

The Maine Comprehensive School Counseling Program 2.0 (ME CSCP 2.0)

JUNE 2019

DRAFT DOCUMENT FOR REVIEW ONLY

NOT FOR DISSEMINATION

Dear Maine School Counselors,

With the hard work and determination of several PreK-12 school counselors from across Maine and the leadership of Erin Flynn (Oxford Hills Comprehensive High School) and Anastasia Alexis (Deering High School), school counselors and school administrative units (SAUs) now have a model Comprehensive School Counseling Program (CSCP) in which to guide them in developing a CSCP that is consistent with the duties of the school counselor. Maine's model CSCP is aligned with the American School Counselor Association's National Model which ensures equitable access to a rigorous education for all students, identifies the knowledge and skills all students will acquire as a result of its implementation, is delivered to all students in a systematic fashion, is based on data-driven decision making, and is delivered by a state-credentialed school counselor.

This work is essential to an SAU's Comprehensive Education Plan, as determined under Maine DOE's Public School Approval requirement, which indicates that in an SAU's certification and approval process, submitted annually by the superintendent, it must contain a CSCP.

Comprehensive School Counseling Programs, driven by student data and based on standards in academic, career and social/emotional development, promote and enhance the learning process for all students. The model CSCP was written to acknowledge Maine's Learning Results and currently the MLRs are being revised so that in the future, the model CSCP will include an up-to-date cross-walk with the ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career Readiness for Every Student to ensure the highest levels of effectiveness in its implementation.

School counselors are encouraged to collaborate with district and school leadership to review this model CSCP and add to it specific academic programming and greater school community resources, requirements, and information.

Thank you for the great work that you do every day for PreK-12 students in Maine. With your support, every student will have the skills and tools necessary to be successful in their learning and within the school community.

Sincerely,

Sarah Adkins
Student Assistance Coordinator
Maine Department of Education

The Maine Comprehensive School Counseling Program 2.0 (ME CSCP 2.0)

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Thank you to the authors of the first edition of the Maine Comprehensive School Counseling Program Model K-12, first published in 2005. They blazed a trail for us, leading the way as our state embarked on a new journey toward comprehensive school counseling programs for the State of Maine.

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Introduction

The Maine School Counseling Program Model 2.0 (ME CSCP 2.0) is a state-based systematic framework for helping school counselors to design and implement their own comprehensive school counseling programs at a district or school level. School counselors must have a minimum of a masters degree in a school counseling

program or concentration and endorsement as a 075 school counselor in Maine. . They design and deliver comprehensive school counseling programs at all levels of PK-12 education with a focus on improving individual student success and school climate. The Maine School Counseling Program Model 2.0 is designed to help state certified school counselors implement school counseling activities which are comprehensive in scope, preventative in design, and developmental in nature. The American School Counselor Association (ASCA) National Model was used as a guide in developing the Maine School Counseling Program Model (ASCA National Model, 2012). The state of Maine's Department of Education promotes the description of the role of the School Counselor as stated by ASCA. See ASCA's Role of the School Counselor (Appendix)

IMAGE?

Comprehensive in Scope

A comprehensive school counseling program is, theoretically, extensive and far-reaching in its objectives. The program should take into account the overall needs of stakeholders and should be accountable to students first and foremost. A high quality school counseling program rests on the three pillars, or domains, of school counseling: academic success, social/emotional development, and college/career readiness.

Preventative in Design

A high quality comprehensive school counseling program provides for the majority (80% or more) of the school counselors time to be in direct and indirect service to all students in the schools. To meet this goal a comprehensive school counseling program focuses on preemptive, school-wide activities that give students the skills they might need to problem solve, use resources effectively, and set goals so that they may feel successful in school.

Developmental in Nature

A quality comprehensive school counseling program aims to ensure that students are able to meet standards for learning. Identified standards should be agreed upon by the school counseling team. While school counseling standards provide norms and benchmarks to show that students are proficient in the three domains of school counseling, school counselors still meet each student where they are in their specific stage of development. An overarching goal of any school counseling program is to help students grow into active and responsible members of society. Examples of standards to use include ASCA's Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student and the Maine Learning Results: *Parameters for Essential Instruction (MLR) Career and Education Development*. Please see ASCA Templates. MLR in development summer 2019.

The Maine School Counseling Program Model 2.0-like the ASCA National Model, assists certified school counselors to implement school counseling activities which are beneficial to a variety of stakeholders. Using the Maine School Counseling Program Model 2.0, along with ASCA templates and publications, guides school counselors in developing their own comprehensive programs which are:

- Equitable

- Developmentally appropriate
- Integrated into the whole district or school
- Accessible to all students
- Driven by data
- Measurable
- Collaborative
- Preventative
- Accountable to the larger school community, families, and individuals
- Results oriented
- Within the recommended scope of practice
- Modifiable to fit a specific program
- Based on student standards for learning
- Supportive of overarching district goals and school specific missions
- Professionally responsible

Benefits of a Comprehensive School Counseling Program

The fundamental benefit of working from a comprehensive school counseling program is that a school counselor can feel confident that they are providing services rooted in best practice. Furthermore, the comprehensive school counseling program provides person in the environment services that impact individuals, families, and the larger school community. The following is a list of additional benefits afforded to a variety of stakeholders when a school implements a comprehensive school counseling program:

Benefits for Students

- Provides access to school counseling services for all students
- Supports students in social/emotional, academic success, and college/career readiness
- Promotes a developmental approach in sequencing school counseling activities
- Increases the opportunity for counselor-student interaction
- Ensures equitable access to student services
- Works to close the achievement and opportunity gaps
- Provides activities rooted in data and school specific identified needs
- Establishes a system for a student's long-range planning

Benefits for Parent(s)/Guardian(s)

- Provides support for parents regarding their child's academic success, social/emotional development, and college/career readiness
- Increases opportunities for parent-counselor interaction
- Provides an opportunity for parents to give input in school counseling program activities
- Provides an opportunity for partnership and supported advocacy in student planning

Benefits for Teachers

- Provides a framework for collaborative and supportive working relationships
- Promotes a team effort to address developmental skills and core competencies
- Provides a set calendar of developmentally appropriate activities that teachers can complement
- Increases teacher accessibility to the counselor as a classroom presenter and resource person
- Offers an avenue to monitor key pieces of student data which are able to aid in student improvement
- Provides specific preventative, restorative, and responsive activities to support a classroom's academic

mission

Benefits for Administrators

- Creates a structured program with specific school counseling content
- Provides a means for measuring the effectiveness of school counseling programs through the use of data
- Provides a framework for collaboration and appropriate role delineation
- Enhances the positive image of the whole school
- Offers clarity on the role and scope of the school counselor and provides guidance for school counselor evaluation
- Aligns the work of the school counselor with the school's overall mission and student learning outcomes
- Offers an avenue to monitor key pieces of student data which are able to aid in student improvement.
- Provides a rationale based on data for supporting a school counseling program

Benefits for School Counselors

- Ensures the school counseling program's contribution to the school's mission
- *Clearly defines school counselor's professional identity and role
- Supports access to every student
- Provides pre-designed measures and data collection methods
- Provides modifiable tools for program management, implementation, and evaluation
- Recognizes the school counselor as a leader, advocate, and change agent
- Assist with providing 80% of time on direct and indirect services

Benefits for Local Boards of Education

- Presents the rationale for including a district level, K-12 school counseling program
- Provides district patrons with current data regarding student competencies obtained through school counseling program efforts
- Demonstrates the efficacy of the school counseling program, which can support funding
- Clarifies role and function of a school counselor

Benefits for the Business & Labor Industry

- Provides increased opportunity for collaboration and active participation between counselors and business
- Allows for diverse pathways between schools and places of employment
- Prepares a potential workforce with skills needed in career and postsecondary education (i.e. decision-making skills, time management, organizational skills, and increased maturity)
- Increased understanding of workforce pathways
- Facilitates access to training opportunities and resources (i.e. financial aid)

Benefits to Counselor Educators

- "Builds collaboration between counselor education programs and schools
- Provides a framework for school counselor training programs
- Provides a model for site-based school counseling fieldwork or internships
- Increases data collection for collaborative research on school counseling programs
- Establishes a framework for professional development to benefit practicing school counselors
- Promotes alliances with other constituent training programs" (Bardhoshi, 2016)

Benefits for Post Secondary Education

- "Enhances [opportunities for] matriculation and transition of students to postsecondary institutions

- Prepares every student for advanced educational opportunities
- Motivates every student to seek a wide range of substantial postsecondary options
- Encourages and supports rigorous academic preparation
- Promotes equity and access to postsecondary education for every student” (Bardhoshi, 2016)

Benefits to Social Worker, Crisis Response Teams, and Other Student Support Services

- Defines the role and practice of the school counselor
- Provides a model for collaborative student services
- Provides a model for preventative services for all students

Suggested Steps in creating your School Counseling Program

Year 1: Spring

1. Read over the Maine Comprehensive School Counseling Program Guide.
2. Visit the appendix section to access tools and templates.
3. Meet with other school counselors in your school or district as well as administrators to discuss your intent, get support for, and discuss the implementation of your school counseling program.
4. Complete a program assessment and compare your current program with the Maine Model.
5. Complete a competency assessment to identify areas where you’d like to focus on professional growth for next year.
6. Identify areas of strength and areas for improvement based on the results of the program assessment.
7. Write and adopt components of your programs foundation (beliefs, mission, vision, & program goals).
8. Create tentative Action Plans.
9. Create your annual calendar including dates for the different elements listed in the management chapter.

Year 2: Fall

10. Complete a management agreement with your administrator
11. Complete the school data profile to identify relevant data elements to look over.
12. Complete a school-wide needs assessment
13. Review relevant data elements to identify areas for possible school-wide intervention.
14. Review your district’s Comprehensive Needs Assessment and if applicable, the school’s improvement plan.
15. Identify assessment and organizational tools from the management chapter to align with the areas of improvement you’ve identified (ex: Use of Time Assessment).
16. Identify other educators who can collaborate on the implementation of the components of your program.
17. Develop a one-to-three-year plan for implementation. Include a clear timeline and a chart delineating the division of responsibility.
18. Present the plan to administrators.
19. Implement the plan and collect data on program implementation using the tools in the management

chapters.

Year 2: Spring

20. Complete a second Use of Time Assessment
21. Analyze program data collected to determine results of program using tools from the accountability chapter.
22. Share your results with appropriate stakeholders.
23. Complete a second program assessment

After implementation consider applying for the Recognized ASCA Model Program (RAMP) designation to show how your program makes a difference in student achievement and success.

The Four Components of a School Counseling Program

A comprehensive school counseling program includes four components including foundation, management, delivery, and accountability. *Foundation* is the base of the rest of the model. It includes elements such as the program's beliefs and mission. These elements help to dictate what students should be learning (within the academic, social/emotional, and college/career domains) as a result of the comprehensive school counseling program. The *management* component provides school counselors with tools and assessments to organize, implement, and evaluate their school counseling program. The *delivery* component provides school counselors with ways in which to implement the school counseling programs. The delivery section outlines the direct activity school counselor provide for students as well as the indirect services school counselors provide on behalf of students. The delivery component ensures a student's needs and learning goals are met. The *accountability* component provides guidance on how school counselors can analyze the data they've collected using the tools from the management section. The accountability section helps school counselors investigate how their programming is positively impacting students and outlines the ways in which to report that impact to key stakeholders.

FOUNDATION

Beliefs

Exploring shared beliefs allows counseling departments to develop the mission statement and implement the school counseling program. Each team member should contribute to the discussion, keeping in mind different points of view.

“Recommended ASCA Exercise on Developing Beliefs:

- What do we believe about the ability of all students to achieve?
- How do we address developmental needs of all students?
- What is the school counselor's role as an advocate for every student?
- Who do we believe is involved in the planning, managing delivery and evaluation of program activities?

- How are data used to inform decision making?
- How do ethical standards guide the work of school counselors?” (ASCA National Model, 2012)

Example 1

“As school counselors, we believe that a comprehensive counseling program is a necessity to the success of all students. The counseling program should be able to assist students in three areas: personal/social, education, and career. We believe that it is our job to work with students to enhance their achievement in order to become successful, productive citizens. We believe that all students are unique and all students face challenges. It is our job to work diligently with students to assist them in making decisions, finding paths, and a course of action to help them grow and develop. We believe that along with being an advocate for the students, we are also to be advocates for parents, the school, and the community. In order for us to be successful as school counselors, we understand that we must possess certain characteristics. The characteristics that we possess and feel are essential are: empathy, passion, and non-judgment. It is important that we treat every student with the utmost respect and understanding, regardless of sex, race, religion, sexual orientation, or academic achievement. Every child is precious and deserves a passionate and fair counselor.” (Bay Minette Middle School, Alabama)

Example 2

“ The members of the Shaler Area School District School Counseling Department believe that an exemplary school counseling program should:

1. Be an integral part of the total school program.
2. Equip students with the skills necessary for them to achieve their career goals.
3. Utilize a team approach to eliminate barriers in school achievement.
4. Conduct activities that contribute to the development of a positive school climate.
5. Recognize students’ individual abilities and assist them in maximizing their potentials.
6. Help students develop a healthy self-concept and an acceptance of individual differences.
7. Link programs with opportunities for students outside of the school.
8. Include the participation of teachers because of their direct involvement with students on a daily basis.
9. Foster a positive relationship between home and school.
10. Strive for professional excellence through continued study and participation in professional organizations and workshops.” (Shaler Area School District, Pennsylvania)

Vision Statement

A discussion about vision builds off of the discussion of beliefs and becomes the picture of the ultimate outcome for students specifically related to academic, career and college readiness, social/emotional or other related outcomes. The vision statement for the school counseling program aligns with the vision of the school and district (National School Boards Association, 2009).

Example 1

“The vision of the Evans City Elementary School Counseling Program is to provide a preventative, responsive and comprehensive program that cultivates academic, personal/social, and career connections for all students. Through advocacy, character development, leadership, and collaboration, self- awareness

and academic achievement will evolve within a data-driven, multi-tiered rigorous educational environment and support system. Our vision is that this will ensure that all students understand and embrace their own value and have an intrinsic motivation to contribute to their community and a diverse world, as they become members of a global workforce.” (Evans City Elementary School)

Example 2

“All students at Weatherbee School are strong, committed life-long learners and community members built by rigorous academic, social and emotional practices. Students at Weatherbee School are compassionate and emotionally intelligent. They demonstrate empathy, resilience, inclusiveness and multicultural awareness that allow them to be world-class leaders. Weatherbee students are well prepared to participate in equitable college, career and civic opportunities and ultimately to become leaders on a global scale and make positive and impactful changes in our future world.” (Weatherbee School, Hampden)

Mission Statement

“One of the essential aspects of the foundation for a school counseling program is the mission statement. In the early development of the school counseling program, it is critical to determine a mission statement that gives overall direction and vision to the program. The statement should be specific, concise, and clear as to the intent of the school counseling program. A solid connection must be established with the educational mission statement.” (Connecticut Comprehensive School Counseling Program)

“The mission statement describes what the school counseling program does. It is a clear and concise statement that defines how your school counseling program reaches the long-range results described in the vision...” (ASCA National Model Implementation Guide)

The mission statement content should:

1. “Be written with students as the primary clients
2. Advocate for the equity, access and success of every student
3. Show linkages with the school, school district or state department of education mission statements
4. Indicate the long-range results desired for all students” (Maine Comprehensive School Counseling Program Model K-12, 2005)
5. Align with vision

Example 1

“Since education is a lifetime, dynamic process, the K-12 School Counseling Staff supports the Yarmouth School System in its commitment to ‘Empower All Students to Create Fulfilling Lives in a Changing World’. We strive to provide the necessary and fundamental means by which all students may work to attain their personal goals. In this commitment to excellence, it is our purpose to enhance skills, to encourage ethical behavior, and to create a learning environment that fosters intellectual, moral, physical, emotional and social growth. In so doing, all young people are provided with the means by which they can develop into open-minded, mature individuals, and responsible members of society. Thus, they are best equipped to live well-balanced, productive, and satisfying lives.” (Yarmouth School Department, Yarmouth)

Example 2

“The mission of the Weatherbee school counseling program is to provide a safe, positive and challenging learning environment of respect and caring for all students. Students reach their individual potential and become lifelong learners who are self reliant, creative and responsible citizens. The Weatherbee School counseling program partners with staff, families and community members and uses data to provide equitable access to resources and success for all students in the academic, personal and social/emotional domains throughout their lives. “ (Weatherbee School, Hampden)

Program Goals

“Program Goals define how the vision and mission will be accomplished and guide the development of the curriculum, small group and closing the gap action plans.” (Dimmit, Carey & Hatch, 2007). “Goal setting, based on school specific data gives focus to the school counseling program.” (ASCA National Model, 2012) The SMART goal format developed by Doran (1981) is a tool for ‘developing specific, measurable, attainable results’ all within a specific timeframe. (ASCA National Model, 2012). School Counselors should use outcome data based on behavior, attendance or achievement in their program goals. When developing goals it may be helpful to develop an inventory of services and interventions already provided. Exploring and aligning with your district’s Comprehensive Needs Assessment Looking at data to address achievement gaps and inequity in your school is also another option.

Example 1

“By Dec 19, 2016, (end of first semester) the cumulative number of absences in kindergarten will decrease by 50 percent from 36 during the first semester to 18 during the second semester.

Data source: First semester critical absence report (report generated by school data clerk at the request of counseling department). A review of the first-semester critical absence report disaggregated by grade level indicated kindergarten students had the most absences during the first semester.” (ASCA National Model, 2012).

Learning Outcomes and Standards

ASCA Mindset and Behaviors for Student Success

The ASCA standards are organized into three domains; academic, career and personal/social. These competencies provide direction for developing an effective counseling program.

<https://www.schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>



ASCA MINDSETS & BEHAVIORS: PROGRAM PLANNING TOOL

This form is a tool you can use in planning your overall school counseling curriculum. Indicate the grade level in which you plan to address any standard in the cells below as well as how the standard is addressed (core curriculum-CC, small group-SG, closing-the-gap-CTG). It isn't necessary to address each standard each year.

	Grade Level/Delivery		
	Academic	Career	Social/Emotional
Mindsets	<i>Indicate grade level and how addressed (core curriculum-CC, small group-SG, closing the gap-CTG)</i>		
M 1: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being			
M 2: Self-confidence in ability to succeed			
M 3: Sense of belonging in the school environment			
M 4: Understanding that postsecondary education and lifelong learning are necessary for long-term career success			
M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes			
M 6: Positive attitude toward work and learning			
Behavior: Learning Strategies			
B-LS 1: Demonstrate critical-thinking skills to make informed decisions			

The National Career Development Guidelines

These standards cover four domains, Personal Social Development, Educational Achievement and Lifelong Learning and Career Management

www.ncda.org

Maine Learning Results Career and Education Development Standards

These standards highlight the importance of goal setting, decision-making, and habits of mind with in the context of learning other content areas.

<https://www.maine.gov/doe/learning/content/career/standards>

Collaborative for Academic, Social and Emotional Learning

CASEL's integrated framework promotes intrapersonal, interpersonal, and cognitive competence. There are five core competencies; Self Awareness, Self Management, Responsible Decision Making, Social Awareness and Relationship Skills.

<https://casel.org/core-competencies/>

State of Maine Health and Physical Education Standards

These standards focus on analyzing the reliability and validity of media, technology and health resources; communicating effectively using refusal and conflict-management skills; being better consumers of information; managing life challenges and stress; setting goals; and making healthy decisions.

<https://www.maine.gov/doe/learning/content/healthphysed/standards>

Professional Development & Responsibility

School counselors must be advocates for themselves and the profession. School counselors must adhere to the ASCA Ethical Code and be knowledgeable about the ASCA Professional Competencies.

Membership in a professional school counseling organization, such as ASCA and MESCA is recommend to stay up to date with current issues facing school counselors. Membership in other professional counseling organizations *as well as* adherence to codes of ethics beyond ASCA can serve as additional resources for school counselors (MeCA, ACA, NCDA, MeCDA) Continuing education is required for not only maintaining certification, but to stay knowledgeable and up to date with current information for the profession. Both the University of Southern Maine and Husson University offer continuing graduate education courses in counselor education. School Counselors who wish to earn a Certificate of Advanced Study may apply to USM. State-wide conferences, national conferences and local workshops for professional development are important resources for school counselors. Having time to meet as a Pre-K-12 school counseling team is also important professional development as it allows for comprehensive program planning, grade level transitions, case conferences, data review and peer supervision. When a school district holds an in-service day, it is important to collaborate with administration to plan professional development that is specific to school counselors. Clinical counseling supervision is a form of professional development.

ASCA School Counselor Professional Standards and Competencies

The ASCA Professional Standards and Competencies detail the knowledge, skills and attitudes required of school counselors to meet the demands of their job.

<https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>

Ethical Standards/Code

The ASCA Ethical Standards “specify the principles of ethical behavior necessary to maintain the highest standards of integrity, leadership and professionalism. They guide decision making and help standardize professional practice to protect both students and school counselors.” (ASCA National Model, 2012)

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

Ethical Decision Making Model

ASCA’s Ethical Decision Making Model “provides direction to school counselors when faced with an ethical dilemma.” (ASCA National Model, 2012) For more information on legal and ethical issues, visit <https://www.schoolcounselor.org/school-counselors-members/legal-ethical>

1. “Define the problem emotionally and intellectually
2. Apply the ASCA Ethical Standards and thelw
3. Consider the students’ chronological and developmental levels
4. Consider the setting, parental rights and minors rights
5. Apply the moral principles
6. Determine your potential courses of action and their consequences
7. Evaluate the selected action
8. Consult
9. Implement the course of action” (ASCA National Model, 2012)

Advocacy

Presentations to faculty/staff, administration and the larger school community (school board) are a great way to demystify the role of the school counselor as it has changed over time and to educate others about the importance and benefits of a comprehensive school counseling model. Examples of areas where school counselors may need to advocate for themselves and the profession are:

- The importance of having a certified school counselor at all levels in the district
- Recommended school counselor to student ratios
- Use of school counseling specific professional evaluation tools
- Appropriate roles and responsibilities for school counselors, as well as the scope of the job
- School counselor specific professional development time both during in service days and for off-site trainings which may mean occasional time away from the school building (ex. conferences and workshops)
- Supervision- either through a clinical or peer supervision model

Management

The management section describes organizational processes needed to manage a school counseling program effectively and efficiently. This section describes the following:

- Managing the who and on what authority: ASCA competencies, Management agreements and advisory councils advise and support the counseling program becoming effective tools for building excellent programs.
- First steps: Collecting local component information through use of time, data collection and a needs assessment helps to determine the needs of the school district through whose lens the program will be built.

Managing the how: Program and results data will drive the annual planning and work to close the gaps.

- Managing the when: Calendars helps to define counseling tasks and identifies program priorities and how to coordinate counseling services with the school calendar. (MCSCP Model K-12, 2005)

School Counselor Competencies Assessment

This assessment provides school counselors with an opportunity to self assess the knowledge, attitudes and skills needed to meet the responsibilities in all four domains. A copy may be found here.

<https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>

School Counseling Program Assessment

This assessment is used to compare your current program with the ASCA National Model. The results should be shared with your advisory council and administrative team to identify goals and priorities for the school counseling program.

Use of Time

In “Developing and Managing Your School Guidance Program,” by Norm Gysbers and Patricia Henderson (2012), the authors encourage school counselors to work with their departments to protect their time so that 80 percent of the time is spent in direct service to students, staff and families and the remainder is spent in program management. The percentages serve as a guide to school counselors and administrators when determining the time their program needs to spend in each of the four delivery system components.

As a first step to understanding the use of time, all the school counselors should keep track of their time and document activities performed throughout their school days. This allows school counselors and administrators to determine the amount of time being spent in each of the delivery system components and in non-school-counseling activities. This is especially helpful when first designing the program because it serves to answer the question of “What is” and then provides a forum for the discussion of “What should be?”


In programs with more than one school counselor per site, there is often more flexibility between and among school counselors in determining how much time individual school counselors may spend in the delivery of system components. Keeping in mind that the program percentages are only suggested; the individual time a certain school counselor spends in the delivery of systemic services may vary depending on talents and expertise. School counselors with expertise in group counseling may focus delivering these services, while others may present more school guidance lessons. The time percentages are designed to be programmatic, not counselor specific. Counselors are encouraged to allot times based on program priorities and needs. (MCSCP Model K-12, 2005)

A conclusion may also be drawn from the use of time information regarding how much time is currently being spent on counseling activities versus non school counseling activities. For example, in one school, 35 percent of the high school counselors’ time was being spent on non-school-counseling activities, which included master schedule building, clerical tasks and the counting and managing of the standardized tests. Following a presentation to district administrators on the results of a time analysis, the administrators decided, and the governing board supported, elimination of the non school counseling activities and hired school counseling assistants to help school counselors. Eliminating non school counseling activities and providing more clerical help freed school counselors to provide more direct services to students. Again, ASCA recommends school counselors spend a majority of their time in direct service to students. (MCSCP Model K-12, 2005)

Use of Time Assessment

ASCA recommends that school counselors complete the Use of Time Assessment twice per year. This will help school counselors determine how they are using their time and can help determine how much time is being spent on school counseling versus non-school counseling activities. **“It is recommended that 80% of time is spent on direct services to students** (individual advising, curriculum delivery, individual counseling, responsive services, crisis response, small group counseling). **20% of time can be spent indirect services** such as program management, school support services such as referrals, consultation, collaboration with teachers, parents, community and fair share tasks.” (Gysbers &

Henderson, 2012)

 Use of Time Assessment							
1	Direct Student Services			Indirect Student Services	Program Management and School Support		Non-School-Counseling Tasks
2	School Counseling Core Curriculum	Individual Student Planning	Responsive Surveys	Referrals/ Consultation/ Collaboration	Program Foundation, Management and Accountability	Fair-Share Responsibility	Non-School-Counseling Tasks
3							
4	7-7:15 a.m.						
5	7:16-7:30 a.m.						
6	7:31-7:45 a.m.						
7	7:46-8 a.m.						
8	8:01-8:15 a.m.						
9	8:16-8:30 a.m.						
10	8:31-8:45 a.m.						
11	8:46-9 a.m.						
12	9:01-9:15 a.m.						
13	9:16-9:30 a.m.						
14	9:31-9:45 a.m.						

ASCA National Model, 2012

Appropriate vs Inappropriate School Counseling Activities

Appropriate Activities for School Counselors

- individual student academic program planning
- interpreting cognitive, aptitude and achievement tests
- providing counseling to students who are tardy or absent
- providing counseling to students who have disciplinary problems
- providing counseling to students as to appropriate school dress
- collaborating with teachers to present school counseling core curriculum lessons
- analyzing grade-point averages in relationship to achievement
- interpreting student records
- providing teachers with suggestions for effective classroom management
- ensuring student records are maintained as per state and federal regulations
- helping the school principal identify and resolve student issues, needs and problems
- providing individual and small-group counseling services to students
- advocating for students at individual education plan meetings, student study teams and school attendance review boards
- analyzing disaggregated data

Inappropriate Activities for School Counselors

- coordinating paperwork and data entry of all new students
- coordinating cognitive, aptitude and achievement testing programs
- signing excuses for students who are tardy or absent
- performing disciplinary actions or assigning discipline consequences
- sending students home who are not appropriately dressed
- teaching classes when teachers are absent
- computing grade-point averages
- maintaining student records
- supervising classrooms or common areas
- keeping clerical records
- assisting with duties in the principal's office
- providing therapy or long-term counseling in schools to address psychological disorders
- coordinating schoolwide individual education plans, student study teams and school attendance review boards
- serving as a data entry clerk

ASCA National Model, 2012

Annual Agreements

Management agreements within the school counseling program ensure effective implementation of the delivery systems to meet students' needs. The entire school counseling staff, including the administrator in charge of school counseling, must make management decisions based on site needs and data analysis. Site principals and administrators must be involved in this important process.

When implementing a comprehensive school counseling program, management system decisions and agreements must be made regarding the organization and assignment of counselors (Johnson & Johnson,

2001). This should be accomplished in consultation with the principal or school counseling administrator prior to the next step in program implementation. It is recommended that:

- The school counseling team members and administrator review and discuss data-driven needs for the student population and school site based on data analysis.
- The school counseling team decides on a plan of action to meet student needs.
- The school counseling team and administrator agree on how students, guidance curriculum and services will be assigned to specific counselors.
- The school counseling team produces and presents yearly a draft of the management agreement.
- The administrator reviews the management agreement and arrives at consensus with the school counseling team.

Program implementation is based on integrating all elements of the school counseling program.

Organizational plans should include consideration of the following:

- How will students be assigned to school counselors to ensure every student has access to the program and acquires the pre-determined competencies? By grade level, alpha breakdown, standards domain, academy or pathway, see any counselor or a combination?
- Will counselors choose to specialize in different areas? Who will provide responsive services while other counselors are delivering the scheduled school comprehensive curriculum? Will the school site implement a “counselor of the day” program so there is always one school counselor available for crisis when others are delivering guidance curriculum?
- What amount of time should be spent in delivering core curriculum lessons, providing individual student planning, delivering responsive services and managing system support?
- Who is responsible for implementation of the various services and specialty tasks?
- How will counselors be compensated for work beyond the regular work day? What budget is available to purchase the necessary materials and supplies to implement the program?
- What professional development is needed to support the school counselor or team’s ability to provide a comprehensive school counseling program?
- How often should the school counseling department meet as a team, with administration, with school staff and with the advisory council?
- Who determines how support services for the counseling team will be provided and organized? What role do school counseling assistants, registrars, clerks and volunteers play on the counseling team?

When school counselors and administrators meet and agree on program priorities, implementation strategies and the organization of the counseling department, the entire program runs more smoothly and is more likely to produce the desired results for students. (MCSCP Model K-12, 2005)

Advisory Council

An advisory council is a representative group of persons appointed to both advise and review the school counseling program within a school building or district. The advisory council reviews the program goals, competencies and results and participates in making recommendations about the school counseling department, principal and superintendent (Johnson & Johnson, 2001). Ideally, advisory council membership reflects the community’s diversity. It should include representative stakeholders of the school counseling program: students, parents or guardians, teachers, counselors, administrators, school

board members, business and community members. The council should meet twice a year at a minimum and publishes an agenda and minutes. School counselors use data to analyze overall program effectiveness and to make decisions regarding changes in program content and delivery. The advisory council members, using their background and expertise, provide support, input and recommendations for program development and improvement throughout the process. The advisory council, therefore, can be an effective tool to help build an excellent school counseling program.

Setting up an Advisory Council

When creating an advisory council, the school counselor must consider two things: stakeholder representation and group size. The advisory council truly represents the school's stakeholders. "The broader the representation on the advisory council, the more the group's work will accurately reflect the community's values, concerns, and interests. Although broad representation is crucial, the council's size also is an issue. It is important to create an environment that is conducive to informed, constructive discussion. A council with too many members may be ineffective. Generally, a good rule of thumb is to establish a council with a minimum of eight members and a maximum of twenty members." (ASCA National Model, 2012) The first step in forming a viable council is selecting good candidates for membership. The council must be able to function as a communications link between the school counseling program and the various groups to be served: students, parents or guardians, educators, business and the community. (MCSCP Model, 2005) One purpose of the council is to engage in public relations for the school counseling program and to advocate for funds and resources to support the program. (Johnson & Johnson, 2001).

Use of Data

The school's counseling program is based on student needs and data. Counseling activities will be implemented after a careful review of the school's achievement, behavior and attendance data as well as the school's needs assessment data. It is critical to not only review the data but to disaggregate it, drilling down to examine trends in gender, race, ethnicity, socio-economic status (free/reduced lunch), course enrollment, special education, grade level, teacher assignment and other categories. Disaggregating data allows the counselor to examine equity and access and target specific populations to close the gaps. (ASCA National Model, 2012)

School Data Profile

The school Data profile/template allows schools to organize and disaggregate data to investigate achievement gaps or issues or equity. When examining data, it is important to look at both short and long term collection of data. ASCA recommends that school counseling programs examine achievements, behavior and attendance data. Short term collection would utilize data that occurs during a single school year such as pre/post tests, grades from quarter to quarter or increases in attendance while long term data collection would be comparing year to year data such as graduation rates, college acceptance rates, attendance etc. Using the data gathered, counselors can set goals to improve any inequities or gaps. (ASCA National Model, 2012) For a School Data Profile template, **See Appendix**

Program Results Data

The key to program results data is to show how students are different as a result of the school program (ASCA Model). There are three types of results data:

Process data: “What did you do for whom?” An example of process data would be stating that 56 parents attended college planning night, or that 375 students attended a bullying prevention program.

Perception data: “What do people think they know, believe or can do?” For example, changes in attitude or beliefs through the use of pre/post tests, needs assessment data or an opinion survey gathers perception data. For example, you might report that 88% of students surveyed reported that they feel safe at school, or that 92% of freshman can identify the early warning signs of suicide.

Outcome data: This data answers whether the program or intervention had a positive impact. For example, Attendance increased from 88% to 91%, or that the graduation rate improved from 78% to 87%, or that discipline referrals decreased by 24%.

Collecting data is important, but it is not the main function of a school counselor. Therefore, counselors may want to utilize district or building technology specialists, data entry analysts, or attendance clerks. Para-professionals can also help with these tasks. (ASCA National Model, 2012) Many of these data points (attendance, dropout rates, graduation rates, college admissions rates) are already available and tracked by your administration so make sure to ask the right people before starting. Counselors can also gather important data from various school surveys (ex. Maine Interactive Youth Health Survey) to identify needs.

Needs Assessment

“The results of the needs assessment may be used to establish priorities and to eliminate or create services as suggested by the needs analysis.” (Connecticut Comprehensive School Counseling Program) From needs assessment results and other data, counselors can develop priorities, goals and areas for improvement. It can also serve as data to support initiatives and programming that is going well and needs to be continued. Conducting a needs assessment should be an ongoing process at least every 3 to 5 years. (MCSCP Model K-12, 2005)

Ways to Gather Information Include:

- Survey – Parents, Staff, Students & Community
- Focus Groups
- Interviews
- Town/Community Meetings
- Online Questionnaire/Survey
- Advisor/Advisee Groups
- Parent Organizations

Tips:

- Have a balanced questionnaire across domains of academic, career and personal/social
- Remember to collect information anonymously
- Use a 4-point scale which allows no middle ground, some researchers prefer the 5 point scale
- Use age appropriate wording and design
- Follow administrative guidelines for data/collection survey

Cautions in Developing the Needs Assessment:

- Include only items that you are willing and able to deliver

- Use a statistically acceptable means of sampling
- Solicit help (if needed) to analyze results and draw statistically valid conclusions from data
- Keep surveys simple to understand and complete in order to promote a high return rate
- Pilot the instrument with a sample to test it for comprehension (MCSCP Model K-12, 2005)

TIP

There are many great needs assessment examples online to help you get started. The ASCA scene “open library” has several examples and some of the blogs in our resource guide also feature step by step instructions for creating an online google survey to conduct your needs assessment. Remember, needs assessments may vary from school to school and district to district depending on the culture of your community and school.

Action Plans

Action plans are written down to state how goals will be accomplished in a step by step process. In other words, how do you plan to achieve your results once you have identified your goal? ASCA suggests three areas in which action plans should be utilized; curriculum, small group and closing the gap action plans. All action plans should include the “goals to be addressed, the standards, domains or competencies, a description of the activities, the title of any curriculum or program used, a timeline for completion, the name of the person(s) responsible, the methods of evaluation and the expected results.” (ASCA National Model, 2012).

SCHOOL COUNSELING CORE CURRICULUM ACTION PLAN

Grade Level	Lesson Topic	ASCA Domain and Mindsets & Behaviors Standard(s)	Curriculum and Materials	Projected Start/End	Process Data (Projected number of students affected)	Perception Data (Type of surveys/ assessments to be used)	Outcome Data (Achievement, attendance and/or behavior data to be collected)	Contact Person

ASCA National Model, 2012

ACTION PLAN SMALL GROUP

Grade Level	Group Topic	ASCA Domain and Mindsets & Behaviors Standard(s)	Curriculum and Materials	Projected Start/End	Process Data (Projected number of students affected)	Perception Data (Type of surveys/ assessments to be used)	Outcome Data (Achievement, attendance and/or behavior data to be collected)	Contact Person

ASCA National Model, 2012

ACTION PLAN CLOSING THE GAP

Goal: _____

Target Group: _____

Data to Identify Students _____

Activities	ASCA Domain and Mindsets & Behaviors Standard(s)	Curriculum and Materials	Projected Start/End	Process Data (Projected number of students affected)	Perception Data (Type of surveys/ assessments to be used)	Outcome Data (Achievement, attendance and/or behavior data to be collected)	Contact Person

ASCA National Model, 2012

Lesson Planning

Planning lessons to address the school counseling core curriculum are vital to a successful program. School counselors can plan group and classroom lessons with ASCA’s lesson plan template. School levels (Elementary, Middle or High School) will help determine the amount of time to be spent in classrooms. For example, elementary counselors typically spend more time delivering classroom lessons to all students and high school counselors spend less time in the classroom as developmentally more time is needed for individual planning, advising and counseling. Use the ASCA Student Standards and competencies to guide your lessons. Keep in mind that you may want to collaborate with other staff in your building or with outside providers to deliver lessons and comprehensive programming (health teacher, advisory teachers, school nurse, Advocates for Children etc.). Please visit the resource section of this model for resources and examples of curriculum.



Lesson Plan Template

School Counselor: _____ Date: _____

Activity: _____

Grade(s): _____

School Counseling Program Goal(s) addressed:

ASCA Student Standards or [ASCA Mindsets & Behaviors](#) standards addressed:

Learning Objective(s): (If using the ASCA Mindsets & Behaviors, objectives should align with competencies that can be found [here](#).)

1. _____
2. _____
3. _____

Materials: _____

Procedure: _____

Plan for Evaluation: How will each of the following be collected?

Process Data: _____

Perception Data: _____

Outcome Data: _____

Follow Up: _____

ASCA National Model, 2012

Calendars

“School counselors develop and publish a master calendar of school counseling events to ensure students, parents or guardians, teachers and administrators know what and when school counseling activities are scheduled and when and where activities will be held.” (ASCA National Model, 2012) The calendar establishes a schedule for the school counseling program activities. A calendar helps to validate the importance of the school counseling program and increase visibility of the program to students, parents/guardians, teachers and administrators.

Calendars can:

- Identify grade levels, dates and activities
- Be published and distributed to appropriate persons: students, staff, parents or guardians and community
- Be posted on a weekly or monthly basis
- Be compared to locally established goals for time spent in the delivery of system components
- Be utilized to allocate time for data analysis and program evaluation
- Be used when designing and determining system priorities
- Be shared with the principal as an indicator of leadership, advocacy and foresight in the school counselor’s professional approach (MCSCP Model K-12, 2005)

Annual Calendar

“The yearly calendar is a way for school counselors to identify the school counseling program priorities and their commitment to them. Ideally, the calendar is located in several prominent places such as the department bulletin board, school or student bulletin boards, classroom bulletin boards, administrative offices, career center, student store and other sites used to communicate school events. It may also be submitted to the local newspaper, the student newspaper and the school counseling department’s website to increase the program’s visibility. The calendar might also include relevant school activities for families, such as back to school night, open house, parents or guardian-teacher meetings, standardized tests dates, parents or guardian, student and teacher conferences, planned school counseling classroom lessons, career or college nights, evening meetings or other opportunities provided through the school and the community, as well as the student support program.” (MCSCP Model K-12, 2005). Many school counseling offices also publish calendar events online through website or social media sites.

Annual Calendar					
	Direct Student Services			Indirect Student Services	Program Planning and Sc
Month	School Counseling Core Curriculum	Individual Planning	Responsive Services	Referrals, Collaboration, Consultation	Foundation, Management, A
Ongoing Services					
Aug.					
Sept.					

A full copy of the annual calendar template can be found online at <https://www.schoolcounselor.org/asca/media/asca/ASCA%20National%20Model%20Templates/AnnualCalendar.xlsx>

Monthly Calendar

The monthly calendar is a planning tool that may be used to highlight the specific activities and events for each month throughout the school year and into the summer. Although it is not required for RAMP, it can be distributed to teachers, parents and students to inform them about upcoming events or classroom lessons. (MCSCP Model K-12, 2005)

The Weekly Calendar

The weekly calendar is not a master schedule but a fluid road map that is somewhat flexible due to crisis or immediate student needs. In addition to classroom lessons, group counseling and individual counseling, build in data analysis, collaboration, committee work and advocacy into the schedule to allow for some flexibility. (MCSCP Model, K-12, 2005)

Program Delivery

School counselors *provide data driven services to, and on behalf of, ALL students* through direct and indirect methods. Program delivery looks different at each developmental level (“**Why different levels appendix” SEE LD 247**). According to ASCA, school counselors should be spending 80% of their time on program delivery to students and their families. The delivery system of a school’s comprehensive school counseling program should directly support the program’s mission and vision and should adhere to the beliefs outlined in the program.

Direct Student Services

Direct services are in-person interactions between school counselors and students and include a school counseling core curriculum, individual student planning, and responsive services.

School Counseling Core Curriculum

The school counseling core curriculum is designed to help students gain proficiency in standards from the three domains of school counseling (social/emotional learning, college and career readiness, and academic success). The school counseling core curriculum is delivered as part of the school's overall curriculum, and is systematically presented by school counselors in collaboration with other professional educators. The entire school staff needs to be in alignment about the importance of the school counseling curriculum for successful delivery and clear evidence of how the school counseling curriculum helps the school meet learning outcomes can be helpful when asking other educators for input or collaboration. Advisory councils can suggest relevant content which may meet the trending needs of families and the community at large.

- **Classroom Instruction & Activity:** Through direct instruction, team teaching or assisting teachers with curriculum units, school counselors offer curriculum specific content to students. School counselors design instructional units to include: a lesson, student activity, and assessment of learning (Appendix lesson plan template). Units can be delivered through push-in services by school counselors. Short lessons or the administration of assessments can be packaged for delivery by homeroom or advisory teachers. The student competencies for each instructional lesson should align with the student standards outlined in ASCA's Mindsets and Behaviors or other related standards as determined by the school counseling team, in order to ensure the lesson is providing all students with the knowledge, attitudes and skills appropriate for their developmental level (See Appendix). Coming Soon: The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student will be crosswalked with the newest edition of the Maine Learning Results: *Parameters for Essential Instruction (MLR) Career and Education Development Standards* and will include competencies for success.
- **Small Group Activities (school-wide programs):** School counselors conduct planned activities outside the classroom - ie career fair, leadership workshops, college fairs, Kindness Week

Tips for push-in classroom instruction:

- Speak to teachers ahead of giving a lesson and reinforce classroom norms. Some examples of questions to ask classroom teachers include: when do you allow students to go to the bathroom? Do students need passes to leave the room? Should students raise their hand if they have a question?
- Have a visual posted so students know the learning target
- Give students an overview of what you'll do in your lesson to set expectations.
- Speak to teachers ahead of time so they remind students if technology or other materials are needed

- ❑ Look at the roster of students ahead of time and prepare to differentiate instruction (for example, does a student need to take a paper and pencil assessment or need a quiet space).
- ❑ Frameworks like Universal Design for Learning may be helpful when preparing for your lesson. See appendix for example on getting started with Universal Design for Learning.
- ❑ Decide how you will assess whether or not students met standards (example: having students name concepts, rubrics, pre-post test.) Assessments should assess all three of the following: knowledge, attitude, skills
- ❑ Use assessments to collect perception data in order to evaluate the success of the lesson and inform future instruction. Link perception data with outcome and process data for further evaluation of your school counseling program.
- ❑ When possible, include teachers in your lesson.
- ❑ School counselors may need to deliver content typically delivered in a classroom or small group to an individual with specific learning needs or who may have been absent, as a pull-out service.

Calculating % Change: When reporting results, school counselors need to compare data from before an intervention to after the intervention. Whether this is through pre/post test, rubrics or outcomes data a formula is used to calculate the percentage (%) change:

$$\frac{\text{Post Intervention \#} - \text{Pre Intervention \#}}{\text{Pre Intervention \#}} \times 100 = \% \text{ Change}$$

Adapted from MA 2.0 Model

Individual Student Planning

School counselors coordinate ongoing systemic activities designed to assist students and families in establishing and monitoring an individualized plan for the student's post K-12 future in college, career, and global citizenship. Individualized plans are mostly specific to the student's interests, skills, and abilities but it is important to note that some Maine families come from collectivist cultures and expect that the family or cultural community has an equal voice to the student in future planning.

- *Appraisal-* school counselors use assessments to help students recognize their skills, abilities, interests, preferences, aptitude and achievement. School counselors should understand how to read the scores of academic tests such as: NWEA, MEA, ACCESS, SAT, ACT. School counselors use results of assessments to help students gain personal insight and develop immediate and long range plans.

- *Advisement*- school counselors help students and families make decisions for future plans based on academic, career and social/emotional data. This data may be the result of personality, career inventories. Individual advisement by the school counselors can be supplemented by grouping students based on interest and by involving other educational professionals in areas like homeroom or advisory. See resource guide for examples of how school counselors effectively collaborate with administrators and classroom teachers around use of homeroom or advisory.

Responsive Services

Responsive services are short-term activities designed to meet students' immediate needs and concerns in coping with a specific problem. Responsive services may include preventative programming, counseling in individual or small-group settings, or crisis response. Common problems that school counselors report responding to in Maine vary by setting (rural or urban). Common problems include but are not limited to:

Social/Emotional:

- Opioid addiction or overdose (of family member)
- Suicidal ideation
- Non-suicidal self-injury
- Attendance issues
- Fear of deportation
- Anxiety/Depression
- Bereavement
- Pregnancy
- Gang involvement & human trafficking
- Substance use and abuse
- Bullying and harassment
- Racism and discrimination based on perceived and real identity
- Relationships with peers
- Family relationships
- Juuling, other substance use
- Dating relationships
- Cyber safety
- Social skills
- Homelessness
- Trauma, ACES
- Deployed Parents

Academic:

- Lack of motivation or interest in learning
- Test anxiety
- Fit with teacher
- Failing classes
- Study skills
- Organization skills

- Time management
- Coping strategies

College/Career

- Overwhelming pressure from parents/guardians
 - College and career decision making
 - Barriers to Financial aid
 - Scholarship Assistance
 - Lack of familial support
- *Individual Counseling*-School counselors form a trusting relationship with students and offer time-effective, solution focused sessions with students to help students overcome issues impeding academic achievement and address immediate safety concerns. School counselors are knowledgeable about DSM diagnostic criteria. School counselors adhere to their scope of practice and ethical responsibilities by respecting the privacy and identity of the student when possible, referring students who may need long-term counseling, and reporting, to the appropriate agency when it is suspected that a person’s welfare is in jeopardy.
 - *Small Group Counseling*-School counselors may run small groups focused on solving specific problems or supporting the group around a certain topic. In small groups, students “...can share ideas, give and receive feedback, increase their awareness, gain new knowledge, practice skills and think about their goals and actions” (Bardhoshi, 2016 p, 27). Like individual counseling, school counselors should adhere to the scope of their practice and provide groups on mental health topics (psychoeducational groups), but do not provide treatment for mental health or substance use disorders in groups.
 - *Crisis Response*- School counselors support and assist students as they navigate critical and emergency situations. School counselors work with a team including administrators, nurses, community crisis responder, school resource officer, and social workers or school based clinicians.

School counselors should be prepared to conduct preventive services to prepare themselves, students, and other educators for crisis response. Several Maine state laws mandate the implementation of components of prevention. LD 609 requires that all educators in Maine are trained in suicide prevention and awareness and that schools have at least two gatekeepers, these trainings need to be updated every five years (See Appendix). School counselors, along with other school specific behavioral health professionals, play a role in training and retraining staff in mental illness and suicide awareness and prevention. **Coming Soon: Maine law (LD ???) requires all Maine schools to educate students on mental illness.** Especially in rural areas and school that don’t have school based social workers, school counselors may need to be educated in delivering a comprehensive suicide prevention program and may work with health teachers or other professionals to deliver this curriculum. School counselors play a key role in developing and following a school’s suicide protocol. Maine’s branch of the National Alliance of Mental Illness (NAMI) provides periodic trainings where school counselors can receive and renew their own gatekeeper training and where they can work on their school’s comprehensive suicide prevention program.

<https://www.namimaine.org/page/SupportforSchools> School counselors can serve as resource coordinators for providing information on mental health issues including making connections with local agencies which specialize in providing services for circumstances such as mental health crisis, domestic violence, etc.

Maine state law (<http://www.mainelegislature.org/legis/statutes/22/title22sec4011-A.html>) requires that any adult person who is interacting with a minor is required to report suspected child abuse or neglect to the Maine Office of Child and Family Services (OCFS). All school counselors are mandated reporters. School Counselors are not required to make calls to DHHS on behalf of other educational professionals but may make themselves available to assist others who need to make these calls. To revisit your responsibility in identifying and reporting suspected cases of child abuse or neglect visit:

<https://www.maine.gov/dhhs/ocfs/mandated-reporters.shtml>. In addition, **Maine's Public Law 20-A MRS §254, sub-§18**, "requires that all school administrative units in Maine with public pre-K through grade 5 programs have a written policy for child sexual abuse prevention education and response." For more information see: <https://www.childrensafetypartnership.org/>. **See Appendix**

School counselors should be prepared to conduct follow up and postvention services with students, family, and staff after a crisis has occurred.

Indirect Student Services

Indirect services are *provided on behalf* of students as a result of the school counselors' interactions with others including referrals for additional assistance, consultation and collaboration with parents, teachers, administrators, students' IEP/504 teams, and community organizations. This is a means to support student achievement and promote equity and access for all students. Indirect student services are delivered through such strategies as:

- **Referrals:** School counselors should stay informed about school and community resources and form relationships with community stakeholders (food pantries, counseling services, LGBTQ+ support, etc.) so that they may make appropriate referrals for students and families. As many rural school students in Maine do not have ready access to appropriate mental health or support services, school counselors should advocate in the best interest of the student in partnership with parents/guardians for access to appropriate levels of outside support. School counselors should be aware of the most appropriate and updated resources (websites, publications, etc.) to share with students and families who need more information on a topic (SEE RESOURCES SECTION).
- **Conference/Staffing:** School counselors work with other individuals to discuss how best to support a student. School counselors should advocate for a team approach to student planning bringing in appropriate stakeholders such as parent and other educators. While school counselors take part in school and district committees and processes such as: Multi-Tier Systems of Support (MTSS), Response to Intervention (RTI), Student Support Team (SST), English Language Learning (ELL), Special Education (SPED), Attendance, 504s, it is important to note that school counseling time should not be used to coordinate 504 meetings. School counseling services are available to ALL students and therefore should not be written into IEPs as special services. (See ASCA's position on this issue APPENDIX)

- **Consultation:** School counselors share strategies that support student achievement with other education professionals in their building and district. School counselors offer their knowledge on counseling techniques, behavior and classroom management etc., School counselors use consultation to receive information regarding student needs.
- **Collaboration:** School counselors work with other key stakeholders to solve specific problems. They work with others to advocate for students through teaming and partnering (working with systems stakeholders like families and community members), school/district committees (advocating for school wide supports and school counseling programming), and parent workshops (organized dissemination of information).
- **Check-in:** School counselors work with students or other individuals to update, obtain, or distribute information

It is recommended that 80 % or more of the school counselors time be spent in direct and indirect student services. See the following photo from ASCA National Model, 2012, Third Edition for allocation of time suggestions for each grade level. The other 20% of school counselor time is spent on program planning and school support including data analysis, program management, professional development, and fair-share school responsibilities.

ASCA National Model (third edition) Delivery	K-12	ASCA National Model (second edition) Delivery	Elementary	Middle	Secondary
Direct Student Services <ul style="list-style-type: none"> ■ School Counseling Core Curriculum ■ Individual Student Planning ■ Responsive Services Indirect Student Services <ul style="list-style-type: none"> ■ Referrals ■ Consultation ■ Collaboration 	80% or more	Guidance Curriculum	35%-45%	25%-35%	15%-25%
		Individual Student Planning	5%-10%	15%-25%	25%-35%
		Responsive Services	30%-40%	30%-40%	25%-35%
		System Support	10%-15%	10%-15%	15%-20%

Adapted from Gysbers, N.C. & Henderson, P. (2012) *Developing and managing your school counseling program* (5th ed.), Alexandria, VA: American Counseling Association.

Included in Other Components

Program Planning and School Support <ul style="list-style-type: none"> ■ Program management and operations (management) ■ Professional development (foundation and management) ■ Data analysis (accountability) ■ Fair-share responsibilities (management) 	20% or less
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ASCA National Model, 2012

Accountability

Best practice suggests that school counselors conduct a variety of assessments to collect data about their programming. Analysis of data assists school counselors in monitoring student success, guiding programming changes, and examining growth in counselor performance over time. Ultimately, the results of analyzing data should provide stakeholders with evidence of the impact and effectiveness of the school counseling program over time. The results of the analysis should reflect the efficacy of the counseling

program, highlighting systemic successes and areas of future work or concern. All data analysis should help the school counselor set goals aimed at closing the achievement and opportunity gap.

Several types of data can be examined by the school counselor but it is important to note that it should neither be the responsibility of the school counselor to collect *all* of the data listed here, nor their responsibility to implement programming based on some of the data elements listed. For example, attendance, PBIS, detention data/suspension/expulsion, and office referral data may be helpful trends for school counselors to be aware of but ultimately the responsibility of administrators to implement corrective programming for. With the caveat, that there may be other data elements that should be collected or examined primarily by other professionals in the building, the following student data elements *can* be examined by school counselors and some elements *may* be used to determine the comprehensive school counseling program accountability activities. For example, in examining students enrolled in AP or IB classes along with student demographic data, it is discovered that a vast majority of students accessing these classes are white or have higher SES. School counselors may then work with administration, teachers, and other professionals in researching a plan to make these classes more available to students of color or students with lower SES. Example 2: When looking over office referral data for your middle school you discover that a majority of the students sent to the office are boys of color. As suggested by ASCA's position statement on the school counselor and discipline (see appendix), you may then start a small group with several boys who have been referred to the office more than once to work with them on developing prosocial behaviors, in collaboration with school social workers and teachers-you may also put together positive behavior plans for individual student, finally you might work to advocate for equitable and fair restorative and disciplinary practices -ASCA

Student demographics

- Enrollment data
- Age
- Gender identity
- Ethnicity
- Grade levels
- Languages
- Race
- Number of students receiving free and reduced lunch
- Special Education

Academic achievement

- Standardized test scores
- Grade-point averages
- Class rank
- Individual course grades
- Standardized test scores (MEAs, PSAT, SAT, NWEA, Access)
- Enrollment in Honors, Advanced Placement (AP), International Baccalaureate (IB)
- Enrollment in early college & dual enrollment classes

Personal/Social (Behavioral)

- Attendance
- Dropout rates

- Graduation rates
- Office referrals
- Detentions/suspensions/expulsions
- PBIS data
- Substance use and abuse (taken from behavior data)
- Number of threat assessments completed/other safety data

College & Career development

- Students enrolled in work experience
- Job shadowing
- Post-secondary enrollment
- Enrollment and success in CTE
- Post-secondary retention
- College application rates
- College persistence rates

Community Involvement

- Parent or guardian attendance at evening activities
- Parent workshops and conferences
- Parent communications with school
- College rep visits

School-wide

- Climate survey results
- ESEA Report Cards
- Qualitative reports from advisory council members
- Staff reports
- Surveys on the counseling program

It is important that educators looking at data recognize the limitations of the data collection method, as well as the data set presented. School counselors might ask limitation questions such as: was the survey anonymous so that students will answer honestly? Is the data examined showing us a correlation or does it signify causation? Is this data collection method valid and reliable? Did the survey ask for both quantitative and qualitative feedback? What types of data are missing to get a full picture of an issue? What qualitative or quantitative data points would we need to help begin to explain these results? For example, when working to get a picture of how a high school does in providing college process information and help, school counselors might survey students in their senior year. The survey could count the number of students applying to college or the number of students who attended a college specific meeting in their junior year (quantitative data). The survey might also ask students their opinions on what they felt was the most helpful or what they wish they had received more help with (qualitative data).

Data Analysis

Analyzing data over time can inform changes to the comprehensive school counseling program. Analyzing the school data profile and the school counselor's use of time assessment can help the school

counselor recognize areas to focus their intervention and how to rearrange their time in order to meet their goals.

School Data Profile Analysis

The school data profile “is a summary of the school’s achievement, attendance, behavior and safety record over a multiyear period (ASCA National Model, 3rd Edition, p.100)” By analyzing the school data profile, school counselors can find trends in student academic achievement and behavior and identify areas for systemic change and improvement. These specified areas then help school counselors set goals for their program delivery. The baseline data is taken from the first school data profile conducted. Data is then analyzed once a semester or yearly to measure for change.

In analyzing the school data profile, school counselors should ask the following questions (adapted from ASCA National Model (2012)):

- What are the strengths and weaknesses of the school?
- What does the attendance data say about change in attendance, specific blocks or classes students miss?
- In what ways can school counselors work to address issues identified in the data?
- Are there achievement or opportunity gaps?
- Are there areas of concern or success in school safety?

Use of time assessment

It is recommended that 80 % or more of the school counselors time be spent in direct and indirect student service delivery components such as curriculum, individual student planning, and consultation. Use of time assessments should be conducted twice a year during a typical school counseling week. School counselors should look over the completed assessment to determine where their time is being spent, this assessment can be used in conversation with school administrators when advocating for the role of the school counselor. As according to ASCA National Model (2012), time spent in indirect and direct service to students looks different for different grade levels and different school communities. Time spent on program delivery tasks may be dictated by needs in a regional area as well as the demographic of students. For example, While ASCA’s National Model (2012) suggests that elementary school counselors spend more time on curriculum and responsive services, a high needs school in a rural community with only one counselor may need to allocate less time on those delivery components and more time on referrals, consultation, and collaboration to combat a specific problem like the opioid epidemic. The school counselor in this situation may need to advocate for additional school counselors in their district so that they can more evenly distribute their time into the other delivery components.

Program Results

Results reports help answer the question, “How are students different as a result of the program?” (ASCA National Model, 3rd Edition)

Results reports serve as a tool for ensuring the program was carried out as planned, ensuring every student was served and that developmentally appropriate materials were used. Results reports also help the school counselor document and analyze the program’s process, perception and outcome data. Ultimately, results reports help school counselors determine their program’s immediate, intermediate and long-range

impact and effectiveness. Results reports can help with school counselor advocacy when systemic change needs to be made.

Results reports also allow school counselors to target interventions based on demographic information. As previously mentioned in the management chapter, there are three types of data reviewed: process, perception, and outcome data (see management section).

Curriculum Results Report Analysis

Curriculum report analysis can help school counselors determine if their classroom units or lessons were effective in making a difference for students. ASCA recommends asking questions about process, perception, and outcome data. Such questions can be asked such as: How many students were served? Were lessons accessible to all students? Did all the planned lessons run? Did curriculum make a difference on school data profile elements? Most importantly, did student's learning increase as a result of the lesson?

Small-Group Results Report Analysis

Small groups report analysis can help school counselors determine if their process they used to set up and recruit their group, set goals, and offer intervention was impactful. ASCA recommends asking questions about process, perception, and outcome data. Such questions as: did the group set appropriate goals and did it meet those goals through activity? Did students feel their behavior or attitudes changed as a result of the activities? Did school data profile elements change as a result of the small group?

Closing-the-Gap Results Report Analysis

School counselors know that not all students come to school with the same academic and personal/social resources. Analyzing disaggregated school data helps to uncover areas of concern in terms of access and equity to specific programming (for example, which demographic of students takes AP classes or has access to private tutoring for the SATs). Once the problem areas are brought to light, it is important to thoughtfully consider those factors which are creating barriers in those areas. School counselors then strategically design programs or activities to help lessen the barriers and begin to close the achievement and opportunity gap for the groups of students identified as not have access to education resources, services, or programming. After the analysis of disaggregated data, educators design innovations and implement programming and curriculum components specifically geared toward ensuring those previously underserved students, receive equitable and appropriate school counseling services in order to. The results of these interventions can be documented with student-achievement and achievement –related data. “These types of program results move school counseling from the periphery of the school’s mission to a position where the educational community views it as critical to student success” (citation unknown).



RESULTS REPORT CLOSING THE GAP

Goal: _____
 Target Group: _____
 Data to Identify Students: _____

Activities	ASCA Domain and Mindsets & Behaviors Standard(s)	Projected Start/End	Process Data (Number of students affected)	Perception Data (Data from surveys/ assessments)	Outcome Data (Achievement, attendance and/or behavior data)	Implications

ASCA National Model, 2012

The following list of questions for consideration has been adapted from ASCA National Model (3rd Edition):

- What are the areas where data indicates a specific group of students has access to services, resources, or programming more than another group
- What did the process data indicate? (Example: how many students had access to which interventions, how many students of which demographic areas are disciplined the most)
- What did the perception data indicate? (Example: did one group of students feel they understood the material more than another during pre & post tests)
- What did the outcome data indicate? (Example: did one group of students increase their attendance as a result of an intervention over another group).

Careful consideration should be made when creating closing the gap interventions to ensure school counselors are effectively leveraging their community connections. An advisory council, administrators, and identity specific social service, support, and education organizations should be included as much as possible in the programming innovation stage.

Sharing Results

Ultimately, school counselors need to be able to share how their programming has made a difference for students. Sharing the impact of the comprehensive school counseling program with stakeholders is important for the advocacy of both the overall program as well as the role of the school counselor. School counselors can share results in a variety of ways. School counselors can compile the data collected from different reports and share it with staff at staff meetings, through websites and newsletters, through letters home, directly to the district or central office, to advisory council members, and at parent nights.

Evaluation and Improvement

School counselors should perform frequent evaluations of their comprehensive school counseling program, in its entirety, the program goals, as well as their own performance.

School Counselor Competencies Assessment

School counselor competencies were developed by ASCA. The competencies outline the skills school counselors should have in order to deliver a data-driven comprehensive school counseling program adherence to the goals of serving students under three domains (social/emotional development, academic success, School counselors can use the competency assessment to evaluate the relevance and currency of their skills. Counselors can use the competency assessment to set their professional development goals for certification and to justify salary changes. School counselors can conduct a competency assessment yearly. **For example, See Appendix**

School Counseling Program Assessment

School counselors should conduct a yearly program assessment in the spring, in order to identify areas for improvement and success and set short and long-range program goals. The program assessment allows the school counselor to take a systemic look at their comprehensive school counseling program indicate whether or not they have put in place criterion that follow the ASCA National Model. For example, See Appendix

School Counseling Process Assessment

School counselors should perform periodic assessments of specific processes and interventions. Analyzing processes and interventions allows the school counselor a chance to make sure their activities are aligned with the vision, mission, and program goals. It allows the school counselor to assess the process, perception, and outcome data asking such questions as: *does this intervention help close the achievement gap?* or *is this intervention accessible to all students?* Process analysis can be done directly after an intervention or programming component is offered. For example, school counselors at a middle school level might want to assess how many students were served by their career fair (process data), whether or not students perceptions about how much they knew about a specific career choice increased (perception data), and whether or not student's academic, behavioral, or attendance data changed as a result of the career fair. Other processes school counselors may want to assess include things like, how PSAT scores are disseminated, student transition from elementary school to middle school, best use of vertical counseling teams, kindness week programming, etc. Questions to ask when assessing a school counseling process might be: What went smoothly during that process, what resources were needed but not available during that process, who else could have helped make that day a success?

School Counselor Performance Appraisal

Maine schools use a variety of methods to assess the performance of educators and often lump school counselors into the same category as teachers. Teacher based evaluation systems often assess school counselors solely on their performance in facilitating a classwide school counseling lesson, disregarding the majority of the school counselor's duties and shortchanging the school counselor when it comes to real and valuable feedback about overall performance including areas for growth and successes. It is important to note that even Maine laws aimed at making teacher evaluation more equitable by including teachers on evaluation committees (like LD 92), do not include wording to include school counselors.

ASCA recommends school counselors are evaluated based on the role and scope of their specific position. ASCA's School Counselor Performance Appraisal (See Appendix) offers a platform for administrators to evaluate school counselors in three areas including: management, delivery, and accountability. Duties and responsibilities evaluated include such elements as: "2.3 Provides appraisal and advisement to assist all

students with academic, career and personal/social planning,” and “3.3 Collects and analyzes results data of school counseling program activities to guide program evaluation and improvement.” A school counselor’s performance should be evaluated by self-assessment, administrator assessment/observation, and assessment of attainment to meeting professional development or professional growth goals.

School counselors should advocate for the use of school counselor specific evaluations and feedback from administrators and school boards. The timeline for evaluation should be aligned with the school counselor’s professional growth track and contract. School counselors should be conducting their own performance appraisals yearly regardless of contract. See Appendix for examples of the ASCA School Counselor Performance Appraisal and the Danielson Framework’s School Counseling Rubric.

Program Goal Analysis

At the end of the school year school counselors should compare newly collected data to the baseline data which helped them write their goals for the school year. In looking at the program goals results reports school counselors should assess whether or not their goals were met and whether or not there was a change in student behavior and learning. In forming program goals for the new school year, school counselors might ask the following questions as suggested by ASCA National Model (2012): Is the goal a SMART goal? Is the goal aimed at closing the opportunity and achievement gap? Was the previous year’s program assessment results as well as the results from other reports (ex: needs assessment) taken into account when setting the goal? Was data considered when setting the goal? The final results of the goal analysis combined with other results reports should tell the school counselor both about the overall delivery of their program and where they should direct their efforts in the coming year.

For an example of a district wide school counseling program, please see the RSU 075 Sample program created by Dr. Deborah Drew’s 2019 EDU 701 students in the appendix.

For an example of a Recognized ASCA Model Program (RAMP), please read the *Weatherbee School Counseling Program* in the Appendix.

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