the goals and competencies presented in this document are built upon national directives in the field, developmental theory, models of healthy personality development, and techniques drawn from various counseling theories for bringing about behavioral change. At the same time, all goals and competencies of school counseling programs should be derived from systematic needs assessments and adapted to distinct aspects of the school itself. The establishment of goals and competencies for any particular school will be unique to the school and will reflect the characteristics of the school, the students, and the resources available.

Developmental Goals

Goals generally are seen as broad statements of intent. Goals can therefore be similar for various developmental levels. A comprehensive, developmental counseling program is designed to help students acquire knowledge, skills, and attitudes in three domains; academic, career and personal/social/emotional. Within each domain, several goals are suggested for school counseling programs in Illinois.

Domain A: Academic Goals As a result of participation in the school counseling program, students will acquire the knowledge, skills, and attitudes to:

1. Develop positive attitudes toward school and focus on life-long learning; develop effective study skills (applying effective study skills)
2. Make decisions about educational opportunities and understand the relationship between learning and work (setting goals)
3. Understand the school environment and develop an awareness of learning style (learning effectively)
4. Acquire strategies for demonstrating success in knowledge and skills (gaining test-taking skills)

Domain B: Career Goals

Many schools offer programs such as career day or job shadow opportunities to help expose students to different career options. Additionally, counselors may facilitate sessions to help students conduct various computerized personal, interest and skills inventories.

As a result of participation in the school counseling program, students will acquire the knowledge, skills, and attitudes to:

1. Make appropriate career decisions (planning a career identity)
2. Establish goals, plan, and prepare for the future (planning for the future)
3. Understand the continuing changes of male/female roles and the interrelationship of life roles (combating career stereotyping)
4. Participate in school-to-work transitions (analyzing skills and interests)

College and Post-Secondary Planning

College planning and career counseling warrant great attention, as counselors work to meet the ever-changing postsecondary needs of students. College admissions have become extremely competitive and complex, requiring counselors to acquire knowledge and skills in college counseling and postsecondary planning.

While many graduate counseling programs teach college counseling, it may not be a course in and of its own. Therefore, counselors are highly encouraged to seek professional development opportunities with appropriate organizations. Organizations such as the Illinois Association of College Admissions Counseling (IACAC: <http://www.iacac.org/>) and the Illinois Student Assistance Commission (ISAC: <http://www.collegezone.com/>) can be helpful resources and partners for planning career and college activities.

Domain C: Social Emotional Goals As a result of participation in the school counseling program, the student will acquire the knowledge, skills, and attitudes to:

1. Understand, accept and respect self (gain self-awareness)
2. Identify, prioritize, and evaluate values (developing positive attitudes)
3. Understand and make appropriate decisions regarding drug/alcohol, tobacco, and other substance uses (making healthy choices)
4. Understand and get along with others, respect cultural diversity, and other differences (respecting others)
5. Behave responsibly in the family, school, and the community (gaining responsibility)
6. Communicate effectively in groups (developing relationship skills)
7. Resolve conflicts in safe and responsible manner (resolving conflicts)
8. Develop effective ways to cope with violence in order to ensure one's personal safety (making effective decisions)

Competencies

Competencies are specific behaviors that students are expected to develop relative to the goals of the counseling program. Identification of specific competencies allows school counselors to dialogue with each other with regard to specific outcomes of the program as well as methods used to produce the outcomes. Competencies are very useful in communicating to others (parents, students, faculty, administration) what the developmental counseling program intends to accomplish. Competency statements also readily lend themselves to assessment allowing for evaluation and accountability of school counseling programs.

The Illinois Developmental Counseling Competencies (see Appendix E, pg. 69) are arranged in detailed charts that provide suggested student competencies by **Domain**, **Goal**, and **Grade Level**. The goals and competencies on these charts are examples that provide the basis for teaching all students the knowledge and skills that comprise the School Counseling Curriculum. Counselors may use these guidelines to further implement other goals that may be developed in individual school settings.

Implementing the Four Components

Counseling Curriculum

A School Counseling Curriculum is based on the premise that all students will benefit from a systematic program that provides for their developmental needs and fosters life skills which will help them to cope with life situations and successfully meet life transitions. The objectives of a developmental School Counseling Curriculum are formulated into student competencies in three domains: Academic, Career, and Social Emotional.

The Counseling Curriculum, like any curriculum, must be comprehensive and sequential K-12. Lesson plans for each student competency must be designed for each grade level and be aligned with the appropriate developmental needs of students. The curriculum needs to undergo continual revision to improve and remain current. And finally, a curriculum must be accountable; it must be evaluated to ensure that student competencies are met. In order to serve *all* students and to maximize the distribution of the counseling curriculum, school counselors are encouraged to engage in or coordinate classroom and large group sessions whenever possible.

Writing Lesson Plans

Lesson plans should be developed for the time frame that is conducive for the particular unit. If it is a 30-minute period opposite the lunch hour or if it is a 55-minute period in a teacher's classroom, then a lesson plan needs to be constructed to fit the appropriate time frame. Most important is the collaboration of the counselor with the classroom teacher in planning the Counseling Curriculum activity. The kinds of topics should include the services provided by school counselors that are listed in the **Illinois School Code** (page

21 of this document). There are a number of activity resources that are available for counselors' use in preparing lesson plans. See the appendix (page 82) for links to Lesson Plan resources.

Necessary Classroom Skills

Skills important to effective presentation of the School Counseling Curriculum include:

- classroom management
- time management
- delivery of a presenting stimulus or lecturette
- directing structured activities from dyads to total group
- operation of audiovisual equipment
- active listening
- open-ended questioning
- facilitating the group process
- non-judgmental responses
- pacing
- balancing flexibility and staying on task
- involving all students
- noting cues for follow-up work with individual students

In some cases, counselors may need to renew or develop one or more of these skills. Professional development workshops or conferences often provide opportunities to develop or enhance the skills and knowledge necessary to present the School Counseling Curriculum.

Conducting Classroom Lessons

As refreshers, the following steps in conducting classroom lessons may be helpful:

- Be creative about designing lessons that combine both counseling standards and academic subject area material;
- Plan with teachers so as to make time in the classroom convenient and valuable;
- Prepare materials and handouts in advance;
- Place all materials in a filing folder that can be pulled later to up-date and reuse;
- Arrange ahead of time for any audiovisual equipment, and know how to operate that equipment or have someone operate it;
- Be generally knowledgeable and familiar with the entire unit and totally familiar with the lesson that is to be presented that day;
- Arrive early, and start on time;
- While keeping the classroom atmosphere relaxed, maintain proper decorum using classroom management skills;
- Follow the structure of the lesson plan to present the unit using group-process skills;
- With an eye on time management, strive to personalize the content with a balance of task orientation and flexibility;
- Utilize various-sized groups (dyads, triads, groups of six, or total group) for maximum effectiveness in given activities;

- Vary the traditional classroom style to circles or sitting on the floor;
- As appropriate, make use of student demonstrations, role-plays, homework with non-threatening assignments;
- Conclude by generalizing the content to applicable situations in the students' world.

The content relating to necessary classroom skills and steps in classroom lessons is adapted from Chapter 9 Designing a Developmental School Counseling curriculum by Toni R. Tollerud Let me give you the latest citation for this...Tollerud, T. R., & Nejedlo, R. J. (2009). Designing a development counseling curriculum, in Ann Vernon (Ed.). Counseling Children and Adolescents (Chapter 12 pp. 387-422). Denver: Love Pub.and Robert J. Nejedlo in Ann Vernon's book, Counseling Children and Adolescents published in 1993 by the Love Publishing Company in Denver.

Individual Student Planning

In reevaluating what is currently done in individual appraisal, assessment, and placement systems, the counseling staff may decide to adopt a uniform system for tracking student progress. An examination of current forms being used in other schools or forms suggested by the State Department of Education can result in an improved system for assessing each individual student.

In re-shaping how the counseling program will provide individual planning, the counselors may want to begin by advocating for individual planner booklets or online portfolios to be used by every student. Such products can be useful k through 12. These products have been successfully used in counseling programs and preliminary data suggests such products are valued, kept, and used by students. Much information is contained in such booklets or online portfolios including helpful time management techniques, study skills, and self-concept enhancers. In addition, specific formats to improve individual advisement can be designed by counseling staff.

Placement refers to both internal placement in a given course or academic program and external placement in an entry level job or college. Again, counselors can examine their current way of handling placement activities to see how they might be reconfigured to provide optimal assistance to *all* students and yet be efficiently done. The work of the Transforming School Counseling Initiative (<http://www.edtrust.org/dc/tsc>) and the National Office of School Counselor Advocacy (<http://professionals.collegeboard.com/policy-advocacy/educators/nosca>) are relevant resources for programming related to placement. It may be too much here, but the work of the transforming school counseling program does a great deal here in showing how counselors have been instrumental in student placement that has enhanced their learning, grades, and development, even increasing graduation rates. You'd have to look at that but it seems to be what you are talking about here.

Responsive Services

The responsive services (individual and group counseling, crisis counseling, consultation, and referral) will always be the core of the school counselor's work. In the time set aside for professional development within the school, counselors can benefit by sharing with each other referral sources and techniques found to be effective. Becoming adept in referring students to community agencies can lead to effective management in providing treatment for long-term problems. If a counseling program is managed well, counselors should be able to devote 25-35% of their time to this component. In delivering responsive services, confidential information is likely to be disclosed. It is vital that school counselors adhere to the American School Counselors Association ethical code as well as pertinent state laws regarding confidential information.

System Support

System Support, although described as a component where counselors may spend 10 to 20% of their overall time commitment, is a significant part of a developmental school counseling program. One aspect of System Support is that of building bridges with others who play a role or have an interest in the counseling program and the developmental growth of students. Therefore, counselors need to work in leadership capacities for parent outreach programs as well as staff and community relations. Since the goals of the counseling program are consistent with the goals of the school itself, counselor involvement with curriculum committees, parent organizations, and consultation with teachers is crucial.

It is clear that an effective counseling program must be driven by data. Therefore another part of System Support is the need for program evaluation and establishing accountability systems and outcomes. Historically, counselors have given lip-service to this important part of the counselor's work responsibility. Often the counselor was heard recognizing the importance of program evaluation but bemoaning that there was "not enough time" to do so. In a developmental program time must be established for counselors to do the necessary work to evaluate programs and demonstrate accountability. See chapter 6 for more information and examples.

Finally, it is important that counselors be supported in their work by providing opportunities for participation in professional development activities. The maintenance and enhancement of one's professional knowledge and skills, as well as the maintaining of licensure and certification, requires such continuing education. Professional development opportunities are provided by state and national counseling organizations. State and national level school counseling organizations offer professional conferences each year which allow those in the field to stay current with research and best practices. Effort should also be made at establishing professional development opportunities within the school itself as well as district and region wide. For example, a

special course can be designed to meet the professional development needs of counselors in neighboring districts by utilizing university counseling programs, counselor educators, or other consultants.

Another aspect of revitalizing system support is to have the counselors and administrators take part in a professional development program in which teachers and other support staff hear how the counseling program has become a developmental counseling program. Administrators talk about how they will support the program, and counselors talk about how the program has changed. The same type of program can be presented to the school board and parents in the community.

Making the Model Work

CHECKLIST for Chapter 5

- 1. Write a lesson plan using a goal and a competency from each domain at each grade level.
- 2. Give an example of an individual planning activity.
- 3. Talk with colleagues about various responsive services that have been delivered in your school building.
- 4. List the staff development activities that the counselors in your school have completed.
- 5. Identify the organizations, committees, clubs and outreach programs in the school and community where counselors can take a leadership role in building partnerships to enhance student performance.
- 6. Brainstorm activities for use with school and community groups to increase parent and community involvement. For example, Grandparents Day, Muffins for Moms, Donuts for Dad, Coffee with Counselors.
- 7. Examine other school delivery systems for applicability for each component of your school program.

Chapter 6

Accountability

Accountability is a critical part of a developmental counseling program. Accountability requires data to assess the effectiveness of counseling interventions, identifies areas for improvement, and communicates strengths and weaknesses of the program to others. Accountability involves examining the variety of services provided by school counselors as well as evaluation of the program as a whole.

Often accountability is thought of as evaluation that is done after a project is completed. However, effective evaluation is a continuous, ongoing process. Goals and competencies should be identified and written in a manner that can be measured. ASCA has published ["Making data work"](#) which can be very useful in designing evaluation methods. In an August 2009 publication, ASCA devoted an entire special edition of the Professional School Counseling Journal to action research in school counseling. This work offers a number of useful techniques for evaluation of school counseling, especially those designed to assess Student Competencies acquired through a Developmental Program.

Additional resources are available to assist school counselors in using data to assess the success of their school counseling program and specific interventions for program implemented in response to needs assessments. Recently, for example, various authors have created texts supporting the data collection and analysis process in comprehensive school counseling programs (see [Dimmitt, C.L., Carey, J.C., & Hatch, P.A. \(2007\). Evidence-Based School Counseling: Making a Difference with Data Driven Practices. Thousand Oaks, CA: Corwin Press.](#) Also see [Stone, C.B., & Dahir, C.A., \(2009\). School Counselor Accountability: A MEASURE of Student Success \(2nd Ed.\). Upper Saddle River, NJ: Prentice Hall.](#))

The Accountability Process

Two specific areas in developmental counseling programs that require accountability include: Assessment of Student Competencies and Program Assessment.

Assessment of Student Competencies:

Assessing student competency development in a counseling program is critical to keeping the program efforts focused and efficient while simultaneously making the best use of resources available. Assessment of student competencies can be outcome oriented, sometimes referred to as *Summative Evaluation*. The major goal of this form of assessment is to determine if the specific competencies have been acquired. Summative assessment/evaluation typically takes place at the conclusion of something (e.g., a teaching unit, termination of a group, end of a semester or academic year).

Another important element of assessment is that of *Formative Evaluation*. Where summative evaluation typically occurs when something is finished and tends to be more interested in outcomes, formative evaluation occurs while something is happening. Formative evaluation is generally used to assess readiness for a program or readiness to progress to another stage/step. Formative assessment can also be used in a diagnostic manner. Formative assessment is process oriented. Its interest is in assessing progress or level of achievement in order to adjust programs and instruction to better accomplish goals and meet student needs.

Summative and formative measurement of student competencies can be done both quantitatively and qualitatively. Data can be gathered through formal and informal methods. It is appropriate that the method of assessment be appropriate to the competency being measured. Various methods are available to counselors to measure student competencies. Tests, pre-post test comparisons, case studies, surveys, work samples, or goal-attainment scaling are commonly used. Another method of assessment that is gaining in popularity in schools is that of portfolio assessment. A portfolio of various assessment data about students over time would be very appropriate since the changes expected in students who have participated in Developmental Counseling Programs would be sequential and cumulative.

Program Assessment:

Program assessment is exactly that! "Assessing the current program provides information that is the foundation of your future...counseling program" (Gysbers and Henderson, 2006, p. 90). It is an opportunity for the school counselor to assess the existing program to ascertain whether or not what we say we are doing is in fact what we are doing. What is required is collecting quantitative and qualitative data and analyzing it according to a developmental framework. Using the results, school counselors can promote their programs, make adjustments, set budget priorities, and assess ability to meet standards.

Program accountability includes answering the following questions:

1. How does the program meet the program standards?
2. How are counselors performing their roles?
3. How are students becoming competent in the high priority content areas?

Answering such questions, including any that may be generated by local programs, would provide a comprehensive assessment of the Developmental School Counseling Program. Question #3, was previously discussed under **Assessment of Student Competencies**. The remainder of this section will address questions #1 and #2.

1. How does the program meet standards?

One way to assess a Developmental School Counseling Program is through the use of standards. It is possible to identify quantifiable indicators of the program's ability to meet standards. For example:

The **Curriculum Component** might be assessed by examining the number of curriculum activities within a year, the number of students served through this component, and the demonstrated competencies achieved.

Individual Planning might be demonstrated by the types of information and number of activities provided for each grade level. The development of a portfolio of student plans and the examination of changes in student plans over time would be a useful measure in this component.

The effectiveness of the **Responsive Services** could be measured by the number of students seen individually and in groups, and by the number of referrals. Tallies of the number of consultations (teacher, parent), as well as data on the types of concerns, can also be collected.

System Support can be assessed through identification of the number and kinds of professional activities counselors participated in during the year, as well as the role they played (leader/participant). The number of clients served and kinds of consultation within the community might also serve as an indicator of the degree of meeting this standard.

The [ASCA Model](#) provides detailed and specific guidelines to complete Standards Crosswalking, [Results Reports](#) and [Program Audits](#). The charts in the ASCA Model guide counselors to collect and use data which link counseling services to academic success.

2. How are counselors performing their roles?

Effective counseling by skilled and certified/licensed counselors is critical to a successful Developmental Counseling Program. As has been stated earlier, one advantage of a Developmental Counseling Program is that it allows counselors to do what they are trained to do. A necessary requirement of a Developmental School Counseling Program is to have clear job descriptions for counselors and to specify the particular roles each counselor is to play in the program. Job descriptions and role statements provide a guide to the assessment of how effective counselors are in the program.

Ideally, school counselors will always be appropriately supervised by other certified/licensed counselors and the evaluation/supervision process will be an ongoing part of the program. Assessment of the job performance of the counselor should not necessarily be looked at as a means to simply identify effective from ineffective counselors. Though effectiveness is critical, assessment of the program would only be one part of the total evaluation of a counselor's effectiveness. Also, a significant part of

assessment is to identify strengths and weaknesses so that areas of improvement can be determined and changes can be made. ASCA provides a sample [School Counselor Performance Evaluation](#).

A suggested method of assessing counselor role performance would be to begin with the job description of the counselor. Using the roles stated for each counselor's involvement in a developmental school counseling program, a quantifiable job performance evaluation can be made. See the Appendices for links to additional state samples of counselor evaluation tools.

The Transforming School Counseling Initiative

The [Transforming School Counseling Initiative](#) (TSCI), a division of the Education Trust, is the first national agency to address the training and preparation of school counselors. The TSC Center calls for school counselors to be skilled in the areas of leadership, advocacy, use of data, collaboration and teaming, and systemic change. The evaluation of school counselors and their programs should include measures to assess these skills.

Benefits of The Assessment Process:

Assuming that the assessment/evaluation process has been both summative and formative, a number of specific benefits can be identified.

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

Conclusion:

Accountability is a significant piece of the Developmental Counseling Program. It should not be viewed as something done at the end of the program but rather as part of the "cycle" of a Developmental Counseling Program. The data obtained through the assessment process provides the information, the needs, and the goals, for revising lessons and future programs.

By strengthening the accountability process, school counselors will improve their performance as individuals, the performance of their counseling programs, and the performance of schools overall. School counselors must embrace accountability in order to demonstrate their value and secure their positions in today's data-driven schools. By effectively utilizing assessment, school counselors become essential in the quest to constantly improve student achievement.

Making the Model Work

CHECKLIST for Chapter 6

- 1. The first step in accountability addresses an understanding of the mission statement. Check to see if the counseling program's mission statement is in line with the school's mission statement and improvement plan.
- 2. Create a means for communicating about the counseling program with various clientele and constituencies.
- 3. Use one of the critical data elements (e.g., student grades, suspension rates or attendance rates), and show the effect of particular counseling program interventions.
- 4. Identify a problem area in your school that needs to be addressed. Find the identifiable variables such as grades, ethnicity, and course-taking patterns that are associated with the situation. Describe a counseling activity that will address the issue.
- 5. Conduct an internet search for school counselor performance rating scales. Ask your counselors to use these scales to see if expectations are being met.

Appendices

These appendices are active hperlinks to resources and documentation related to the content areas listed in the table of contents. Many of these resources are also embedded as active links within the text of the model.

Table of Contents

Appendix A: Role Statements, Job Descriptions and Professional Standards	58
Appendix B: Resources for School Counseling Program Foundation	60
Counseling Mission Statement/Philosophy Statements	60
Diversity Statement and Tools	60
Appendix C: Resources for School Counseling Program Delivery	61
School Counseling Program Standards for Students	61
Needs Assessments	61
Lesson Plan Design.....	62
Career Development and College Planning	64
Appendix D: Resources for School Counseling Program Accountability and	
Management System	66
Program Evaluation and Accountability	66
Time and Task Analysis	67
Appendix E: Illinois Student Competencies	69
Appendix F: References	78

Appendix A

Role Statements, Job Descriptions and Professional Standards

Role of the Professional School Counselor

ASCA Position Statement on the Role of the Professional School Counselor

<http://www.schoolcounselor.org/content.asp?pl=325&sl=133&contentid=240>

Job Descriptions and Professional Standards

Job Description: North Carolina State Board of Education 2006

<http://www.dpi.state.nc.us/docs/work4ncschools/employment/jobdescrip/counselorjob.pdf>

ASCA School Counselor Competencies

<http://www.schoolcounselor.org/files/SCCompetencies.pdf>

Illinois State Board of Education Standards for the School Counselor

http://www.isbe.net/profprep/CASCDvr/pdfs/23110_schcounselor.pdf

State School Counselor Evaluations and Job Descriptions

http://www.schoolcounselor.org/resources_list.asp?c=85&i=16

ASCA Ethical Standards for School Counselors

<http://www.schoolcounselor.org/files/ethical%20standards.pdf>

ASCA Resource Center (Member access only)

<http://www.schoolcounselor.org/resources.asp>

Appendix B

Resources for School Counseling Program Foundation

Philosophy, Mission and Beliefs Statements

The Center for Excellence in School Counseling and Leadership (CESCaL)

<http://www.cescal.org/index.cfm>

ASCA National Model Philosophy, Mission and Belief Statement Samples

<http://www.ascanationalmodel.org/content.asp?contentid=18>

Diversity Statements and Tools

ASCA Position Statement on The Professional School Counselor and Cultural Diversity

<http://asca2.timberlakepublishing.com//files/CulturalDiversity.pdf>

Pennsylvania School Counselors Association Diversity Taskforce

<http://www.pasca-web.org/Diversity.htm>

Gay, Lesbian, Bisexual and Transgendered Students

<http://www.glsen.org/cgi-bin/iowa/all/home/index.html>

ASCA Resource Center (Member access only)

<http://www.schoolcounselor.org/resources.asp>

Appendix C

Resources for School Counseling Program Delivery

School Counseling Program Standards for Students

ASCA National Standards for Students

<http://www.ilschoolcounselor.org/resources/ASCA%20National%20Standards%20for%200Students.pdf>

Illinois Social-Emotional Standards

http://www.isbe.state.il.us/ils/social_emotional/standards.htm

Needs Assessments

The Center for Excellence in School Counseling and Leadership (CESCaL)

<http://www.cescal.org/index.cfm>

Collaborative for Academic, Social, and Emotional Learning (Social-Emotional Assessments)

<http://www.casel.org/assessment/tools.php>

Chicago Public Schools Toolkit

<http://www.cpstoolkit.com/default.aspx>

Center for the Study of School Climate

<http://www.schoolclimatesurvey.com/html/surveys.htm>

Paint Branch High School Needs Assessment

<http://www.montgomeryschoolsmd.org/schools/paintbranchhs/departments/guidance/NEEDS%20ASSESSMENT.pdf>

Campbell County Schools Online Needs Assessment

https://www.surveymonkey.com/s.aspx?sm=BA_2bhIM_2fPvb0vcOUf_2bAREgg_3d_3d

Online Needs Assessments: The Career and Postsecondary Encouragement Network

<http://www.capenetwork.org/docs.htm>

Youth Risk Behavior Survey

<http://www.cdc.gov/HealthyYouth/yrbs/index.htm>

ASCA Resource Center (Member access only)

<http://www.schoolcounselor.org/resources.asp>

Create your own online Needs Assessment

www.surveymonkey.com

Lesson Plan Design

Schoolcounselor.com

<http://www.schoolcounselor.com/macomb/all-sites.asp>

Intervention Central

<http://www.interventioncentral.org/>

The Network for Dissemination of Curriculum Infusion (NDCI)

www.neiu.edu/~k12pac/ndci and www.neiu.edu/~k12pac/

Games and icebreakers

<http://www.wilderdom.com/games/>

Portal to lesson plans on various sites

<http://www2.mcdaniel.edu/slm/student/vignaa/lessonpl.htm>

Online and catalog bookstore

<http://www.counselorresources.com/>

Online and catalog bookstore

<http://www.youthlight.com/main.html>

Online and catalog bookstore

<http://www.marcoproducts.com/ind.html>

Online and catalog bookstore

<http://www.selfesteemshop.com/>

The Guidance Channel

<http://www.guidancechannel.com/default.aspx?M=ab&index=2>

Teaching Tolerance

<http://www.tolerance.org/>

ASCA Scene: Networking site with file up/download (Member access only)

<http://schoolcounselor.groupsie.com/>

ASCA Resource Center (Member access only)

<http://www.schoolcounselor.org/resources.asp>

Career Development and College Planning

What's Next Illinois – Online State Planning Tool

<https://secure.whatsnextillinois.org/Default.aspx>

Illinois Career Development Competencies

http://isbe.net/career/pdf/career_competencies.pdf

ISBE's Career and Technical Education Page

<http://www.isbe.net/career/default.htm>

Bridges

<https://access.bridges.com/auth/login.do;jsessionid=E87A885B956A669CF35B020BD6242FD5?targetUri=%2Fportal%2FlandingPage.do>

Career Development Resources

http://www.schoolcounselor.org/resources_list.asp?c=2&i=16

College and Career Planning Resource Portal

<http://www.khake.com/page51.html>

Career Portfolio Templates

http://www.ccd.me.edu/careerprep/career_portfolio.pdf

<http://eahec.ecu.edu/telehealth/AHECCareer.PDF>

<http://www.indianola.k12.ia.us/high-school/career-portfolio.html>

ASCA Resource Center (Member access only)

<http://www.schoolcounselor.org/resources.asp>

Appendix D
Resources for School Counseling Program
Accountability and Management

School Counseling Program Evaluation and Accountability Tools

ASCA Sample School Counselor Performance Evaluation

<http://www.ascanationalmodel.org/content.asp?pl=33&sl=35&contentid=35>

ASCA Program Audit and Results Reports

<http://www.ascanationalmodel.org/content.asp?contentid=33>

Texas School Counselor Evaluation Form

http://counseling.utsa.edu/Counseling/clinical/school/School%20Counselor_Job_Description_and_Evaluation_Form.pdf

The Center for Excellence in School Counseling and Leadership (CESCaL)

<http://www.cescal.org/index.cfm>

School Counselor Accountability: M.E.A.S.U.R.E. by Carolyn Stone and Carol Dahir

<http://www.prenhall.com/stone/resources.html>

Multiple Program Evaluation Tools: Center for School Counseling Outcome Research

<http://www.umass.edu/schoolcounseling/surveys.htm>

School Counseling Program Implementation Scale

http://www.umass.edu/schoolcounseling/implementation_survey.htm

ASCA Resource Center (Member access only)

<http://www.schoolcounselor.org/resources.asp>

Time and Task Analysis

Using Microsoft Outlook and Excel to Conduct Time and Task Analysis

Presentation

Source: Russell Sabella, PhD, Florida Gulf Coast University

<http://www.scribd.com/doc/7617718/Using-Microsoft-Outlook-and-Excel-to-Conduct-Time-and-Task-Analysis>

Excel Template for Weekly and Monthly Time and Task Analysis

Sample for School Counseling Service Delivery Allocation

Source: Wisconsin Department of Public Instruction

<http://dpi.wi.gov/sspw/scdelivery.html>

School Counselor Activity Rating Scale by Janna Scarborough, PhD

<http://www.umass.edu/schoolcounseling/SCARS/SCARS.pdf>

School Counselor Accountability and Task Analysis Program (SCAATAP)

Software program

<http://www.scaatap.com>

Hallways Software

<http://www.ihatepaperwork.com/hallways/index.htm>

Appendix E

Illinois Student Competencies

ACADEMIC STUDENT COMPETENCIES

<u>Goals</u>	<u>Kindergarten</u> <i><u>STUDENTS WILL:</u></i>	<u>Grade One</u>	<u>Grade Two</u>	<u>Grade Three</u>
Applying Effective Study Skills	Describe the tools they need to do their work at school	Describe how they plan to do a school assignment	Recognize some benefits of learning	Realize that effective note-taking can help them learn more
Setting Goals	Describe why school is important	Describe what they would like to become	Describe a goal	Describe the differences between a short- and long-term goal
Learning Effectively	Describe how they learn something	Describe their favorite subjects	Describe types of situations that make learning difficult for them	Describe types of situations that make learning easy
Gaining Test-Taking Skills	Describe how they try to remember important information	Describe what a test is	Describe some purposes for taking tests	Explain how practicing memory skills can help them remember facts for a test

ACADEMIC STUDENT COMPETENCIES

<u>Goals</u>	<u>Grade Four</u> <u>STUDENTS WILL:</u>	<u>Grade Five</u>	<u>Grade Six</u>	<u>Grade Seven</u>
Applying Effective Study Skills	Describe why listening is important	Recognize the importance of completing assignments	Learn how to assert themselves by asking questions	Develop a plan for monitoring study time
Setting Goals	Learn to set short-term educational goals	Value learning both in and out of school	Evaluate how parents' goals influence them	Describe what motivates them to perform well
Learning Effectively	Recognize that people learn in different ways	Recognize differences in the way they learn for different subjects, settings, and objectives	Describe how to design study areas at home	Describe ways in which others learn
Gaining Test-Taking Skills	Describe things they can learn about themselves from taking a test	Describe how they prepare for tests	Review memory skills to improve their recall of information	Describe ways to study for different types of tests

ACADEMIC STUDENT COMPETENCIES

<u>Goals</u>	<u>Grade Eight</u> <i><u>STUDENTS WILL:</u></i>	<u>Grade Nine</u>	<u>Grade Ten</u>	<u>Grade Eleven</u>	<u>Grade Twelve</u>
Applying Effective Study Skills	Evaluate the importance of maintaining a balance between study time and extra-curricular activities	Evaluate their study habits and plan for changes if needed	Evaluate how effective study skills can contribute to effective work habits in the future	Review relationship between time spent on studying and student success	Recognize that learning is a lifetime process
Setting Goals	Develop a tentative four-year educational plan for high school (to be reviewed each year)	Identify and utilize community resources that enable them to reach educational goals	Analyze forces working against their goals	Collect post-secondary educational information	Evaluate their future educational goals
Learning Effectively	Identify learning styles used both in and out of the school environment	Learn strategies for coping with learning style inadequacies	Recognize how time and circumstances can cause educational goals to change	Contact post-secondary institutions for visits	Plan for the transition into post-secondary education and training
Gaining Test-Taking Skills	Develop skills needed to predict test questions	Analyze test results and plan for improvement	Evaluate reasons why they may not do well on tests	Prepare for national college entrance exams	Evaluate the discrepancies between goals and test performance

CAREER STUDENT COMPETENCIES

<u>Goals</u>	<u>Kindergarten</u> <u>STUDENTS WILL:</u>	<u>Grade One</u>	<u>Grade Two</u>	<u>Grade Three</u>
Planning a Career Identity	Identify workers in various settings	Recognize how peers differ from themselves	Distinguish which work activities in their school environment are done by specific people	Recognize why people choose certain work activities and that choices may change
Planning for The future	Describe what they think is important	Describe how they have changed since last year	Recognize what they would like to accomplish when they are three years older	Define What "future" means
Combating Career Stereotyping	Describe work of family members	Describe why work is important	Define "work" and recognize that adults work	Recognize that people have many life roles and have them describe their life roles
Analyzing skills and interests	Describe what they like to do	Identify skills they have	Recognize activities that interest them and those that do not	Realize that people are influenced by interests and abilities

CAREER STUDENT COMPETENCIES

<u>Goals</u>	<u>Grade Four</u> <i><u>STUDENTS WILL:</u></i>	<u>Grade Five</u>	<u>Grade Six</u>	<u>Grade Seven</u>
Planning a Career Identity	Discuss the changing nature of work for women and men	Define lifestyle and discuss what influences it	Predict how stereotypes might affect their career identities	Explain how needs can be met in work and in leisure
Planning for The future	Imagine what their lives might be like in the future	Imagine what they would like to be doing in fifteen years	Predict what jobs will be available in twenty years	Predict the ways in which some present careers may be different in the future
Combating Career Stereotyping	Define the meaning of “stereotypes” and indicate how stereotypes affect them	Describe stereotypes that are associated with certain jobs	Discuss how their parents’ work influences their lives at home	Describe occupations that are stereotyped and analyze how these stereotypes are reinforced
Analyzing skills and interests	Recognize different methods of evaluating “progress”	Describe the meaning of “value” and how values influence goals	Analyze the relationship between interests and abilities	Analyze various methods of monitoring their progress toward a goal

CAREER STUDENT COMPETENCIES

<u>Goals</u>	<u>Grade Eight</u> <i><u>STUDENTS WILL:</u></i>	<u>Grade Nine</u>	<u>Grade Ten</u>	<u>Grade Eleven</u>	<u>Grade Twelve</u>
Planning a Career Identity	Analyze how stereotypes are affecting their career identities	Describe how values and needs influence career choice	Review their educational plan and set educational goals based on self assessment and career exploration	Evaluate the importance of setting realistic career goals and striving toward them	Review their career goals
Planning for The future	Predict what they need to know to find a satisfying career in the future	Analyze how choices they are making now affect their lives in the future	Evaluate the need for flexibility in their roles and in their choices	Acquire skills for bringing about positive change	Analyze the relationship between work and family roles
Combating Career Stereotyping	Evaluate the ways in which certain groups (men, women, minorities) are stereotyped in the workplace	Discuss nontraditional careers and explore at least one	Analyze the validity of their own stereotypes	Discuss some of the role conflicts they may experience in adulthood	Learn strategies for dealing with discrimination and sexual harassment
Analyzing skills and interests	Describe their present skills and predict their future skills	Describe their skills, abilities and interests	Assess their ability to achieve past goals and integrate this knowledge into future planning	Evaluate the importance of having laws to protect workers from discrimination	Conduct an assessment of their current skills, abilities and career prospects

SOCIAL EMOTIONAL STUDENT COMPETENCIES

<u>Goals</u>	<u>Kindergarten</u> <u>STUDENTS WILL:</u>	<u>Grade One</u>	<u>Grade Two</u>	<u>Grade Three</u>
Gaining Self-Awareness	Describe their own appearances and recognize their bodies are special	Recognize special personal traits	Recognize and describe happy and sad feelings	Describe themselves accurately to someone who does not know them
Developing Positive Attitudes	Describe people they enjoy	Describe what attitude means	Describe what they think is positive about themselves	Discuss two skills they have
Making Healthy Choices	Describe ways they take care of themselves	Describe how exercise and nutrition affect their mental health	Describe how they care for their physical health	Describe how they relax when feeling stressed
Respecting Others	Describe ways people are different	Recognize special or unusual characteristics about others	Recognize commonalities and uniqueness in themselves & others	Describe what they like about other people
Gaining Responsibility	Describe things they can do without help	Describe what responsibilities they have at home	Recognize their abilities to perform specific tasks	Describe the responsibilities of adults they know
Developing Relationship Skills	Describe their play relationships	Describe what cooperation is	Describe the process of making & keeping a friend	Recognize how their actions affect others
Resolving Conflicts	Recognize that they listen to and speak with a variety of people	Describe feelings they have in various situations	Describe why listening is important	Recognize differing ways that they talk with friends & acquaintances
Making Effective Decisions	Describe choices they make at school	Describe decisions they make by themselves	Recognize why some choices are made for them	Recognize that decisions have consequences

SOCIAL EMOTIONAL STUDENT COMPETENCIES

<u>Goals</u>	<u>Grade Four</u>	<u>Grade Five</u>	<u>Grade Six</u>	<u>Grade Seven</u>
	<u>STUDENTS WILL:</u>			
Gaining Self-Awareness	Analyze how characteristics and traits develop	Specify personal characteristics they value	Analyze how abilities change and how they can be expanded	Compare their characteristics & abilities with those of others, and identify their strengths
Developing Positive Attitudes	Recognize that they are important to themselves and others	Define “values” and describe their own	Analyze how their attitudes influence what they do	Discuss ways to organize their time and personal resources
Making Healthy Choices	Describe ways their bodies are special	Determine situations that produce unhappy, angry, or anxious feelings & describe how they deal with these feelings	Understand what “stress” means and describe methods for handling stress	Distinguish between substances helpful and harmful to physical health
Respecting Others	Describe and appreciate differences in others in terms of interests, aptitudes, abilities, and achievements	Specify personal characteristics they value in others	Recognize differences in others and evaluate their own effect on others	Compare their personalities with others and identify their unique traits
Gaining Responsibility	Describe their responsibilities as students	Describe ways to express feelings in a socially acceptable manner	Describe how their responsibilities have changed since childhood	Discuss the responsibilities of students in the school environment
Developing Relationship Skills	Evaluate how what they say affects others’ actions and how what others say affects their actions	Recognize cultural differences and describe ways to accept these differences	Apply problem solving skills to conflict situations	Analyze the pressure they feel from peers
Resolving Conflicts	Describe methods that lead to effective cooperation with children and adults	Describe one conflict resolution skill	Use appropriate nonverbal communication	Evaluate how listening and talking accurately helps to solve problems
Making Effective Decisions	Describe why they might want to change a decision and recognize when it is or is not possible to change	Apply a decision-making process	Recognize how school decisions influence them	Provide examples of how past decisions have affected present actions

SOCIAL EMOTIONAL STUDENT COMPETENCIES

<u>Goals</u>	<u>Grade Eight</u> <i>STUDENTS</i> <u>WILL:</u>	<u>Grade Nine</u>	<u>Grade Ten</u>	<u>Grade Eleven</u>	<u>Grade Twelve</u>
Gaining Self-Awareness	Discuss what self-concept is	Value their unique characteristics and abilities	Analyze how they can control and direct their feelings	Specify characteristics and abilities they appreciate most in themselves & others	Appreciate their uniqueness
Developing Positive Attitudes	Predict their feelings in a variety of settings	Describe and prioritize their values	Describe decisions they have made that were based on attitudes & values	Generate ways to develop more positive attitudes	Evaluate how their attitudes & values affect their lives
Making Healthy Choices	Practice dealing with pressure to use drugs or alcohol	Demonstrate assertive skills useful in pressure situations	Identify resources that will assist them w/personal concerns related to sexuality	Continually evaluate the effects their leisure time activities have in their physical & mental health	Analyze the personal skills that have contributed to satisfactory physical & mental health
Respecting Others	Describe positive qualities of people that are culturally different from themselves	Value positive qualities of people that are culturally different	Describe how prejudices are formed and examine their consequences	Describe strategies for overcoming biases and prejudices toward others	Demonstrate appreciation and respect for cultural differences
Gaining Responsibility	Evaluate how responsibility helps them manage their lives	Analyze when they take responsibility for themselves and when they do not	Show how they manage their time effectively	Assess how avoiding responsibility hinders their ability to manage their environment effectively	Assess how taking responsibility enhances their lives
Developing Relationship Skills	Analyze how conflict resolution skills improve relationships with others	Identify their own biases and stereotypes that interfere with establishing effective relationships	Describe situations at school/home where their behaviors affect others' behavior toward them	Assess their current social and family relationships and evaluate their effectiveness	Understand the value of maintaining effective relationships throughout life
Resolving Conflicts	Describe conflict resolution skills	Analyze how conflict resolution skills contribute toward work within a group	Identify situations in which they need to control their anger	Value the application of problem solving methods in conflict situations	Evaluate their current communication and conflict resolution skills and plan how to improve them

Appendix F

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