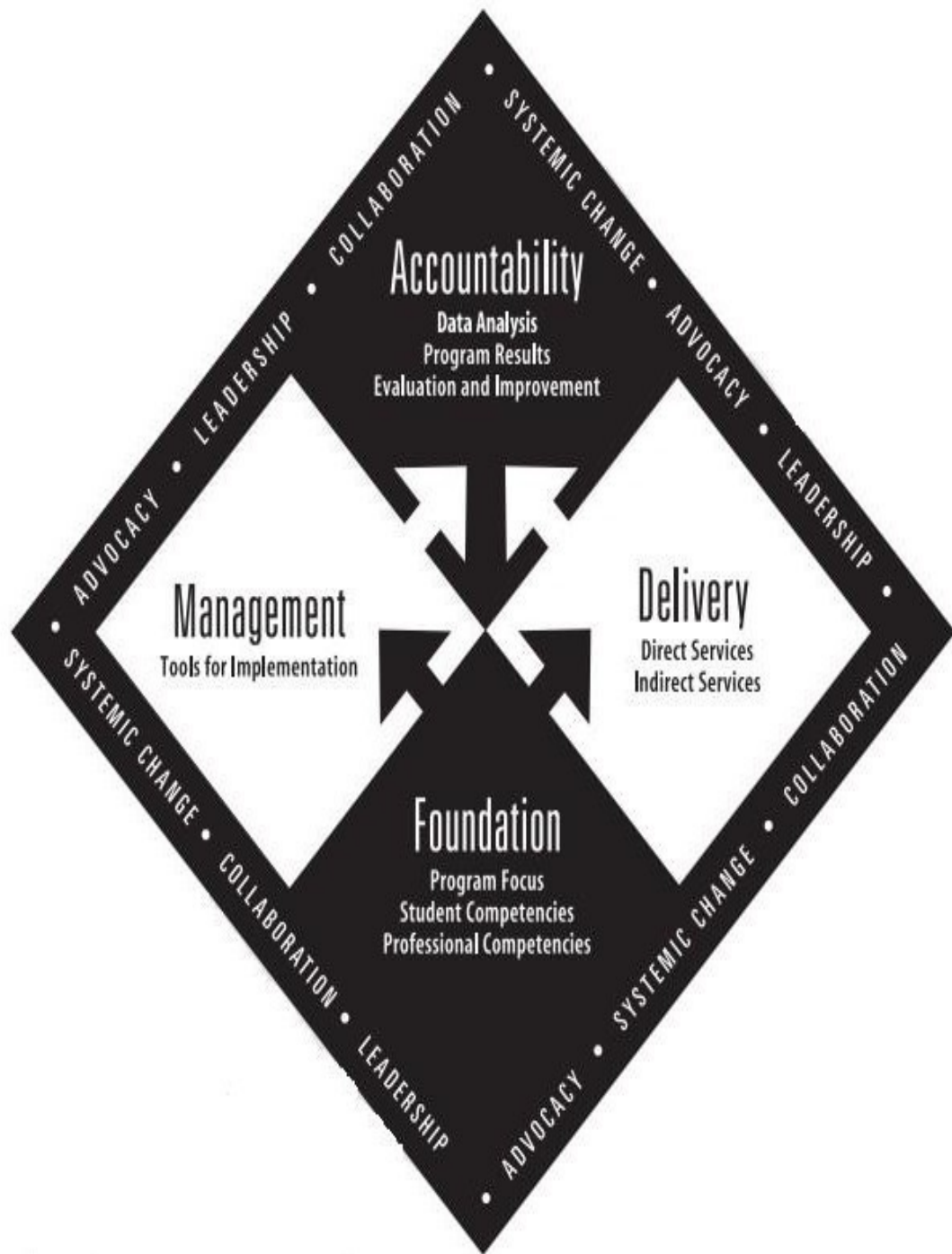


SCHOOL COUNSELING FRAMEWORK



Table of Contents

American School Counselor Association National Model	3
School Counseling in Dublin City Schools	4
Foundation	6
Dublin City Schools Counseling Philosophy	6
Dublin City Schools Counseling Mission Statement	6
School Counseling Beliefs	7
Program Goals	8
ASCA Mindsets & Behaviors for Student Success	9
ASCA School Counselor Competencies	10
ASCA Ethical Standards for School Counselors	10
Delivery & Management System	11
Accountability	14
Appendix A	15
ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career- Readiness Standards for Every Student	
Elementary School Counseling Curriculum Action Plans	19
Middle School Counseling Curriculum Action Plans	25
High School Counseling Curriculum Action Plans	27
School Counseling Parent Programming	29
Appendix B	
ASCA School Counselor Competencies	31
Appendix C	
ASCA Ethical Standards for School Counselors	43
References	54



School Counseling in Dublin City Schools

Since 1984, the K-12 school counseling team of Dublin City Schools has based its professional practices on a strong and unifying written framework that defined the program and school counselor roles. In 2003, the American School Counselor Association authored the *ASCA National Model: A Framework for School Counselors*. Two subsequent editions provided direction for updating Dublin school counseling frameworks. The ASCA National Model was updated in 2012 and 2014 by leading professionals in school counseling throughout the United States, and it continues to serve as a benchmark for Dublin's school counseling program and school counselor professional performance.

The school counselors of Dublin City Schools continue to monitor and update their program framework to best serve their students, schools, community of stakeholders and their profession. It is this written program framework that centers school counselors on a strong foundation, efficient management, effective delivery and accountability. The K-12 school counselors prioritize teamwork at the building level, in their level teams and at the district level. School counselors in Dublin City Schools are committed to individual and collective professional growth and development.

The Dublin City Schools counseling team considers the four ASCA National Model Themes as essential:

Leadership:

- support student achievement and development
- advance effective delivery of the K-12 school comprehensive school counseling program
- solve problems within school and community groups that promote student achievement and growth
- promote professional identity and role consistency

Advocacy:

- Act to empower students
- Act on behalf of students
- Address school/community problems
- Identify and implement advocacy strategies at the systems level
- Engage in social/political advocacy for macro-level issues

Collaboration:

- Provide access to multiple resources for supporting student achievement and development
- Encourage students, teachers, administration and school staff to work toward the common goals of equity, access and academic success for every student
- Support effective working relationships with colleagues, parents, community members and community agencies

Systemic Change:

- Use data to identify systemic barriers to student achievement
- Use the skills of leadership and advocacy to promote and create systemic change
- Support an environment that encourages any student or group to come forward with concerns

Foundation

Dublin City Schools Counseling Philosophy

We believe that all students can and must learn at high levels of achievement. It is our job to create an environment in our classrooms that results in this high level of performance. We are confident that, with our support and help, students can master challenging academic material and we expect them to do so. We are prepared to work collaboratively with colleagues, students and parents to achieve this shared educational purpose.

Dublin City Schools Counseling Mission Statement

The mission of the counselors of the Dublin City Schools is to provide high quality, comprehensive school counseling services to all students. Our programs are designed to help all students develop and enhance their academic, social/emotional and career mindsets and behaviors in order to become responsible and productive citizens. There is a commitment to individual uniqueness and the maximum development of human potential. The Dublin City Schools Counselor engages in leadership, advocacy, collaboration and systemic change in order to enhance student academic capabilities; close achievement, opportunity and attainment gaps among high and low performing groups; and support positive and healthy choices.

School Counseling Beliefs

The School Counseling Program is based on developmental concepts and theories and recognizes the strengths of each individual. The program is comprehensive in scope, preventative in design, and proactive in delivery. It encourages students, staff, and community to appreciate the contributions, rights, and responsibilities of themselves and others.

The school counselors in the Dublin City Schools believe:

1. Each student can achieve her/his maximum potential and can continue to learn and grow.
2. Every student is valuable and is treated with dignity and respect.
3. All students will have access to high quality school counseling services, provided by a full-time licensed, professional school counselor, meeting the unique and diverse needs of students.
4. All students can expect that school is a safe and nurturing environment.

The Dublin City Schools Comprehensive School Counseling Program

1. Is an integral part of the total educational process of the Dublin City Schools.
2. Is planned, coordinated, managed, and evaluated by school counselors.
3. Is available to all students to assist them with personal-social, educational, and career counseling needs.
4. Enhances student learning.
5. Helps build a positive school environment by engaging in collaboration with other school counselors, teachers, administrators, parents and the community to further student achievement.
6. Is continuously updated and improved through systematic review of the program, individual and collective school counselor evaluations and evaluation of student academic and academic-related data.

All school counselors in the Dublin City Schools:

1. Are guided by the Ethical Standards of American School Counselor Association.
2. Engage in scholarly professional development activities.

Program Goals

Program goals reflect desired outcomes that align with the district philosophy and school counseling mission statement and give focus to the school counseling program. Program goals are specific, measureable, attainable, results-oriented and time bound.

Effective school counseling program goals

- Promote achievement, attendance, behavior and school safety
- Are based on school data
- Address school wide data, policies and practices
- Promote student mindsets and behaviors that enhance the learning process and create a culture of college and career readiness

ASCA Mindsets & Behaviors for Student Success

ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career- Readiness for Every Student are standards that describe the knowledge, skills and attitudes students should be able to demonstrate as a result of the school counseling program. School counselors choose standards and their aligned competencies as the foundation for classroom and group activities that address the developmental needs of students across three domains:

- 1) Academic Development – standards that support and maximize each student’s ability to learn.
- 2) Career Development – standards that help students understand the connection between school and the world of work; standards that help students successfully transition to postsecondary education and/or the world of work.
- 3) Social/Emotional Development – standards that help students manage emotions and learn and utilize interpersonal skills.

ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student, Appendix A, www.schoolcounselor.org

ASCA School Counselor Competencies

The ASCA School Counselor Competencies outline the knowledge, attitudes and skills that ensure school counselors are prepared to meet the rigorous demands of the profession and the needs of students. This document can serve as a resource for school counselors as they continue to learn and expand their individual and collective school counselor competencies.

ASCA School Counselor Competencies, Appendix B, www.schoolcounselor.org

ASCA Ethical Standards for School Counselors

The ASCA Ethical Standards for School Counselors delineate the principles of ethical behavior necessary to maintain the highest standard of integrity, leadership and professionalism. They assist in guiding the school counselor's decision-making and the standardization of professional practice that protects both students and school counselors. School counselors are encouraged to use a decision making model and consult with appropriate professionals when ethical dilemmas present.

ASCA Ethical Standards for School Counselors, Appendix C, www.schoolcounselor.org

Delivery

The delivery component of the school counseling program describes the direct services that school counselors provide to students and the indirect services that school counselors have with others on behalf of the students. **ASCA recommends that 80% or more of the school counselor's time be spent in direct and indirect student services.**

Direct Student Services

School Counseling Core Curriculum

- **Classroom Instruction:** School counselors develop a core curriculum to promote academic, social/emotional, and career development. Standards and competencies from ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career- Readiness Standards for every Student and from other aligned student development programs serve to identify and prioritize the specific knowledge, attitudes and skills that students should be able to demonstrate as a result of the school counseling program.
- **Group Activities:** School counselors conduct planned group activities outside the classroom to promote academic, career and social/emotional development.
- **Parent Workshops and Instruction:** School counselors conduct workshops and informational sessions for parents and guardians to address the needs of the school community and to implement the school counseling core curriculum.

Individual Student Planning

- **Individual Appraisal:** School counselors work with students on analyzing and evaluating their abilities, skills, achievement, and interests. Academic and behavioral data are used as the basis for helping students develop short-term and long-term goals.

- **Individual Advisement:** School counselors assist students in considering various options for current and future decisions based on their academic, career and social/emotional data.

Responsive Services

- **Individual or Small Group Coaching:** School counselors provide coaching to assist students applying skill sets and strategies to enhance academic, social/emotional and/or career development.
- **Individual and Small-group Counseling:** School counselors provide short-term counseling to individual students or small groups to help students overcome issues that are impeding achievement and success.
- **Crisis Response:** School counselors provide support and assistance to students, staff, parents and community as they navigate critical and emergency situations. Crisis response includes intervention and follow-up to immediate needs and is designed to prevent a situation from becoming more severe. In the event that a school-based crisis occurs, school counselors team in offering onsite and timely response following the *Dublin City Schools Crisis Response Protocol and Resource Examples* manual.

Indirect Student Services

- **Collaboration:** School counselors build effective teams by encouraging collaboration among students, teachers, administrators and school staff to work toward the academic success and development of students. School counselors build effective working relationships with parents, community members and community agencies to access resources for student achievement and development.

- **Consultation:** School counselors consult with parents, colleagues, and community agencies regarding strategies to help students and families.
- **Referrals:** School counselors direct parents or guardians to community services for additional information and services related to academic, career and social/emotional support. School counselors assist students and families in seeking community agencies that deal with mental health issues or with crises such as self-injury, suicide ideation, violence, abuse. Community resources may include: mental health services, juvenile services, and social services.

Management System

School counselors create and incorporate organizational assessments and tools that effectively and efficiently support the development, delivery and evaluation of the school counseling program. They may supplement with management assessments and tools from the ASCA National Model.

Examples of assessments and tools:

- School Counseling Program Assessment
- School Counselor Use-of-Time Assessment
- Use of Aggregate and Disaggregate Data
- Use of School Data Profile: Achievement and Behavioral Data
- Program Results Data
- Curriculum Action Plans for Classroom/Group Guidance
- Small Group Action Plans for Group Coaching/Group Counseling
- Closing the Gap Action Plans/Intervention Plans
- Lesson Plan Formats for Classroom/Group Guidance
- Calendars: Annual, Monthly, Weekly, Daily

Accountability

“How are students better off academically and behaviorally as the result of our efforts?”

Data Analysis

School counselors analyze immediate, intermediate and long-term data related to student academic and behavioral performance. Data analysis provides useful information related to the effectiveness of the school counseling program. Data analysis is the foundation for planning strategic, timely and effective interventions for individual students and groups of students and for continuous development of school counseling programming in order to meet the needs of the students, school and community. Student academic and behavioral data, ASCA and school counselor created assessments, tools and evaluations provide sources of data for evaluation.

School Counselor Accountability

Administrators evaluate school counselors using the Ohio School Counselor Evaluation System (OSCES). The use of this evaluation tool can lead to school counselor individual and group professional growth and development.

School counselors are encouraged to use the ASCA School Counselor Competencies document to self-evaluate and plan individual and group professional development.



ASCA Mindsets & Behaviors for Student Success:

K-12 College- and Career-Readiness Standards for Every Student

The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career Readiness for Every Student describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts. These standards are the next generation of the ASCA National Standards for Students, which were first published in 1997.

The 35 mindset and behavior standards identify and prioritize the specific attitudes, knowledge and skills students should be able to demonstrate as a result of a school counseling program. School counselors use the standards to assess student growth and development, guide the development of strategies and activities and create a program that helps students achieve their highest potential. The ASCA Mindsets & Behaviors can be aligned with initiatives at the district, state and national to reflect the district's local priorities.

To operationalize the standards, school counselors select competencies that align with the specific standards and become the foundation for classroom lessons, small groups and activities addressing student developmental needs. The competencies directly reflect the vision, mission and goals of the comprehensive school counseling program and align with the school's academic mission.

Research-Based Standards

The ASCA Mindsets & Behaviors are based on a review of research and college- and career-readiness documents created by a variety of organizations that have identified strategies making an impact on student achievement and academic performance. The ASCA Mindsets & Behaviors are organized based on the framework of noncognitive factors presented in the critical literature review "Teaching Adolescents to Become Learners" conducted by the University of Chicago Consortium on Chicago School Research (2012).

This literature review recognizes that content knowledge and academic skills are only part of the equation for student success. "School performance is a complex phenomenon, shaped by a wide variety of factors intrinsic to students and the external environment" (University of Chicago, 2012, p. 2). The ASCA Mindsets & Behaviors are based on the evidence of the importance of these factors.

Organization of the ASCA Mindsets & Behaviors

The ASCA Mindsets & Behaviors are organized by domains, standards arranged within categories and subcategories and grade-level competencies. Each is described below.

Domains

The ASCA Mindsets & Behaviors are organized in three broad domains: academic, career and social/emotional development. These domains promote mindsets and behaviors that enhance the learning process and create a culture of college and career readiness for all students. The definitions of each domain are as follows:

Academic Development – Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

Career Development – Standards guiding school counseling programs to help students 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the life span.

Social/Emotional Development – Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.

Standards

All 35 standards can be applied to any of the three domains, and the school counselor selects a domain and standard based on the needs of the school, classroom, small group or individual. The standards are arranged within categories and subcategories based on five general categories of noncognitive factors related to academic performance as identified in the 2012 literature review published by the University of Chicago Consortium on Chicago School Research. These categories synthesize the "vast array of research literature" (p. 8) on noncognitive factors including persistence, resilience, grit, goal-setting, help-seeking, cooperation, conscientiousness, self-efficacy, self-regulation, self-control, self-discipline, motivation, mindsets, effort, work habits, organization, homework completion, learning strategies and study skills, among others.

Category 1: Mindset Standards – Includes standards related to the psycho-social attitudes or beliefs students have about themselves in relation to academic work. These make up the students' belief system as exhibited in behaviors.

Category 2: Behavior Standards – These standards include behaviors commonly associated with being a successful student. These behaviors are visible, outward signs that a student is engaged and putting forth effort to learn. The behaviors are grouped into three subcategories.

a. Learning Strategies: Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.

b. Self-management Skills: Continued focus on a goal despite obstacles (grit or persistence) and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures (delayed gratification, self-discipline, self-control).

c. Social Skills: Acceptable behaviors that improve social interactions, such as those between peers or between students and adults.

The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student

Each of the following standards can be applied to the academic, career and social/emotional domains.

Category 1: Mindset Standards School counselors encourage the following mindsets for all students.		
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 life-long 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		
Category 2: Behavior Standards Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.		
Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Demonstrate critical-thinking skills to make informed decisions	B-SMS 1. Demonstrate ability to assume responsibility	B-SS 1. Use effective oral and written communication skills and listening skills
B-LS 2. Demonstrate creativity	B-SMS 2. Demonstrate self-discipline and self-control	B-SS 2. Create positive and supportive relationships with other students
B-LS 3. Use time-management, organizational and study skills	B-SMS 3. Demonstrate ability to work independently	B-SS 3. Create relationships with adults that support success
B-LS 4. Apply self-motivation and self-direction to learning	B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards	B-SS 4. Demonstrate empathy
B-LS 5. Apply media and technology skills	B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals	B-SS 5. Demonstrate ethical decision-making and social responsibility
B-LS 6. Set high standards of quality	B-SMS 6. Demonstrate ability to overcome barriers to learning	B-SS 6. Use effective collaboration and cooperation skills
B-LS 7. Identify long- and short-term academic, career and social/emotional goals	B-SMS 7. Demonstrate effective coping skills when faced with a problem	B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
B-LS 8. Actively engage in challenging coursework	B-SMS 8. Demonstrate the ability to balance school, home and community activities	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	B-SMS 9. Demonstrate personal safety skills	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participate in enrichment and extracurricular activities	B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

Grade-Level Competencies

Grade-level competencies are specific, measurable expectations that students attain as they make progress toward the standards. As the school counseling program's vision, mission and program goals are aligned with the school's academic mission, school counseling standards and competencies are also aligned with academic content standards at the state and district level.

ASCA Mindsets & Behaviors align with specific standards from the Common Core State Standards through connections at the competency level. This alignment allows school counselors the opportunity to help students meet these college- and career-readiness standards in collaboration with academic content taught in core areas in the classroom. It also helps school counselors directly align with academic instruction when providing individual and small-group counseling by focusing

on standards and competencies addressing a student's developmental needs. School counselors working in states that have not adopted the Common Core State Standards are encouraged to align competencies with their state's academic standards and can use the competencies from the ASCA Mindsets & Behaviors as examples of alignment.

ASCA Mindsets & Behaviors Database

The grade-level competencies are housed in the ASCA Mindsets & Behaviors database at www.schoolcounselor.org/studentcompetencies. School counselors can search the database by keyword to quickly and easily identify competencies that will meet student developmental needs and align with academic content as appropriate. The database also allows school counselors to contribute to the competencies by sharing other ways to meet or align with a specific standard.

Citation Guide

When citing from this publication, use the following reference:

American School Counselor Association (2014). *Mindsets and Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student*. Alexandria, VA: Author.



Resources Used in Development of ASCA Mindsets & Behaviors

The following documents were the primary resources that informed ASCA Mindsets & Behaviors.

Document	Organization	Description
ACT National Career Readiness Certificate	ACT	Offers a portable credential that demonstrates achievement and a certain level of workplace employability skills in applied mathematics, locating information and reading for information.
ASCA National Standards for Students	American School Counselor Association	Describes the knowledge, attitudes and skills students should be able to demonstrate as a result of the school counseling program.
AVID Essentials at a Glance	AVID	Promotes a college readiness system for elementary through higher education that is designed to increase schoolwide learning and performance.
Building Blocks For Change: What it Means to be Career Ready	Career Readiness Partner Council	Defines what it means to be career-ready, and highlights the outcome of collaborative efforts of the Career Readiness Partner Council to help inform policy and practice in states and communities.
Career and Technical Education Standards	National Board of Professional Teaching Standards	Defines the standards that lay the foundation for the Career and Technical Education Certificate.
Collaborative Counselor Training Initiative	SREB	Offers online training modules for middle grades and high school counselors that can improve their effectiveness in preparing all students for college, especially those from low-income families who would be first-generation college students.
Cross Disciplinary Proficiencies in the American Diploma Project	Achieve	Describes four cross disciplinary proficiencies that will enable high school graduates to meet new and unfamiliar tasks and challenges in college, the workplace and life.
Eight Components of College and Career Readiness Counseling	College Board	Presents a comprehensive, systemic approach for school counselors to use to inspire and prepare all students for college success and opportunity, especially students from underrepresented populations.
English Language Arts Standards	National Board of Professional Teaching Standards	Defines the standards that lay the foundation for the English Language Arts Certificate.
Framework for 21st Century Learning	Partnership for 21st Century Skills	Describes the skills, knowledge and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise and literacies.
NETS for Students 2007	International Society for Technology in Education	Describes the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.
Ramp-Up to Readiness	University of Minnesota	Provides a schoolwide guidance program designed to increase the number and diversity of students who graduate from high school with the knowledge, skills and habits necessary for success in a high-quality college program.
Social and Emotional Learning Core Competencies	CASEL	Identifies five interrelated sets of cognitive, affective and behavioral competencies through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.
Teaching Adolescents to Become Learners: The Role of Non-Cognitive Factors in Shaping School Performance	The University of Chicago Consortium on Chicago School Research	Presents a critical literature review of the role of noncognitive factors in shaping school performance.
What is "Career Ready"?	ACTE	Defines what it means to be career-ready, involving three major skill areas: core academic skills, employability skills, and technical and job-specific skills.



School Counseling Curriculum Action Plan

Grade Level	Curriculum Content	ASCA Domain & Standard	ASCA Mindset and Behaviors	Evaluation Data - How will the results be measured
Kindergarten	Listening	Personal/Social/ Academic	Mindsets: 1,2,5,6 Behaviors: Learning Strategies: 4,8 Self- Management: 2 Social Skills: 1,6,9	*formative assessment, summative assessment, Stakeholder feedback
	Self Awareness/Career	Personal/Social/ Academic/Career	Mindsets: 1,2,3,4,5 Behaviors: Learning Strategies: 1,2,4 Self- Management: 1,2 Social Skills: 1,8,9	*formative assessment, summative assessment, Stakeholder feedback
	Anxiety & Stress Management/Coping Skills	Personal/Social/ Academic/Career	Mindsets: 1,2,5 Behaviors: Learning Strategies: 4,8 Self- Management: 2,6,7,8 Social Skills: 8,9	*formative assessment, summative assessment, Stakeholder feedback
	Decision Making/Tattling	Personal/Social/ Academic/Career	Mindsets: 1,2 Behaviors: Learning Strategies: 1,9 Self-Management: 1,2,4,7 Social Skills: 2,5,9	*formative assessment, summative assessment, Stakeholder feedback
	Resiliency/Perseverance	Personal/Social/ Academic/Career	Mindsets: 1,2,3,4,5,6 Behaviors: Learning Strategies: 1,3,4 Self- Management: 5,6,7,8,10 Social Skills: 8	*formative assessment, summative assessment, Stakeholder feedback
	Anger Management/Coping Skills	Personal/Social/ Academic/Career	Mindsets: 1,6 Behaviors: Learning Strategies: N/A Self- Management: 2,7 Social Skills: 1-9	*formative assessment, summative assessment, Stakeholder feedback
	Friendship Skills	Personal/Social/ /Career	Mindsets: 1,3,6 Behaviors: Learning Strategies: 10 Self- Management: N/A Social Skills: 1-9	*formative assessment, summative assessment, Stakeholder feedback
	Bullying	Personal/Social/ /Career	Mindsets: 1,2,3,5 Behaviors: Learning Strategies: 1 Self- Management: 7 Social Skills: 3,8,9	*formative assessment, summative assessment, Stakeholder feedback
	Personal Safety	Personal/Social/ Academic/Career	Mindsets: 1 Behaviors: Learning Strategies: 1 Self- Management: 7,9 Social Skills: 3,8	*formative assessment, summative assessment, Stakeholder feedback
	Internet Safety/Social Media Awareness	Personal/Social/ Academic/Career	Mindsets: 1,2,4 Behaviors: Learning Strategies: 1,5 Self- Management: 1, 9 Social Skills: 5,9	*formative assessment, summative assessment, Stakeholder feedback
	Healthy Choices	Personal/Social	Mindsets: 1,2 Behaviors: Learning Strategies: 1 Self- Management: 1,2,7,9 Social Skills: 5,9	*formative assessment, summative assessment, Stakeholder feedback
				*self-assessment, peer assessment, survey, exit ticket, observation, question/answer, social media/technology, quiz, thumbs up/down, extension activities, nod yes/no, body language, running record, etc...

School Counseling Curriculum Action Plan				
Grade Level	Curriculum Content	ASCA Domain & Standard	ASCA Mindset and Behaviors	Evaluation Data - How will the results be measured
First Grade	Managing Transitions	Personal/Social/ Academic	Mindsets: 1,2,3 Behaviors: Learning Strategies: N/A Self- Management: 3,10 Social Skills: 2,3,7,8,9	*formative assessment, summative assessment, Stakeholder feedback
	Self Awareness/Career	Personal/Social/ Academic/Career	Mindsets: 1,2,3,4,5 Behaviors: Learning Strategies: 1,2,4 Self- Management: 1,2 Social Skills: 1,8,9	*formative assessment, summative assessment, Stakeholder feedback
	Anxiety & Stress Management/Coping Skills	Personal/Social/ Academic/Career	Mindsets: 1,2,5 Behaviors: Learning Strategies: 4,8 Self- Management: 2,6,7,8 Social Skills: 8,9	*formative assessment, summative assessment, Stakeholder feedback
	Decision Making/Tattling	Personal/Social/ Academic/Career	Mindsets: 1,2 Behaviors: Learning Strategies: 1,9 Self- Management: 1,2,4,7 Social Skills: 2,5,9	*formative assessment, summative assessment, Stakeholder feedback
	Resiliency/Perseverance	Personal/Social/ Academic/Career	Mindsets: 1,2,3,4,5,6 Behaviors: Learning Strategies: 1,3,4 Self- Management: 5,6,7,8,10 Social Skills: 8	*formative assessment, summative assessment, Stakeholder feedback
	Anger Management/Coping Skills	Personal/Social/ Academic/Career	Mindsets: 1,6 Behaviors: Learning Strategies: N/A Self- Management: 2,7 Social Skills: 1-9	*formative assessment, summative assessment, Stakeholder feedback
	Friendship Skills	Personal/Social/ /Career	Mindsets: 1,3,6 Behaviors: Learning Strategies: 10 Self- Management: N/A Social Skills: 1-9	*formative assessment, summative assessment, Stakeholder feedback
	Bullying	Personal/Social/ /Career	Mindsets: 1,2,3,5 Behaviors: Learning Strategies: 1 Self- Management: 7 Social Skills: 3,8,9	*formative assessment, summative assessment, Stakeholder feedback
	Personal Safety	Personal/Social/ Academic/Career	Mindsets: 1 Behaviors: Learning Strategies: 1 Self- Management: 7,9 Social Skills: 3,8	*formative assessment, summative assessment, Stakeholder feedback
	Internet Safety/Social Media Awareness	Personal/Social/ Academic/Career	Mindsets: 1,2,4 Behaviors: Learning Strategies: 1,5 Self- Management: 1,9 Social Skills: 5,9	*formative assessment, summative assessment, Stakeholder feedback
	Healthy Choices	Personal/Social	Mindsets: 1,2 Behaviors: Learning Strategies: 1 Self- Management: 1,2,7,9 Social Skills: 5,9	*formative assessment, summative assessment, Stakeholder feedback
				*self-assessment, peer assessment, survey, exit ticket, observation, question/answer, social media/technology, quiz, thumbs up/down, extension activities, nod yes/no, body language, running record, etc...



School Counseling Curriculum Action Plan

Grade Level	Curriculum Content	ASCA Domain & Standard	ASCA Mindset and Behaviors	Evaluation Data - How will the results be measured
Second Grade	Self-Confidence/Identify Strengths/Career	Personal/Social/ Academic/Career	Mindsets: 1,2,3,4,5 <u>Behaviors:</u> Learning Strategies: 1,2,4 Self- Management: 1,2 Social Skills: 1,8,9	*formative assessment, summative assessment, Stakeholder feedback
	Empathy	Personal/Social/ /Career	Mindsets: 1,3 <u>Behaviors:</u> Learning Strategies: N/A Self- Management: 1,4,10 Social Skills: 1,2,4,6,7,8,9	*formative assessment, summative assessment, Stakeholder feedback
	Anxiety & Stress Management/Coping Skills	Personal/Social/ Academic/Career	Mindsets: 1,2,5 <u>Behaviors:</u> Learning Strategies: 4,8 Self- Management: 2,6,7,8 Social Skills: 8,9	*formative assessment, summative assessment, Stakeholder feedback
	Resiliency/Perseverance	Personal/Social/ Academic/Career	Mindsets: 1,2,3,4,5,6 <u>Behaviors:</u> Learning Strategies: 1,3,4 Self- Management: 5,6,7,8,10 Social Skills: 8	*formative assessment, summative assessment, Stakeholder feedback
	Anger Management/Coping Skills	Personal/Social/ Academic/Career	Mindsets: 1,6 <u>Behaviors:</u> Learning Strategies: N/A Self- Management: 2,7 Social Skills: 1-9	*formative assessment, summative assessment, Stakeholder feedback
	Friendship Skills	Personal/Social/ /Career	Mindsets: 1,3,6 <u>Behaviors:</u> Learning Strategies: 10 Self- Management: N/A Social Skills: 1-9	*formative assessment, summative assessment, Stakeholder feedback
	Bullying	Personal/Social/ /Career	Mindsets: 1,2,3,5 <u>Behaviors:</u> Learning Strategies: 1 Self- Management: 7 Social Skills: 3,8,9	*formative assessment, summative assessment, Stakeholder feedback
	Personal Safety/Decision-making	Personal/Social/ Academic/Career	Mindsets: 1 <u>Behaviors:</u> Learning Strategies: 1 Self- Management: 7,9 Social Skills: 3,8	*formative assessment, summative assessment, Stakeholder feedback
	Internet Safety/Social Media Awareness	Personal/Social/ Academic/Career	Mindsets: 1,2,4 <u>Behaviors:</u> Learning Strategies: 1,5 Self- Management: 1, 9 Social Skills: 5,9	*formative assessment, summative assessment, Stakeholder feedback
	Healthy Choices	Personal/Social	Mindsets: 1,2 <u>Behaviors:</u> Learning Strategies: 1 Self- Management: 1,2,7,9 Social Skills: 5,9	*formative assessment, summative assessment, Stakeholder feedback
				*self-assessment, peer assessment, survey, exit ticket, observation, question/answer, social media/technology, quiz, thumbs up/down, extension activities, nod yes/no, body language, running record, etc...



School Counseling Curriculum Action Plan

Grade Level	Curriculum Content	ASCA Domain & Standard	ASCA Mindset and Behaviors	Evaluation Data - How will the results be measured
Third Grade	Responsible Decision Making/School & Home	Personal/Social/ Academic/Career	Mindsets: 1,2,4,5,6 <u>Behaviors:</u> Learning Strategies: 1,3,4,6,7,8,9 Self- Management: 1,2,4,7 Social Skills: 2,5,9	*formative assessment, summative assessment, Stakeholder feedback
	Effective Collaboration and Cooperation Skills/Career	Personal/Social/ Academic/Career	Mindsets: 2,3,4 <u>Behaviors:</u> Learning Strategies: 2,8,9 Self- Management: 2,4,5,6,7,10 Social Skills: 1-9	*formative assessment, summative assessment, Stakeholder feedback
	Anxiety & Stress Management/Coping Skills	Personal/Social/ Academic/Career	Mindsets: 1,2,5 <u>Behaviors:</u> Learning Strategies: 4,8 Self- Management: 2,6,7,8 <u>Social Skills: 8,9</u>	*formative assessment, summative assessment, Stakeholder feedback
	Resiliency/Perseverance	Personal/Social/ Academic/Career	Mindsets: 1,2,3,4,5,6 <u>Behaviors:</u> Learning Strategies: 1,3,4 Self- Management: 5,6,7,8,10 Social Skills: 8	*formative assessment, summative assessment, Stakeholder feedback
	Anger Management/Coping Skills	Personal/Social/ Academic/Career	Mindsets: 1,6 <u>Behaviors:</u> Learning Strategies: N/A Self- Management: 2,7 Social Skills: 1-9	*formative assessment, summative assessment, Stakeholder feedback
	Friendship Skills	Personal/Social/ /Career	Mindsets: 1,3,6 <u>Behaviors:</u> Learning Strategies: 10 Self- Management: N/A Social Skills: 1-9	*formative assessment, summative assessment, Stakeholder feedback
	Bullying	Personal/Social/ /Career	Mindsets: 1,2,3,5 <u>Behaviors:</u> Learning Strategies: 1 Self- Management :7 <u>Social Skills: 3,8,9</u>	*formative assessment, summative assessment, Stakeholder feedback
	Personal Safety	Personal/Social/ Academic/Career	Mindsets: 1 <u>Behaviors:</u> Learning Strategies: 1 Self- Management: 7,9 <u>Social Skills: 3,8</u>	*formative assessment, summative assessment, Stakeholder feedback
	Internet Safety/Social Media Awareness	Personal/Social/ Academic/Career	Mindsets: 1,2,4 <u>Behaviors:</u> Learning Strategies: 1,5 Self- Management: 1, 9 Social Skills: 5,9	*formative assessment, summative assessment, Stakeholder feedback
	Healthy Choices	Personal/Social	Mindsets: 1,2 <u>Behaviors:</u> Learning Strategies: 1 Self- Management: 1,2,7,9 <u>Social Skills: 5,9</u>	*formative assessment, summative assessment, Stakeholder feedback
				*self-assessment, peer assessment, survey, exit ticket, observation, question/answer, social media/technology, quiz, thumbs up/down, extension activities, nod yes/no, body language, running record, etc...

School Counseling Curriculum Action Plan

Grade Level	Curriculum Content	ASCA Domain & Standard	ASCA Mindset and Behaviors	Evaluation Data - How will the results be measured
Fourth Grade	Positive School Habits	Personal/Social/ Academic/Career	Mindsets: 1,2,4,5,6 <u>Behaviors:</u> Learning Strategies: 1, 2,3,4,5,6,7,8,10 Self-Management: 1,2,3,6,8,10 Social Skills: 1,2,3,8,9	*formative assessment, summative assessment, Stakeholder feedback
	Leadership/Teamwork Skills/Careers	Personal/Social/ Academic/Career	Mindsets: 2,3,6,7 <u>Behaviors:</u> Learning Strategies: 1,2,4,7,8,9 Self- Management: 1,2,4,5,6,7,8,10 Social Skills: 1,2,4,5,6,7,8,9	*formative assessment, summative assessment, Stakeholder feedback
	Anxiety & Stress Management/Coping Skills	Personal/Social/ Academic/Career	Mindsets: 1,2,5 <u>Behaviors:</u> Learning Strategies: 4,8 Self- Management: 2,6,7,8 Social Skills: 8,9	*formative assessment, summative assessment, Stakeholder feedback
	Resiliency/Perseverance	Personal/Social/ Academic/Career	Mindsets: 1,2,3,4,5,6 <u>Behaviors:</u> Learning Strategies: 1,3,4 Self- Management: 5,6,7,8,10 Social Skills: 8	*formative assessment, summative assessment, Stakeholder feedback
	Anger Management/Coping Skills	Personal/Social/ Academic/Career	Mindsets: 1,6 <u>Behaviors:</u> Learning Strategies: N/A Self- Management: 2,7 Social Skills: 1-9	*formative assessment, summative assessment, Stakeholder feedback
	Friendship Skills	Personal/Social/ /Career	Mindsets: 1,3,6 <u>Behaviors:</u> Learning Strategies: 10 Self- Management: N/A Social Skills: 1-9	*formative assessment, summative assessment, Stakeholder feedback
	Bullying	Personal/Social/ /Career	Mindsets: 1,2,3,5 <u>Behaviors:</u> Learning Strategies: 1 Self- Management: 7 Social Skills: 3,8,9	*formative assessment, summative assessment, Stakeholder feedback
	Personal Safety	Personal/Social/ Academic/Career	Mindsets: 1 <u>Behaviors:</u> Learning Strategies: 1 Self- Management: 7,9 Social Skills: 3,8	*formative assessment, summative assessment, Stakeholder feedback
	Internet Safety/Social Media Awareness	Personal/Social/ Academic/Career	Mindsets: 1,2,4 <u>Behaviors:</u> Learning Strategies: 1,5 Self- Management: 1, 9 Social Skills: 5,9	*formative assessment, summative assessment, Stakeholder feedback
	Healthy Choices	Personal/Social	Mindsets: 1,2 <u>Behaviors:</u> Learning Strategies: 1 Self- Management: 1,2,7,9 Social Skills: 5,9	*formative assessment, summative assessment, Stakeholder feedback
				*self-assessment, peer assessment, survey, exit ticket, observation, question/answer, social media/technology, quiz, thumbs up/down, extension activities, nod yes/no, body language, running record, etc...



School Counseling Curriculum Action Plan

Grade Level	Curriculum Content	ASCA Domain & Standard	ASCA Mindset and Behaviors	Evaluation Data - How will the results be measured
Fifth grade	Career Exploration	Personal/Social/ Academic/Career	Mindsets: 1,2,4,5,6 <u>Behaviors:</u> Learning Strategies: 1-10 Self- Management: 1-10 Social Skills: 1-9	*formative assessment, summative assessment, Stakeholder feedback
	Anxiety & Stress Management/Coping Skills	Personal/Social/ Academic/Career	Mindsets: 1,2,5 <u>Behaviors:</u> Learning Strategies: 4,8 Self- Management: 2,6,7,8 <u>Social Skills: 8,9</u>	*formative assessment, summative assessment, Stakeholder feedback
	Middle School Transition	Personal/Social/Academic	Mindsets: 1,2,3,5,6 <u>Behaviors:</u> Learning Strategies: 1,3,4,6,7,9,10 Self- Management: 1,2,3,6,7,8,10 Social Skills: 1,2,3,5,8,9	*formative assessment, summative assessment, Stakeholder feedback
	Anger Management/Coping Skills	Personal/Social/ Academic/Career	Mindsets: 1,6 <u>Behaviors:</u> Learning Strategies: N/A Self- Management: 2,7 <u>Social Skills: 1-9</u>	*formative assessment, summative assessment, Stakeholder feedback
	Peer Pressure Issues	Personal/Social/ /Academic/Career	Mindsets: 1,2,3 <u>Behaviors:</u> Learning Strategies: 1,6,7,9 Self- Management: 1,2,4,5,7,10 Social Skills: 1,2,4,5,6,8,9	*formative assessment, summative assessment, Stakeholder feedback
	Bullying	Personal/Social/ /Career	Mindsets :1,2,3,5 <u>Behaviors:</u> Learning Strategies: 1 Self- Management: 7 <u>Social Skills: 3,8,9</u>	*formative assessment, summative assessment, Stakeholder feedback
	Personal Safety	Personal/Social/ Academic/Career	Mindsets: 1 <u>Behaviors:</u> Learning Strategies: 1 Self- Management: 7,9 Social Skills: 3,8	*formative assessment, summative assessment, Stakeholder feedback
	Internet Safety/Social Media Awareness	Personal/Social/ Academic/Career	Mindsets: 1,2,4 <u>Behaviors:</u> Learning Strategies: 1,5 Self- Management: 1, 9 Social Skills: 5,9	*formative assessment, summative assessment, Stakeholder feedback
	Adolescent Changes	Personal/Social	Mindsets: 1,2 <u>Behaviors:</u> Learning Strategies: Self- Management: 1,8,9,10 <u>Social Skills: 2,3,4,5,9</u>	*formative assessment, summative assessment, Stakeholder feedback
	Healthy Choices	Personal/Social	Mindsets: 1,2 <u>Behaviors:</u> Learning Strategies: 1 Self- Management: 1,2,7,9 Social Skills: 5,9	*formative assessment, summative assessment, Stakeholder feedback
				*self-assessment, peer assessment, survey, exit ticket, observation, question/answer, social media/technology, quiz, thumbs up/down, extension activities, nod yes/no, body language, running record, etc...



School Counseling Curriculum Action Plan

Grade Level	Curriculum Content	ASCA Domain & Standard	ASCA Mindset and Behaviors	Evaluation Data - How will the results be measured
5th Grade	Student Orientation to Middle School	PERSONAL/SOCIAL/ ACADEMIC	Mindset 1,2,3,6 <u>Behavior Standards:</u> Self Management Skills - 1,10 Social Skills - 8, 9	Observation and feedback of transition to middle school
6th Grade	Orientation	PERSONAL/SOCIAL /ACADEMIC	Mindset 1,2,3,6 <u>Behavior Standards:</u> Self Management Skills - 1,10 Social Skills - 8, 9	Observation and feedback of transition to middle school
6th Grade	Welcome 6th graders and discussion of counseling services	PERSONAL/SOCIAL ACADEMIC/CAREER	Mindset 1,2,3,6 <u>Behavior Standards:</u> Learning Strategies - 3,4 Self Management Skills - 1,3,10 Social Skills - 1 2 9	Observation, student feedback, needs assessment
6th Grade	Bullying & Respecting Differences	PERSONAL/SOCIAL	Mindset 1,2,3,5,6 <u>Behavior Standards:</u> Learning Strategies - 1 Self Management Skills - 1,2,7,9,10 Social Skills - 2 4 5 6 8 9	Surveys, Number of positive rewards given Number of bullying incidents reported
6th Grade	Computer-Based Career Exploration Activities	ACADEMIC/CAREER	Mindset 1,2,3,4,5,6 <u>Behavior Standards:</u> Learning Strategies - 1,5,7 Self Management Skills -1,3,5,8,10 Social Skills - 1 2 5 8 9	Career Activity, reflection, goals
6th Grade	7th Grade Scheduling & Advisement	ACADEMIC	Mindset 1,2,3,4,5,6 <u>Behavior Standards:</u> Learning Strategies - 1,6,7,9 Self Management Skills - 1,5,7,8,10 Social Skills - 8 9	Student, parent and teacher feedback
7th Grade	Welcome 7th graders and discussion of counseling services	PERSONAL/SOCIAL ACADEMIC/CAREER	Mindset 1,2,3,6 <u>Behavior Standards:</u> Learning Strategies - 3,4 Self Management Skills - 1,3,10 Social Skills - 1 2 9	Observation, student feedback, needs assessment
7th Grade	Bullying & Respecting Differences	PERSONAL/SOCIAL	Mindset 1,2,3,5,6 <u>Behavior Standards:</u> Learning Strategies - 1 Self Management Skills - 1,2,7,9,10 Social Skills - 2 4 5 6 8 9	Surveys, Number of positive rewards given Number of bullying incidents reported
7th Grade	Computer-Based Career Exploration Activities	ACADEMIC/CAREER	Mindset 1,2,3,4,5,6 <u>Behavior Standards:</u> Learning Strategies - 1,5,7 Self Management Skills - 1,3,5,8,10 Social Skills - 1 2 5 8 9	Career Activity, reflection, goals



School Counseling Curriculum Action Plan

Grade Level	Curriculum Content	ASCA Domain & Standard	ASCA Mindset and Behaviors	Evaluation Data - How will the results be measured
7th Grade	8th Grade Scheduling & Advisement	ACADEMIC / CAREER	Mindset 1,2,3,4,5,6 <u>Behavior Standards:</u> Learning Strategies - 1,6,7,9 Self Management Skills - 1,5,7,8,10 Social Skills - 8,9	Student, parent and teacher feedback
8th Grade	Welcome 8th graders and discussion of counseling services	PERSONAL/SOCIAL ACADEMIC/CAREER	Mindset 1,2,3,6 <u>Behavior Standards:</u> Learning Strategies - 3,4 Self Management Skills - 1,3,10 Social Skills - 1,2,9	Observation, student feedback, needs assessment
8th Grade	Bullying & Respecting Differences	PERSONAL/SOCIAL	Mindset 1,2,3,5,6 <u>Behavior Standards:</u> Learning Strategies - 1 Self Management Skills - 1,2,7,9,10 Social Skills - 2,4,5,6,8,9	Surveys, Number of positive rewards given Number of bullying incidents reported
8th Grade	Computer-Based Career Exploration Activities, interest survey, college exploration	ACADEMIC/CAREER	Mindset 1,2,3,4,5,6 <u>Behavior Standards:</u> Learning Strategies - 1,5,7 Self Management Skills 1,3,5,8,10 Social Skills - 1,2,5,8,9	Career Activity, reflection, goals
8th Grade	9th Grade Scheduling & Advisement	ACADEMIC	Mindset 1,2,3,4,5,6 <u>Behavior Standards:</u> Learning Strategies - 1,6,7,9 Self Management Skills - 1,5,7,8,10 Social Skills - 8,9	Student, parent and teacher feedback
7th - 8th Grade	Tolles Visits /Field Trips	ACADEMIC / CAREER	Mindset 1,2,3,4,5,6 <u>Behavior Standards:</u> Learning Strategies - 1,5,7 Self Management Skills 1,3,5,8,10 Social Skills - 1,2,5,8,9	Student and parent feedback, reflection
6th - 8th Grade	Test Interpretation and dissemination	PERSONAL/SOCIAL ACADEMIC/CAREER	Mindset 1,2,3,4,5,6 <u>Behavior Standards:</u> Learning Strategies - 1,3,4,6,9 Self Management Skills- 1,2,3,5,6,7,10 Social Skills - 8,9	Test results and related data
6th - 8th Grade	New student welcome and on-going support	PERSONAL/SOCIAL ACADEMIC/CAREER	Mindset 1,2,3,4,5,6 <u>Behavior Standards:</u> Learning Strategies - LS 1,6,7,9,10 Self Management Skills -1,2,3,4,5,7,10 Social Skills - 1,2,3,4,7,8,9	Observation and student feedback



School Counseling Curriculum Action Plan

Grade Level	Lesson Content	ASCA Domain	ASCA Mindset and Behaviors	Evaluation Data - How will the results be measured
9th Grade	Freshmen Transition: Introduction to Naviance, study skills for 9th graders, freshman year goal setting, Learning Style Inventory in Naviance.	Academic & Personal Social	Mindset Standards: 1, 3, 6 <u>Behavior Standards:</u> Learning Strategies- 3, 6, 7 Self Management Skills- 5, 10 Social Skills- 2, 8, 9	Successful Completion of goals for 9th grade year.
9th Grade	Freshmen Healthy Relationships: Healthy relationships vs. Unhealthy relationships, Bullying, Positive Character Traits	Personal Social	Mindset Standards: 1, 2, 3, 5, 6 <u>Behavior Standards:</u> Learning Strategies- 1, 9 Self Management Skills- 1, 2, 7, 9, 10 Social Skills- 1, 2, 3, 4, 5, 8, 9	Pre-Survey & Post-Survey Data
9th Grade or 10th Grade	Career Lesson- "Do What You Are" in Naviance: Personality type indicator & Career Identifier	Career & Personal Social	Mindset Standards: 1, 4, 5, 6 <u>Behavior Standards:</u> Learning Strategies- 7, 9 Self Management Skills- 3, 5, 10 Social Skills- 1, 3	Successful Completion of "Do What You Are" in Naviance & Results Summary in Naviance.
9th Grade or 10th Grade	Transition & Career Lesson: Naviance Strengths Explorer: Identifies a student's top three strongest emerging talents.	Career & Personal Social	Mindset Standards: 1, 2, 3 <u>Behavior Standards:</u> Learning Strategies- 5 Self Management Skills- 3, 7 Social Skills- 1, 9	Successful Completion of Naviance Strengths Explorer and Identification of top three strongest emerging talents.
10th Grade	Sophomore Lesson: College Research in Naviance & Career Interest Profiler & the Career Cluster Finder in Naviance	Academic & Career	Mindset Standards: 4, 5 <u>Behavior Standards:</u> Learning Strategies- 1, 4, 5, 7, 9 Self Management Skills- 1, 5, 10 Social Skills- 1, 3, 8,	Completion of learning how to research college in Naviance by using the College Search Tool and adding to the Colleges I am Interested in list in Naviance . Completion of the Career Interest Profiler & Career Cluster Finder in Naviance.
11th Grade	Junior Transition: Practice ACT & PSAT Information & Purpose Resume/Super College Match work in Naviance	Academic	Mindset Standards: 4, 5 <u>Behavior Standards:</u> Learning Strategies- 1, 3, 4, 7, 9 Self Management Skills- 5, 10 Social Skills-	Completion of Practice ACT and PSAT Identification of potential college matches in Super Match/Naviance.



School Counseling Curriculum Action Plan

Grade Level	Lesson Content	ASCA Domain	ASCA Mindset and Behaviors	Evaluation Data - How will the results be measured
11th Grade	Getting Started in the College Process: Researching colleges in Naviance & Creating List of Colleges I am interested in, ACT and SAT, College Visits	Academic & Career	Mindset Standards: 2, 4, 5 <u>Behavior Standards:</u> Learning Strategies- 1, 5, 7, 9 Self Management Skills- 1, 5, 10 Social Skills- 8	Completion of Pre-Survey on College Process. Finalization of "Colleges I am Interested List" in Naviance.
11th Grade	PSAT Results & Practice ACT Results, My College Quickstart, MI Advantage in Naviance to identify strengths and set goals.	Academic & Career	Mindset Standards: 4, 5 <u>Behavior Standards:</u> Learning Strategies- 1, 4, 5, 7, 8, 9 Self Management Skills- 3, 10 Social Skills- 1	My College Quickstart Use Completion of MI Advantage in Naviance and Identification of strengths.
12th Grade	College Application Process & Planning for Post-High School: Naviance, Common Application, Transcripts, Financial Aid, Scholarships	Academic & Career	Mindset Standards: 2, 4, 5, 6 <u>Behavior Standards:</u> Learning Strategies- 1, 3, 4, 5, 7, 9 Self Management Skills- 1, 2, 3, 5, 10 Social Skills- 1, 3, 6, 8	Finalization of "Colleges I am Applying to List" in Naviance Completion of College Applications and % applied in Naviance.
12th Grade	Senior Survey: Final Senior Transcript, Post High School Transition	Academic & Personal Social	Mindset Standards: <u>Behavior Standards:</u> Learning Strategies- 5, Self Management Skills- 1, 10 Social Skills- 8, 9	100% Participation and Completion of Senior Survey.



School Counseling Parent Programming

Level	Meeting Title	Topics Covered	Format
Elementary School	New Student Orientation	Information to help new families acclimate to the school environment including school tours and introduction to staff.	Meeting varies at each school and may be evening or daytime event.
Elementary School	Curriculum Night	Information about the counseling curriculum for each grade level	Presentation for parents and/ or informational handouts
Elementary School	Transitional/Topical meetings	Information regarding transitions or issues children face in elementary school, including entrance to kindergarten.	Presentation for parents of kindergarteners at each school. Presentations for parents vary at individual schools regarding relevant topics.
Middle School	5th Grade Parent Meeting	Middle school and scheduling information for the 6th grade year	Presentation offered at each middle school for parents/guardians of incoming 6th grade students.
Middle School	6th Grade Parent Meeting	Scheduling information for the 7th grade year	Presentation offered at each middle school for parents/guardians of upcoming 7th grade students.
Middle School	7th Grade Parent Meeting	Scheduling information including high school classes offered for the 8th grade year	Presentation offered at each middle school for parents/guardians of upcoming 8th grade students.
Middle School	Social Media Presentation	Information about the various social media sites that students are using today	Presentation offered at various middle schools for families of all of Dublin City Schools' students.
Middle School	Parent Meeting for new families	Information about Dublin Schools, the community and the middle school.	Meeting at each middle school for parents of students new to Dublin. Offered in partnership with PTO.
Middle School	6th, 7th, 8th Grade Open House	Information about the coming year, sometimes including handouts and/or pamphlets	Each middle school holds an Open House for parents to get information on the coming year

School Counseling Parent Programming

Level	Meeting Title	Topics Covered	Format
High School	College Admission Testing	Information about the various tests available in the college admissions process, how to register, interpret & results, and use the information for scheduling purposes.	Pre-Recorded Digital Presentation available on each high school guidance website.
High School	Columbus Suburban College Fair	Students and Parents can explore and speak directly with admissions representatives from hundreds of colleges.	Offered at Otterbein University in partnership with several other school districts from the central Ohio area.
High School	Getting Started in the College Selection Process	College search and selection strategies, utilizing Naviance for researching colleges and scholarships, understanding college testing, admission factors, and making the most of college visits.	Presentation offered at a Dublin City Schools high school for families of all of Dublin City Schools.
High School	FAFSA Workshop	The Free Application for Federal Student Aid (FAFSA)	Presentation offered at a Dublin City Schools high school for families of all of Dublin City Schools.
High School	International Baccalaureate Informational Meeting	Information about the benefits of enrolling in the International Baccalaureate courses or full program.	Presentation offered at a Dublin City Schools high school for families of all of Dublin City Schools.
High School	Alternative Education Programs Meeting	Information about the variety of Alternative Educational programs available to Dublin students such as Young Professionals Academy, The Dublin Teachers Academy, The Bio Medical Academy, Engineering Academy, Dublin Teachers Academy, Business Academy, Information Technology Academy, and College Credit Plus.	Presentation offered at a Dublin City Schools high school for families of all of Dublin City Schools.
High School	8th Grade Parent Meeting	High School transition information for the 9th grade year	Presentation offered at each high school for parents/guardians of incoming 9th grade students.
High School	Senior Parent Meeting	Senior Parent information about the 12th grade year, college application process, and post high school planning.	Presentation offered at each high school for parents/guardians of senior students.



ASCA School Counselor Competencies

The ASCA School Counselor Competencies outline the knowledge, abilities, skills and attitudes that ensure school counselors are equipped to meet the rigorous demands of the profession and the needs of pre-K–12 students. These competencies help ensure new and experienced school counselors are equipped to establish, maintain and enhance a comprehensive school counseling program addressing academic achievement, career planning and personal/social development.

Organized around and consistent with “The ASCA National Model: A Framework for School Counseling Programs (Third Edition),” the competencies can be used in a variety of ways including:

School counselors

- Self-assess their own competencies
- Formulate an appropriate professional development plan

School administrators

- Guide the recruitment and selection of competent school counselors
- Develop or inform meaningful school counselor performance evaluation

School counselor education programs

- Establish benchmarks for ensuring school education students graduate with the knowledge, skills and attitudes needed for developing comprehensive school counseling programs.

I. SCHOOL COUNSELING PROGRAMS

School counselors should possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, results-based school counseling program that aligns with the ASCA National Model.

I-A: Knowledge

ASCA's position statement, The Professional School Counselor and School Counseling Preparation Programs, states that school counselors should articulate and demonstrate an understanding of:

- I-A-1. The organizational structure and governance of the American educational system as well as cultural, political and social influences on current educational practices
- I-A-2. The organizational structure and components of an effective school counseling program that aligns with the ASCA National Model
- I-A-3. Barriers to student learning and use of advocacy and data-driven school counseling practices to close the achievement/opportunity gap

Revised, 2012

- I-A-4. Leadership principles and theories
- I-A-5. Individual counseling, group counseling and classroom instruction ensuring equitable access to resources promoting academic achievement, career development and personal/social development for every student
- I-A-6. Collaborations with stakeholders such as parents and guardians, teachers, administrators and community leaders to create learning environments that promote educational equity and success for every student
- I-A-7. Legal, ethical and professional issues in pre-K–12 schools
- I-A-8. Developmental theory, learning theories, social justice theory, multiculturalism, counseling theories and career counseling theories
- I-A-9. The continuum of mental health services, including prevention and intervention strategies to enhance student success

I-B: Abilities and Skills

An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills.

- I-B-1. Plans, organizes, implements and evaluates a school counseling program aligning with the ASCA National Model
- I-B-1a. Creates a vision statement examining the professional and personal competencies and qualities a school counselor should possess
- I-B-1b. Describes the rationale for a comprehensive school counseling program
- I-B-1c. Applies the school counseling themes of leadership, advocacy, collaboration and systemic change, which are critical to a successful school counseling program
- I-B-1d. Describes, defines and identifies the qualities of an effective school counseling program
- I-B-1e. Describes the benefits of a comprehensive school counseling program for all stakeholders, including students, parents, teachers, administrators, school boards, department of education, school counselors, counselor educators, community stakeholders and business leaders
- I-B-1f. Describes the history of school counseling to create a context for the current state of the profession and comprehensive school counseling programs
- I-B-1g. Uses technology effectively and efficiently to plan, organize, implement and evaluate the comprehensive school counseling program
- I-B-1h. Demonstrates multicultural, ethical and professional competencies in planning, organizing, implementing and evaluating the comprehensive school counseling program
- I-B-2. Serves as a leader in the school and community to promote and support student success
- I-B-2a. Understands and defines leadership and its role in comprehensive school counseling programs
- I-B-2b. Identifies and applies a model of leadership to a comprehensive school counseling program
- I-B-2c. Identifies and demonstrates professional and personal qualities and skills of effective leaders
- I-B-2d. Identifies and applies components of the ASCA National Model requiring leadership, such as an advisory council, management tools and accountability
- I-B-2e. Creates a plan to challenge the non-counseling tasks that are assigned to school counselors

- || I-B-3. Advocates for student success
- || I-B-3a. Understands and defines advocacy and its role in comprehensive school counseling programs
- || I-B-3b. Identifies and demonstrates benefits of advocacy with school and community stakeholders
- || I-B-3c. Describes school counselor advocacy competencies, which include dispositions, knowledge and skills
- || I-B-3d. Reviews advocacy models and develops a personal advocacy plan
- || I-B-3e. Understands the process for development of policy and procedures at the building, district, state and national levels

- || I-B-4. Collaborates with parents, teachers, administrators, community leaders and other stakeholders to promote and support student success
- || I-B-4a. Defines collaboration and its role in comprehensive school counseling programs
- || I-B-4b. Identifies and applies models of collaboration for effective use in a school counseling program and understands the similarities and differences between consultation, collaboration and counseling and coordination strategies
- || I-B-4c. Creates statements or other documents delineating the various roles of student service providers, such as school social worker, school psychologist or school nurse, and identifies best practices for collaborating to affect student success
- || I-B-4d. Understands and knows how to apply a consensus-building process to foster agreement in a group
- || I-B-4e. Understands how to facilitate group meetings to effectively and efficiently meet group goals

- || I-B-5. Acts as a systems change agent to create an environment promoting and supporting student success
- || I-B-5a. Defines and understands system change and its role in comprehensive school counseling programs
- || I-B-5b. Develops a plan to deal with personal (emotional and cognitive) and institutional resistance impeding the change process
- || I-B-5c. Understands the impact of school, district and state educational policies, procedures and practices supporting and/or impeding student success

I-C: Attitudes

School counselors believe:

- || I-C-1. Every student can learn, and every student can succeed
- || I-C-2. Every student should have access to and opportunity for a high-quality education
- || I-C-3. Every student should graduate from high school and be prepared for employment or college and other post-secondary education
- || I-C-4. Every student should have access to a school counseling program
- || I-C-5. Effective school counseling is a collaborative process involving school counselors, students, parents, teachers, administrators, community leaders and other stakeholders
- || I-C-6. School counselors can and should be leaders in the school and district
- || I-C-7. The effectiveness of school counseling programs should be measurable using process, perception and outcome data

II. FOUNDATIONS

School counselors should possess the knowledge, abilities, skills and attitudes necessary to establish the foundations of a school counseling program aligning with the ASCA National Model.

II-A: Knowledge

School counselors should articulate and demonstrate an understanding of:

- II-A-1. Beliefs and vision of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level
- II-A-2. Educational systems, philosophies and theories and current trends in education, including federal and state legislation
- II-A-3. Learning theories
- II-A-4. History and purpose of school counseling, including traditional and transformed roles of school counselors
- II-A-5. Human development theories and developmental issues affecting student success
- II-A-6. District, state and national student standards and competencies, including ASCA Student Standards and other student standards that may complement and inform the comprehensive school counseling program
- II-A-7. Legal and ethical standards and principles of the school counseling profession and educational systems, including district and building policies
- II-A-8. The three domains of academic achievement, career planning and personal/social development

II-B: Abilities and Skills

An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills:

- II-B-1. Develops the beliefs and vision of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level
 - II-B-1a. Examines personal, district and state beliefs, assumptions and philosophies about student success, specifically what they should know and be able to do
 - II-B-1b. Demonstrates knowledge of a school's particular educational vision and mission
 - II-B-1c. Conceptualizes and writes a personal philosophy about students, families, teachers, school counseling programs and the educational process consistent with the school's educational philosophy and mission
 - II-B-1d. Writes a school counseling vision statement that describes a future world in which the school counseling goals and strategies are being successfully achieved
- II-B-2. Develops a school counseling mission statement aligning with the school, district and state mission
 - II-B-2a. Critiques a school district mission statement and identifies or writes a mission statement aligning with beliefs
 - II-B-2b. Writes a school counseling mission statement that is specific, concise, clear and comprehensive, describing a school counseling program's purpose and a vision of the program's benefits for every student
 - II-B-2c. Communicates the vision and mission of the school counseling program to all appropriate stakeholders

- II-B-3. Uses student standards, such as ASCA Student Standards and other appropriate student standards such as district or state standards, to drive the implementation of a comprehensive school counseling program
- II-B-3a. Crosswalks the ASCA Student Standards with other appropriate student standards
- II-B-3b. Prioritizes student standards that align with the school's goals

- II-B-4. Applies the ethical standards and principles of the school counseling profession and adheres to the legal aspects of the role of the school counselor
- II-B-4a. Practices ethical principles of the school counseling profession in accordance with the ASCA Ethical Standards for School Counselors
- II-B-4b. Understands the legal and ethical nature of working in a pluralistic, multicultural and technological society
- II-B-4c. Understands and practices in accordance with school district policy and local, state and federal statutory requirements
- II-B-4d. Understands the unique legal and ethical nature of working with minor students in a school setting
- II-B-4e. Advocates responsibly for school board policy and local, state and federal statutory requirements in students' best interests
- II-B-4f. Resolves ethical dilemmas by employing an ethical decision-making model appropriate to work in schools
- II-B-4g. Models ethical behavior
- II-B-4h. Continuously engages in professional development and uses resources to inform and guide ethical and legal work
- II-B-4i. Practices within the ethical and statutory limits of confidentiality
- II-B-4j. Continually seeks consultation and supervision to guide legal and ethical decision making and to recognize and resolve ethical dilemmas
- II-B-4k. Understands and applies an ethical and legal obligation not only to students but to parents, administration and teachers as well

II-C: Attitudes

School counselors demonstrate their attitudes and beliefs that all students deserve access to a comprehensive program that:

- II-C-1. Has an impact on every student rather than a series of services provided only to students in need
- II-C-2. Is an integral component of student success and the overall mission of the school and school district
- II-C-3. Promotes and supports academic achievement, career planning and personal/social development for every student
- II-C-4. Adheres to school and district policies, state laws and regulations and professional ethics standards
- II-C-5. Is intentional in addressing the information, opportunity and achievement gaps

III. MANAGEMENT

School counselors should possess the knowledge, abilities, skills and attitudes necessary to manage a school counseling program aligning with the ASCA National Model.

III-A: Knowledge

School counselors should articulate and demonstrate an understanding of:

- III-A-1. Leadership principles, including sources of power and authority and formal and informal leadership
- III-A-2. Organization theory to facilitate advocacy, collaboration and systemic change
- III-A-3. Presentation skills for programs such as teacher in-services, parent workshops and presentation of results reports to school boards
- III-A-4. Time management, including long- and short-term management using tools such as schedules and calendars
- III-A-5. Data-driven decision making
- III-A-6. Current and emerging technologies such as use of the Internet, Web-based resources and information management systems

III-B: Abilities and Skills

An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills:

- III-B-1. Self-evaluates his/her own competencies leading to and resulting in the formulation of an appropriate professional development plan
 - III-B-1a. Conducts a school counseling program assessment
 - III-B-1b. Negotiates a management plan for the comprehensive school counseling program with the administrator
 - III-B-1c. Discusses and develops the management component of the school counseling program with the other members of the school counseling staff
 - III-B-1d. Presents school counseling management tools to the principal, and finalizes an annual school counseling agreement
 - III-B-1e. Discusses the anticipated program results when implementing the action plans for the school year
 - III-B-1f. Participates in school counseling and education-related professional organizations
 - III-B-1g. Develops a yearly professional development plan demonstrating how the school counselor advances relevant knowledge, skills and dispositions
 - III-B-1h. Communicates effective goals and benchmarks for meeting and exceeding expectations consistent with the administrator/school counselor annual agreement and district performance appraisals
 - III-B-1i. Uses personal reflection, consultation and supervision to promote professional growth and development
- III-B-2. Establishes and convenes an advisory council for the comprehensive school counseling program
 - III-B-2a. Uses leadership skills to facilitate vision and positive change for the comprehensive school counseling program
 - III-B-2b. Determines appropriate education stakeholders who should be represented on the advisory council
 - III-B-2c. Develops effective and efficient meeting agendas
 - III-B-2d. Reviews school data, school counseling program assessment and school counseling program goals with the advisory council

- III-B-2c. Records meeting notes and distributes as appropriate
 - III-B-2f. Analyzes and incorporates feedback from the advisory council related to school counseling program goals as appropriate
- III-B-3. Accesses or collects relevant data, including process, perception and outcome data, to monitor and improve student behavior and achievement
 - III-B-3a. Reviews and disaggregates student achievement, attendance and behavior data to identify and implement interventions as needed
 - III-B-3b. Uses data to identify policies, practices and procedures leading to successes, systemic barriers and areas of weakness
 - III-B-3c. Uses student data to demonstrate a need for systemic change in areas such as course enrollment patterns; equity and access; and achievement, opportunity and/or information gaps
 - III-B-3d. Understands and uses data to establish goals and activities to close the achievement, opportunity and/or information gap
 - III-B-3e. Knows how to use data to identify gaps between and among different groups of students
 - III-B-3f. Uses school data to identify and assist individual students who do not perform at grade level and do not have opportunities and resources to be successful in school
 - III-B-3g. Knows and understands theoretical and historical basis for assessment techniques
- III-B-4. Assesses use of time in direct and indirect student services and program management and school support
 - III-B-4a. Organizes and manages time to effectively implement a comprehensive school counseling program
 - III-B-4b. Identifies appropriate distribution of school counselor's time based on the school data and program goals
 - III-B-4c. Creates a rationale for school counselor's use of time in the delivery component to focus on the goals of the comprehensive school counseling program
 - III-B-4d. Identifies and evaluates fair-share responsibilities, which articulate appropriate and inappropriate counseling and non-counseling activities
- III-B-5. Develops calendars to ensure the effective implementation of the school counseling program
 - III-B-5a. Creates annual and weekly calendars to plan activities to reflect school counseling program goals
 - III-B-5b. Demonstrates time-management skills including scheduling, publicizing and prioritizing time and tasks
- III-B-6. Designs and implements action plans aligning with school and school counseling program goals
 - III-B-6a. Uses appropriate academic and behavioral data to develop school counseling core curriculum, small-group and closing-the-gap action plans and determines appropriate students for the target group or interventions
 - III-B-6b. Identifies ASCA domains, standards and competencies being addressed by each plan
 - III-B-6c. Creates lesson plans related to the school counseling core curriculum identifying what will be delivered, to whom it will be delivered, how it will be delivered and how student attainment of competencies will be evaluated
 - III-B-6d. Determines the intended impact on academics, attendance and behavior
 - III-B-6e. Identifies appropriate activities to accomplish objectives
 - III-B-6f. Identifies appropriate resources needed
 - III-B-6g. Identifies data-collection strategies to gather process, perception and outcome data
 - III-B-6h. Shares results of action plans with staff, parents and community.

- || III-B-7. Implements program management and school support activities for the comprehensive school counseling program
- || III-B-7a. Creates a program management and school support planning document addressing school counselor's responsibilities for program management and professional development
- || III-B-7b. Coordinates activities that establish, maintain and enhance the school counseling program as well as other educational programs
- | III-B-8. Conducts self-appraisal related to school counseling skills and performance

III-C: Attitudes

School counselors believe:

- | III-C-1. A school counseling program/department must be managed like other programs and departments in a school
- || III-C-2. Planning, organizing, implementing and evaluating a school counseling program are critical responsibilities for a school counselor
- || III-C-3. Management of a school counseling program must be done in collaboration with administrators

IV. DELIVERY

School counselors should possess the knowledge, abilities, skills and attitudes necessary to deliver a school counseling program aligning with the ASCA National Model.

IV-A: Knowledge

School counselors should articulate and demonstrate an understanding of:

- || IV-A-1. The distinction between direct and indirect student services
- | IV-A-2. The concept of a school counseling core curriculum
- || IV-A-3. Counseling theories and techniques that work in school, such as rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems
- || IV-A-4. Counseling theories and techniques in different settings, such as individual planning, group counseling and classroom lessons
- || IV-A-5. Classroom management
- | IV-A-6. Principles of career planning and college admissions, including financial aid and athletic eligibility
- | IV-A-7. Principles of working with various student populations based on characteristics such as ethnic and racial background, English language proficiency, special needs, religion, gender and income
- || IV-A-8. Principles of multi-tiered approaches within the context of a comprehensive school counseling program
- || IV-A-9. Responsive services (counseling and crisis response) including grief and bereavement
- || IV-A-10. The differences between counseling, collaboration and consultation, especially the potential for dual roles with parents, guardians and other caretakers

IV-B: Abilities and Skills

An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills.

Direct Student Services

School Counseling Core Curriculum

- ☐ IV-B-1. Implements the school counseling core curriculum
 - ☐ IV-B-1a. Identifies appropriate curriculum aligned to ASCA Student Standards
 - ☐ IV-B-1b. Develops and presents a developmental school counseling core curriculum addressing all students' needs based on student data
 - ☐ IV-B-1c. Demonstrates classroom management and instructional skills
 - ☐ IV-B-1d. Develops materials and instructional strategies to meet student needs and school goals
 - ☐ IV-B-1e. Encourages staff involvement to ensure the effective implementation of the school counseling core curriculum
 - ☐ IV-B-1f. Knows, understands and uses a variety of technology in the delivery of school counseling core curriculum activities
 - ☐ IV-B-1g. Understands multicultural and pluralistic trends when developing and choosing school counseling core curriculum
 - ☐ IV-B-1h. Understands and is able to build effective, high-quality peer helper programs

Individual Student Planning

- ☐ IV-B-2. Facilitates individual student planning
 - ☐ IV-B-2a. Understands individual student planning as a component of a comprehensive program
 - ☐ IV-B-2b. Develops strategies to implement individual student planning, such as strategies for appraisal, advisement, goal-setting, decision-making, social skills, transition or post-secondary planning
 - ☐ IV-B-2c. Helps students establish goals and develops and uses planning skills in collaboration with parents or guardians and school personnel
 - ☐ IV-B-2d. Understands career opportunities, labor market trends and global economics and uses various career assessment techniques to help students understand their abilities and career interests
 - ☐ IV-B-2e. Helps students learn the importance of college and other post-secondary education and helps students navigate the college admissions process
 - ☐ IV-B-2f. Understands the relationship of academic performance to the world of work, family life and community service
 - ☐ IV-B-2g. Understands methods for helping students monitor and direct their own learning and personal/social and career development

Responsive Services

- ☐ IV-B-3. Provides responsive services
 - ☐ IV-B-3a. Lists and describes interventions used in responsive services, such as individual/small-group counseling and crisis response
 - ☐ IV-B-3b. Understands appropriate individual and small-group counseling theories and techniques such as rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems
 - ☐ IV-B-3c. Demonstrates an ability to provide counseling for students during times of transition, separation, heightened stress and critical change
 - ☐ IV-B-3d. Understands what defines a crisis, the appropriate response and a variety of intervention strategies to meet the needs of the individual, group or school community before, during and after crisis response

- || IV-B-3c. Provides team leadership to the school and community in a crisis
- IV-B-3f. Involves appropriate school and community professionals as well as the family in a crisis situation
- IV-B-3g. Understands the nature of academic, career and personal/social counseling in schools and the similarities and differences among school counseling and other types of counseling, such as mental health, marriage and family and substance abuse counseling, within a continuum of care
- IV-B-3h. Understands the role of the school counselor and the school counseling program in the school crisis plan

Indirect Student Services

Referrals

- || IV-B-4a. Understands how to make referrals to appropriate professionals when necessary
- IV-B-4b. Compiles referral resources to utilize with students, staff and families to effectively address issues
- || IV-B-4c. Develops a list of community agencies and service providers for student referrals

Consultation

- || IV-B-5a. Shares strategies that support student achievement with parents, teachers, other educators and community organizations
- || IV-B-5b. Applies appropriate counseling approaches to promoting change among consultees within a consultation approach
- || IV-B-5c. Works with education stakeholders to better understand student needs and to identify strategies that promote student achievement

Collaboration

- || IV-B-6a. Partners with parents, teachers, administrators and education stakeholders for student achievement and success
- || IV-B-6b. Conducts in-service training or workshops for other stakeholders to share school counseling expertise
- || IV-B-6c. Understands and knows how to provide supervision for school counseling interns consistent with the principles of the ASCA National Model

IV-C: Attitudes

School counselors believe:

- IV-C-1. School counseling is one component in the continuum of care that should be available to all students
- IV-C-2. School counselors coordinate and facilitate counseling and other services to ensure all students receive the care they need, even though school counselors may not personally provide the care themselves
- || IV-C-3. School counselors engage in developmental counseling and short-term responsive counseling
- || IV-C-4. School counselors should refer students to district or community resources to meet more extensive needs such as long-term therapy or diagnoses of disorders

V. ACCOUNTABILITY

School counselors should possess the knowledge, abilities, skills and attitudes necessary to monitor and evaluate the processes and results of a school counseling program aligning with the ASCA National Model.

V-A: Knowledge

School counselors should articulate and demonstrate an understanding of:

- V-A-1. Basic concepts of results-based school counseling and accountability issues
- V-A-2. Basic research sampling, methodology and analysis concepts to understand research outcomes and conduct action research
- V-A-3. Use of data to evaluate program effectiveness and to determine program needs
- V-A-4. School counseling program assessments and results reports

V-B: Abilities and Skills

An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills.

- V-B-1. Analyzes data from school data profile and results reports to evaluate student outcomes and program effectiveness and to determine program needs
- V-B-1a. Analyzes use of time to determine how much time is spent in school counseling program components and considers best use of time compared to student needs as identified through student data
- V-B-1b. Analyzes results from school counseling program assessment
- V-B-1c. Uses formal and informal methods of program evaluation to design and enhance comprehensive school counseling programs
- V-B-1d. Uses student data to support decision-making in designing effective school counseling programs and interventions
- V-B-1e. Measures and analyzes results attained from school counseling core curriculum, small group and closing-the-gap activities
- V-B-1f. Works with members of the school counseling team and with the administration to decide how school counseling programs are evaluated and how results are shared
- V-B-1g. Analyzes and interprets process, perception and outcome data
- V-B-1h. Reviews progress toward program goals
- V-B-1i. Uses technology in conducting research and program evaluation
- V-B-1j. Reports program results to the school counseling community
- V-B-1k. Uses data to demonstrate the value the school counseling program adds to student achievement
- V-B-1l. Uses results obtained for program improvement
- V-B-2. Understands and advocates for appropriate school counselor performance appraisal process based on school counselor competencies and implementation of the comprehensive school counseling program
- V-B-2a. Analyzes self-assessment related to school counseling skills and performance
- V-B-2b. Identifies how school counseling activities fit within categories of a performance appraisal instrument
- V-B-2c. Encourages administrators to use a performance appraisal instrument reflecting appropriate responsibilities for school counselors

- | V-B-3a. Compares current school counseling program implementation with the ASCA National Model
- | V-B-3b. Shares the results of the program assessment with administrators, the advisory council and other appropriate stakeholders
- | V-B-3c. Identifies areas for improvement for the school counseling program

V-C: Attitudes

School counselors believe:

- | V-C-1. School counseling programs should achieve demonstrable results
- | V-C-2. School counselors should be accountable for the results of the school counseling program
- | V-C-3. School counselors should use quantitative and qualitative data to evaluate their school counseling program and to demonstrate program results
- | V-C-4. The outcomes of the school counseling program should be analyzed and presented in the context of the overall school and district performance



1101 King St., Suite 625
Alexandria, VA 22314-2944
www.schoolcounselor.org



ASCA Ethical Standards for School Counselors

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

Preamble

The American School Counselor Association (ASCA) is a professional organization supporting school counselors, school counseling students/interns, school counseling program directors/supervisors and school counselor educators. School counselors have unique qualifications and skills to address preK–12 students' academic, career and social/emotional development needs. These standards are the ethical responsibility of all school counseling professionals.

School counselors are advocates, leaders, collaborators and consultants who create systemic change by providing equitable educational access and success by connecting their school counseling programs to the district's mission and improvement plans. School counselors demonstrate their belief that all students have the ability to learn by advocating for an education system that provides optimal learning environments for all students.

All students have the right to:

- Be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations including but not limited to: ethnic/racial identity, nationality, age, social class, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity, emancipated minors, wards of the state, homeless youth and incarcerated youth. School counselors as social-justice advocates support students from all backgrounds and circumstances and consult when their competence level requires additional support.
- Receive the information and support needed to move toward self-determination, self-development and affirmation within one's group identities. Special care is given to improve overall educational outcomes for students who have been historically underserved in educational services.
- Receive critical, timely information on college, career and postsecondary options and understand the full magnitude and meaning of how college and career readiness can have an impact on their educational choices and future opportunities.
- Privacy that should be honored to the greatest extent possible, while balancing other competing interests (e.g., best interests of students, safety of others, parental rights) and adhering to laws, policies and ethical standards pertaining to confidentiality and disclosure in the school setting.
- A safe school environment promoting autonomy and justice and free from abuse, bullying, harassment and other forms of violence.

PURPOSE

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

The purpose of this document is to:

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

A. RESPONSIBILITY TO STUDENTS

A.1. Supporting Student Development

School counselors:

- a. Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals.
- b. Aim to provide counseling to students in a brief context and support students and families/guardians in obtaining outside services if the student needs long-term clinical counseling.
- c. Do not diagnose but remain acutely aware of how a student's diagnosis can potentially affect the student's academic success.
- d. Acknowledge the vital role of parents/guardians and families.
- e. Are concerned with students' academic, career and social/emotional needs and encourage each student's maximum development.
- f. Respect students' and families' values, beliefs, sexual orientation, gender identification/expression and cultural background and exercise great care to avoid imposing personal beliefs or values rooted in one's religion, culture or ethnicity.

g. Are knowledgeable of laws, regulations and policies affecting students and families and strive to protect and inform students and families regarding their rights.

h. Provide effective, responsive interventions to address student needs.

i. Consider the involvement of support networks, wraparound services and educational teams needed to best serve students.

j. Maintain appropriate boundaries and are aware that any sexual or romantic relationship with students whether legal or illegal in the state of practice is considered a grievous breach of ethics and is prohibited regardless of a student's age. This prohibition applies to both in-person and electronic interactions and relationships.

A.2. Confidentiality

School counselors:

a. Promote awareness of school counselors' ethical standards and legal mandates regarding confidentiality and the appropriate rationale and procedures for disclosure of student data and information to school staff.

b. Inform students of the purposes, goals, techniques and rules of procedure under which they may receive counseling. Disclosure includes informed consent and clarification of the limits of confidentiality. Informed consent requires competence, voluntariness and knowledge on the part of students to understand the limits of confidentiality and, therefore, can be difficult to obtain from students of certain developmental levels, English-language learners and special-needs populations. If the student is able to give assent/consent before school counselors share confidential information, school counselors attempt to gain the student's assent/consent.

c. Are aware that even though attempts are made to obtain informed consent, it is not always possible. When needed, school counselors make counseling decisions on students' behalf that promote students' welfare.

d. Explain the limits of confidentiality in developmentally appropriate terms through multiple methods such as student handbooks, school counselor department websites, school counseling brochures, classroom curriculum and/or verbal notification to individual students.

e. Keep information confidential unless legal requirements demand that confidential information be revealed or a breach is required to prevent serious and foreseeable harm to the student. Serious and foreseeable harm is different for each minor in schools and is determined by students' developmental and chronological age, the setting, parental rights and the nature of the harm. School counselors consult with appropriate professionals when in doubt as to the validity of an exception.

f. Recognize their primary ethical obligation for confidentiality is to the students but balance that obligation with an understanding of parents'/guardians' legal and inherent rights to be the guiding voice in their children's lives. School counselors understand the need to balance students' ethical rights to make choices, their capacity to give consent or assent, and parental or familial legal rights and responsibilities to make decisions on their child's behalf.

g. Promote the autonomy of students to the extent possible and use the most appropriate and least intrusive method to breach confidentiality, if such action is warranted. The child's developmental age and the circumstances requiring the breach are considered, and as appropriate, students are engaged in a discussion about the method and timing of the breach. Consultation with peers and/or supervision is recommended.

h. In absence of state legislation expressly forbidding disclosure, consider the ethical responsibility to provide information to an identified third party who, by his/her relationship with the student, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Disclosure requires satisfaction of all of the following conditions:

- 1) Student identifies partner, or the partner is highly identifiable
- 2) School counselor recommends the student notify partner and refrain from further high-risk behavior
- 3) Student refuses
- 4) School counselor informs the student of the intent to notify the partner
- 5) School counselor seeks legal consultation from the school district's legal representative in writing as to the legalities of informing the partner

i. Request of the court that disclosure not be required when the school counselor's testimony or case notes are subpoenaed if the release of confidential information may potentially harm a student or the counseling relationship.

j. Protect the confidentiality of students' records and release personal data in accordance with prescribed federal and state laws and school board policies.

k. Recognize the vulnerability of confidentiality in electronic communications and only transmit student information electronically in a way that follows currently accepted security standards and meets federal, state and local laws and board policy.

l. Convey a student's highly sensitive information (e.g., a student's suicidal ideation) through personal contact such as a phone call or visit and not less-secure means such as a notation in the educational record or an e-mail. Adhere to state, federal and school board policy when conveying sensitive information.

m. Advocate for appropriate safeguards and protocols so highly sensitive student information is not disclosed accidentally to individuals who do not have a need to know such information. Best practice suggests a very limited number of educators would have access to highly sensitive information on a need-to-know basis.

n. Advocate with appropriate school officials for acceptable encryption standards to be utilized for stored data and currently acceptable algorithms to be utilized for data in transit.

o. Avoid using software programs without the technological capabilities to protect student information based upon currently acceptable security standards and the law.

A.3. Comprehensive Data-Informed Program

School counselors:

- a. Collaborate with administration, teachers, staff and decision makers around school-improvement goals.
- b. Provide students with a comprehensive school counseling program that ensures equitable academic, career and social/emotional development opportunities for all students.
- c. Review school and student data to assess needs including, but not limited to, data on disparities that may exist related to gender, race, ethnicity, socio-economic status and/or other relevant classifications.
- d. Use data to determine needed interventions, which are then delivered to help close the information, attainment, achievement and opportunity gaps.
- e. Collect process, perception and outcome data and analyze the data to determine the progress and effectiveness of the school counseling program. School counselors ensure the school counseling program's goals and action plans are aligned with district's school improvement goals.
- f. Use data-collection tools adhering to confidentiality standards as expressed in A.2.
- g. Share data outcomes with stakeholders.

A.4. Academic, Career and Social/Emotional Plans

School counselors:

- a. Collaborate with administration, teachers, staff and decision makers to create a culture of postsecondary readiness.
- b. Provide and advocate for individual students' preK-postsecondary college and career awareness, exploration and postsecondary planning and decision making, which supports the students' right to choose from the wide array of options when students complete secondary education.
- c. Identify gaps in college and career access and the implications of such data for addressing both intentional and unintentional biases related to college and career counseling.
- d. Provide opportunities for all students to develop the mindsets and behaviors necessary to learn work-related skills, resilience, perseverance, an understanding of lifelong learning as a part of long-term career success, a positive attitude toward learning and a strong work ethic.

A.5. Dual Relationships and Managing Boundaries

School counselors:

- a. Avoid dual relationships that might impair their objectivity and increase the risk of harm to students (e.g., counseling one's family members or the children of close friends or associates). If a dual relationship is unavoidable, the school counselor is responsible for taking action to eliminate or reduce the potential for harm to the student through use of safeguards, which might include informed consent, consultation, supervision and documentation.

b. Establish and maintain appropriate professional relationships with students at all times. School counselors consider the risks and benefits of extending current school counseling relationships beyond conventional parameters, such as attending a student's distant athletic competition. In extending these boundaries, school counselors take appropriate professional precautions such as informed consent, consultation and supervision. School counselors document the nature of interactions that extend beyond conventional parameters, including the rationale for the interaction, the potential benefit and the possible positive and negative consequences for the student and school counselor.

c. Avoid dual relationships beyond the professional level with school personnel, parents/guardians and students' other family members when these relationships might infringe on the integrity of the school counselor/student relationship. Inappropriate dual relationships include, but are not limited to, providing direct discipline, teaching courses that involve grading students and/or accepting administrative duties in the absence of an administrator.

d. Do not use personal social media, personal e-mail accounts or personal texts to interact with students unless specifically encouraged and sanctioned by the school district. School counselors adhere to professional boundaries and legal, ethical and school district guidelines when using technology with students, parents/guardians or school staff. The technology utilized, including, but not limited to, social networking sites or apps, should be endorsed by the school district and used for professional communication and the distribution of vital information.

A.6. Appropriate Referrals and Advocacy

School counselors:

a. Collaborate with all relevant stakeholders, including students, educators and parents/guardians when student assistance is needed, including the identification of early warning signs of student distress.

b. Provide a list of resources for outside agencies and resources in their community to student(s) and parents/guardians when students need or request additional support. School counselors provide multiple referral options or the district's vetted list and are careful not to indicate an endorsement or preference for one counselor or practice. School counselors encourage parents to interview outside professionals to make a personal decision regarding the best source of assistance for their student.

c. Connect students with services provided through the local school district and community agencies and remain aware of state laws and local district policies related to students with special needs, including limits to confidentiality and notification to authorities as appropriate.

d. Develop a plan for the transitioning of primary counseling services with minimal interruption of services. Students retain the right for the referred services to be done in coordination with the school counselor or to discontinue counseling services with the school counselor while maintaining an appropriate relationship that may include providing other school support services.

e. Refrain from referring students based solely on the school counselor's personal beliefs or values rooted in one's religion, culture, ethnicity or personal worldview. School counselors

maintain the highest respect for student diversity. School counselors should pursue additional training and supervision in areas where they are at risk of imposing their values on students, especially when the school counselor's values are discriminatory in nature. School counselors do not impose their values on students and/or families when making referrals to outside resources for student and/or family support.

f. Attempt to establish a collaborative relationship with outside service providers to best serve students. Request a release of information signed by the student and/or parents/guardians before attempting to collaborate with the student's external provider.

g. Provide internal and external service providers with accurate, objective, meaningful data necessary to adequately evaluate, counsel and assist the student.

h. Ensure there is not a conflict of interest in providing referral resources. School counselors do not refer or accept a referral to counsel a student from their school if they also work in a private counseling practice.

A.7. Group Work

School counselors:

- Facilitate short-term groups to address students' academic, career and/or social/emotional issues.
- Inform parent/guardian(s) of student participation in a small group.
- Screen students for group membership.
- Use data to measure member needs to establish well-defined expectations of group members.
- Communicate the aspiration of confidentiality as a group norm, while recognizing and working from the protective posture that confidentiality for minors in schools cannot be guaranteed.
- Select topics for groups with the clear understanding that some topics are not suitable for groups in schools and accordingly take precautions to protect members from harm as a result of interactions with the group.
- Facilitate groups from the framework of evidence-based or research-based practices.
- Practice within their competence level and develop professional competence through training and supervision.
- Measure the outcomes of group participation (process, perception and outcome data).
- Provide necessary follow up with group members.

A.8. Student Peer-Support Program

School counselors:

- Safeguard the welfare of students participating in peer-to-peer programs under their direction.
- Supervise students engaged in peer helping, mediation and other similar peer-support groups. School counselors are responsible for appropriate skill development for students serving as peer support in school counseling programs. School counselors

continuously monitor students who are giving peer support and reinforce the confidential nature of their work. School counselors inform peer-support students about the parameters of when students need to report information to responsible adults.

A.9. Serious and Foreseeable Harm to Self and Others

School counselors:

- Inform parents/guardians and/or appropriate authorities when a student poses a serious and foreseeable risk of harm to self or others. When feasible, this is to be done after careful deliberation and consultation with other appropriate professionals. School counselors inform students of the school counselor's legal and ethical obligations to report the concern to the appropriate authorities unless it is appropriate to withhold this information to protect the student (e.g. student might run away if he/she knows parents are being called). The consequence of the risk of not giving parents/guardians a chance to intervene on behalf of their child is too great. Even if the danger appears relatively remote, parents should be notified.
- Use risk assessments with caution. If risk assessments are used by the school counselor, an intervention plan should be developed and in place prior to this practice. When reporting risk-assessment results to parents, school counselors do not negate the risk of harm even if the assessment reveals a low risk as students may minimize risk to avoid further scrutiny and/or parental notification. School counselors report risk assessment results to parents to underscore the need to act on behalf of a child at risk; this is not intended to assure parents their child isn't at risk, which is something a school counselor cannot know with certainty.
- Do not release a student who is a danger to self or others until the student has proper and necessary support. If parents will not provide proper support, the school counselor takes necessary steps to underscore to parents/guardians the necessity to seek help and at times may include a report to child protective services.
- Report to parents/guardians and/or appropriate authorities when students disclose a perpetrated or a perceived threat to their physical or mental well-being. This threat may include, but is not limited to, physical abuse, sexual abuse, neglect, dating violence, bullying or sexual harassment. The school counselor follows applicable federal, state and local laws and school district policy.

A.10. Underserved and At-Risk Populations

School counselors:

- Strive to contribute to a safe, respectful, nondiscriminatory school environment in which all members of the school community demonstrate respect and civility.
- Advocate for and collaborate with students to ensure students remain safe at home and at school. A high standard of care includes determining what information is shared with parents/guardians and when information creates an unsafe environment for students.
- Identify resources needed to optimize education.

- d. Collaborate with parents/guardians, when appropriate, to establish communication and to ensure students' needs are met.
- e. Understand students have the right to be treated in a manner consistent with their gender identity and to be free from any form of discipline, harassment or discrimination based on their gender identity or gender expression.
- f. Advocate for the equal right and access to free, appropriate public education for all youth, in which students are not stigmatized or isolated based on their housing status, disability, foster care, special education status, mental health or any other exceptionality or special need.
- g. Recognize the strengths of students with disabilities as well as their challenges and provide best practices and current research in supporting their academic, career and social/emotional needs.

A.11. Bullying, Harassment and Child Abuse

School counselors:

- a. Report to the administration all incidents of bullying, dating violence and sexual harassment as most fall under Title IX of the Education Amendments of 1972 or other federal and state laws as being illegal and require administrator interventions. School counselors provide services to victims and perpetrator as appropriate, which may include a safety plan and reasonable accommodations such as schedule change, but school counselors defer to administration for all discipline issues for this or any other federal, state or school board violation.
- b. Report suspected cases of child abuse and neglect to the proper authorities and take reasonable precautions to protect the privacy of the student for whom abuse or neglect is suspected when alerting the proper authorities.
- c. Are knowledgeable about current state laws and their school system's procedures for reporting child abuse and neglect and methods to advocate for students' physical and emotional safety following abuse/neglect reports.
- d. Develop and maintain the expertise to recognize the signs and indicators of abuse and neglect. Encourage training to enable students and staff to have the knowledge and skills needed to recognize the signs of abuse and neglect and to whom they should report suspected abuse or neglect.
- e. Guide and assist students who have experienced abuse and neglect by providing appropriate services.

A.12. Student Records

School counselors:

- a. Abide by the Family Educational Rights and Privacy Act (FERPA), which defines who has access to students' educational records and allows parents the right to review and challenge perceived inaccuracies in their child's records.
- b. Advocate for the ethical use of student data and records and inform administration of inappropriate or harmful practices.
- c. Recognize the difficulty in meeting the criteria of sole-possession records.

d. Recognize that sole-possession records and case notes can be subpoenaed unless there is a specific state statute for privileged communication expressly protecting student/school counselor communication.

e. Recognize that electronic communications with school officials regarding individual students, even without using student names, are likely to create student records that must be addressed in accordance with FERPA and state laws.

f. Establish a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding paper sole-possession records or deleting electronic sole-possession records when a student transitions to the next level, transfers to another school or graduates. School counselors do not destroy sole-possession records that may be needed by a court of law, such as notes on child abuse, suicide, sexual harassment or violence, without prior review and approval by school district legal counsel. School counselors follow district policies and procedures when contacting legal counsel.

A.13. Evaluation, Assessment and Interpretation

School counselors:

- a. Use only valid and reliable tests and assessments with concern for bias and cultural sensitivity.
- b. Adhere to all professional standards when selecting, administering and interpreting assessment measures and only utilize assessment measures that are within the scope of practice for school counselors and for which they are licensed, certified and competent.
- c. Are mindful of confidentiality guidelines when utilizing paper or electronic evaluative or assessment instruments and programs.
- d. Consider the student's developmental age, language skills and level of competence when determining the appropriateness of an assessment.
- e. Use multiple data points when possible to provide students and families with accurate, objective and concise information to promote students' well-being.
- f. Provide interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the students and parents/guardians can understand.
- g. Monitor the use of assessment results and interpretations and take reasonable steps to prevent others from misusing the information.
- h. Use caution when utilizing assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.
- i. Conduct school counseling program evaluations to determine the effectiveness of activities supporting students' academic, career and social/emotional development through accountability measures, especially examining efforts to close information, opportunity and attainment gaps.

A.14. Technical and Digital Citizenship

School counselors:

- a. Demonstrate appropriate selection and use of technology and software applications to enhance students' academic, career and social/emotional development. Attention is given to the ethical and legal considerations of technological applications, including confidentiality concerns, security issues, potential limitations and benefits and communication practices in electronic media.
- b. Take appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted through the use of computers, social media, facsimile machines, telephones, voicemail, answering machines and other electronic technology.
- c. Promote the safe and responsible use of technology in collaboration with educators and families.
- d. Promote the benefits and clarify the limitations of various appropriate technological applications.
- e. Use established and approved means of communication with students, maintaining appropriate boundaries. School counselors help educate students about appropriate communication and boundaries.
- f. Advocate for equal access to technology for all students.

A.15. Virtual/Distance School Counseling

School counselors:

- a. Adhere to the same ethical guidelines in a virtual/distance setting as school counselors in face-to-face settings.
- b. Recognize and acknowledge the challenges and limitations of virtual/distance school counseling.
- c. Implement procedures for students to follow in both emergency and nonemergency situations when the school counselor is not available.
- d. Recognize and mitigate the limitation of virtual/distance school counseling confidentiality, which may include unintended viewers or recipients.
- e. Inform both the student and parent/guardian of the benefits and limitations of virtual/distance counseling.
- f. Educate students on how to participate in the electronic school counseling relationship to minimize and prevent potential misunderstandings that could occur due to lack of verbal cues and inability to read body language or other visual cues that provide contextual meaning to the school counseling process and school counseling relationship.

B. RESPONSIBILITIES TO PARENTS/ GUARDIANS, SCHOOL AND SELF

B.1. Responsibilities to Parents/Guardians

School counselors:

- a. Recognize that providing services to minors in a school setting requires school counselors to collaborate with students' parents/guardians as appropriate.

b. Respect the rights and responsibilities of custodial and noncustodial parents/guardians and, as appropriate, establish a collaborative relationship with parents/guardians to facilitate students' maximum development.

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

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

e. Inform parents of the mission of the school counseling program and program standards in academic, career and social/emotional domains that promote and enhance the learning process for all students.

f. Inform parents/guardians of the confidential nature of the school counseling relationship between the school counselor and student.

g. Respect the confidentiality of parents/guardians as appropriate and in accordance with the student's best interests.

h. Provide parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical and legal responsibilities to the student and parent.

i. In cases of divorce or separation, follow the directions and stipulations of the legal documentation, maintaining focus on the student. School counselors avoid supporting one parent over another.

B.2. Responsibilities to the School

School counselors:

a. Develop and maintain professional relationships and systems of communication with faculty, staff and administrators to support students.

b. Design and deliver comprehensive school counseling programs that are integral to the school's academic mission; driven by student data; based on standards for academic, career and social/emotional development; and promote and enhance the learning process for all students.

c. Advocate for a school counseling program free of non-school-counseling assignments identified by "The ASCA National Model: A Framework for School Counseling Programs" as inappropriate to the school counselor's role.

d. Provide leadership to create systemic change to enhance the school.

e. Collaborate with appropriate officials to remove barriers that may impede the effectiveness of the school or the school counseling program.

f. Provide support, consultation and mentoring to professionals in need of assistance when in the scope of the school counselor's role.

g. Inform appropriate officials, in accordance with school board policy, of conditions that may be potentially disruptive or

damaging to the school's mission, personnel and property while honoring the confidentiality between the student and the school counselor to the extent feasible, consistent with applicable law and policy.

h. Advocate for administrators to place in school counseling positions certified school counselors who are competent, qualified and hold a master's degree or higher in school counseling from an accredited program.

i. Advocate for equitable school counseling program policies and practices for all students and stakeholders.

j. Strive to use translators who have been vetted or reviewed and bilingual/multilingual school counseling program materials representing languages used by families in the school community.

k. Affirm the abilities of and advocate for the learning needs of all students. School counselors support the provision of appropriate accommodations and accessibility.

l. Provide workshops and written/digital information to families to increase understanding, improve communication and promote student achievement.

m. Promote cultural competence to help create a safer more inclusive school environment.

n. Adhere to educational/psychological research practices, confidentiality safeguards, security practices and school district policies when conducting research.

o. Promote equity and access for all students through the use of community resources.

p. Use culturally inclusive language in all forms of communication.

q. Collaborate as needed to provide optimum services with other professionals such as special educators, school nurses, school social workers, school psychologists, college counselors/admissions officers, physical therapists, occupational therapists, speech pathologists, administrators.

r. Work responsibly to remedy work environments that do not reflect the profession's ethics.

s. Work responsibly through the correct channels to try and remedy work conditions that do not reflect the ethics of the profession.

B.3. Responsibilities to Self

School counselors:

a. Have completed a counselor education program at an accredited institution and earned a master's degree in school counseling.

b. Maintain membership in school counselor professional organizations to stay up to date on current research and to maintain professional competence in current school counseling issues and topics. School counselors maintain competence in their skills by utilizing current interventions and best practices.

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

d. Adhere to ethical standards of the profession and other official policy statements such as ASCA Position Statements and

Role Statements, school board policies and relevant laws. When laws and ethical codes are in conflict school counselors work to adhere to both as much as possible.

e. Engage in professional development and personal growth throughout their careers. Professional development includes attendance at state and national conferences and reading journal articles. School counselors regularly attend training on school counselors' current legal and ethical responsibilities.

f. Monitor their emotional and physical health and practice wellness to ensure optimal professional effectiveness. School counselors seek physical or mental health support when needed to ensure professional competence.

g. Monitor personal behaviors and recognize the high standard of care a professional in this critical position of trust must maintain on and off the job. School counselors are cognizant of and refrain from activity that may diminish their effectiveness within the school community.

h. Seek consultation and supervision from school counselors and other professionals who are knowledgeable of school counselors' ethical practices when ethical and professional questions arise.

i. Monitor and expand personal multicultural and social-justice advocacy awareness, knowledge and skills to be an effective culturally competent school counselor. Understand how prejudice, privilege and various forms of oppression based on ethnicity, racial identity, age, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity expression, family type, religious/spiritual identity, appearance and living situations (e.g., foster care, homelessness, incarceration) affect students and stakeholders.

j. Refrain from refusing services to students based solely on the school counselor's personally held beliefs or values rooted in one's religion, culture or ethnicity. School counselors respect the diversity of students and seek training and supervision when prejudice or biases interfere with providing comprehensive services to all students.

k. Work toward a school climate that embraces diversity and promotes academic, career and social/emotional development for all students.

l. Make clear distinctions between actions and statements (both verbal and written) made as a private individual and those made as a representative of the school counseling profession and of the school district.

m. Respect the intellectual property of others and adhere to copyright laws and correctly cite others' work when using it.

C. SCHOOL COUNSELOR ADMINISTRATORS/SUPERVISORS

School counselor administrators/supervisors support school counselors in their charge by:

a. Advocating both within and outside of their schools or districts for adequate resources to implement a comprehensive school counseling program and meet their students' needs.

b. Advocating for fair and open distribution of resources among programs supervised. An allocation procedure should be developed that is nondiscriminatory, informed by data and consistently applied.

- c. Taking reasonable steps to ensure school and other resources are available to provide appropriate staff supervision and training.
- d. Providing opportunities for professional development in current research related to school counseling practice and ethics.
- e. Taking steps to eliminate conditions or practices in their schools or organizations that may violate, discourage or interfere with compliance with the ethics and laws related to the profession.
- f. Monitoring school and organizational policies, regulations and procedures to ensure practices are consistent with the ASCA Ethical Standards for School Counselors.

D. SCHOOL COUNSELING INTERN SITE SUPERVISORS

Field/Intern site supervisors:

- a. Are licensed or certified school counselors and/or have an understanding of comprehensive school counseling programs and the ethical practices of school counselors.
- b. Have the education and training to provide clinical supervision. Supervisors regularly pursue continuing education activities on both counseling and supervision topics and skills.
- c. Use a collaborative model of supervision that is on-going and includes, but is not limited to, the following activities: promoting professional growth, supporting best practices and ethical practice, assessing supervisee performance and developing plans for improvement, consulting on specific cases and assisting in the development of a course of action.
- d. Are culturally competent and consider cultural factors that may have an impact on the supervisory relationship.
- e. Do not engage in supervisory relationships with individuals with whom they have the inability to remain objective. Such individuals include, but are not limited to, family members and close friends.
- f. Are competent with technology used to perform supervisory responsibilities and online supervision, if applicable. Supervisors protect all electronically transmitted confidential information.
- g. Understand there are differences in face-to-face and virtual communication (e.g., absence of verbal and nonverbal cues) that may have an impact on virtual supervision. Supervisors educate supervisees on how to communicate electronically to prevent and avoid potential problems.
- h. Provide information about how and when virtual supervisory services will be utilized. Reasonable access to pertinent applications should be provided to school counselors.
- i. Ensure supervisees are aware of policies and procedures related to supervision and evaluation and provide due-process procedures if supervisees request or appeal their evaluations.
- j. Ensure performance evaluations are completed in a timely, fair and considerate manner, using data when available and based on clearly stated criteria.
- k. Use evaluation tools measuring the competence of school counseling interns. These tools should be grounded in state and national school counseling standards. In the event no such tool is available in the school district, the supervisor seeks out relevant evaluation tools and advocates for their use.

- l. Are aware of supervisee limitations and communicate concerns to the university/college supervisor in a timely manner.
- m. Assist supervisees in obtaining remediation and professional development as necessary.
- n. Contact university/college supervisors to recommend dismissal when supervisees are unable to demonstrate competence as a school counselor as defined by the ASCA School Counselor Competencies and state and national standards. Supervisors consult with school administrators and document recommendations to dismiss or refer a supervisee for assistance. Supervisors ensure supervisees are aware of such decisions and the resources available to them. Supervisors document all steps taken.

E. MAINTENANCE OF STANDARDS

When serious doubt exists as to the ethical behavior of a colleague(s) the following procedures may serve as a guide:

- a. School counselors consult with professional colleagues to discuss the potentially unethical behavior and to see if the professional colleague views the situation as an ethical violation. School counselors understand mandatory reporting in their respective district and states.
- b. School counselors discuss and seek resolution directly with the colleague whose behavior is in question unless the behavior is unlawful, abusive, egregious or dangerous, in which case proper school or community authorities are contacted.
- c. If the matter remains unresolved at the school, school district or state professional practice/standards commission, referral for review and appropriate action should be made in the following sequence:
 - State school counselor association
 - American School Counselor Association (Complaints should be submitted in hard copy to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 310, Alexandria, VA 22314.)

F. ETHICAL DECISION MAKING

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

- a. Define the problem emotionally and intellectually
- b. Apply the ASCA Ethical Standards for School Counselors and the law
- c. Consider the students' chronological and developmental levels
- d. Consider the setting, parental rights and minors' rights
- e. Apply the ethical principles of beneficence, autonomy, nonmaleficence, loyalty and justice
- f. Determine potential courses of action and their consequences
- g. Evaluate the selected action
- h. Consult
- i. Implement the course of action

GLOSSARY OF TERMS

Advocate

a person who speaks, writes or acts to promote the well-being of students, parents/guardians and the school counseling profession. School counselors advocate to close the information, opportunity, intervention and attainment gaps for all students.

Assent

to demonstrate agreement when a student is not competent to give informed consent to counseling or other services the school counselor is providing.

Assessment

collecting in-depth information about a person to develop a comprehensive plan that will guide the collaborative counseling and service provision process.

Boundaries

something that indicates or affixes an extent or limits.

Breach

disclosure of information given in private or confidential communication such as information given during counseling.

Competence

the quality of being competent; adequacy; possession of required skill, knowledge, qualification or capacity.

Confidentiality

the ethical duty of school counselors to responsibly protect a student's private communications shared in counseling.

Conflict of Interest

a situation in which a school counselor stands to personally profit from a decision involving a student.

Consent

permission, approval or agreement; compliance.

Consultation

a professional relationship in which individuals meet to seek advice, information and/or deliberation to address a student's need.

Conventional Parameters

general agreement or accepted standards regarding limits, boundaries or guidelines.

Cultural Sensitivity

a set of skills enabling you to know, understand and value the similarities and differences in people and modify your behavior to be most effective and respectful of students and families and to deliver programs that fit the needs of diverse learners.

Data Dialogues

inquiry with others around student information to uncover inequities, promote informed investigations and assist in understanding the meaning of data and the next steps to have an impact on data.

Data Informed

accessing data, applying meaning to it and using data to have an impact on student success.

Developmental Level/Age

the age of an individual determined by degree of emotional, mental and physiological maturity as compared with typical behaviors and characteristics of that chronological age.

Disclosure

the act or an instance of exposure or revelation.

Diversity

the inclusion of individuals representing more than one national origin, gender/gender identity, color, religion, socio-economic stratum, sexual orientation and the intersection of cultural and social identities.

Dual Relationship

a relationship in which a school counselor is concurrently participating in two or more roles with a student.

Empathy

the action of understanding, being aware of, being sensitive to and vicariously experiencing the feelings, thoughts and experience of another without having the feelings, thoughts and experience fully communicated in an objectively explicit manner.

Emancipated Minor

a minor who is legally freed from control by his or her parents or guardians, and the parents or guardians are freed from any and all responsibility toward the child.

Encryption

process of putting information into a coded form to control and limit access to authorized users.

Ethics

the norms and principles of conduct and philosophy governing the profession.

Ethical Behavior

actions defined by standards of conduct for the profession.

Ethical Obligation

a standard or set of standards defining the course of action for the profession.

Ethical Rights

the fundamental normative rules about what is allowed of people or owed to people, according to some legal system, social convention or ethical theory.

Feasible

capable of being done, effected or accomplished.

Gender Expression

the ways in which students manifest masculinity or femininity in terms of clothing, communication patterns and interests, which may or may not reflect the student's gender identity.

Gender Identity

One's personal experience of one's own gender. When one's gender identity and biological sex are not congruent, the student may identify as transsexual or transgender.

Harassment

the act of systematic and/or continued unwanted disturbing or troubling persecution.

Informed Consent

assisting students in acquiring an understanding of the limits of confidentiality, the benefits, facts and risks of entering into a counseling relationship.

Intervention

to provide modifications, materials, advice, aids, services or other forms of support to have a positive impact on the outcome or course of a condition.

Legal Mandates

a judicial command or precept issued by a court or magistrate, directing proper behavior to enforce a judgment, sentence or decree.

Legal Rights

those rights bestowed onto a person by a given legal system.

Mandatory Reporting

the legal requirement to report to authorities.

Minors

persons under the age of 18 years unless otherwise designated by statute or regulation.

Perception

A mental image or awareness of environment through a physical sensation. A capacity for understanding or a result of an observation.

Peer Helper

peer-to-peer interaction in which individuals who are of approximately the same age take on a helping role assisting students who may share related values, experiences and lifestyles.

Peer Support

programs that enhance the effectiveness of the school counseling program while increasing outreach and raising student awareness of services.

Privacy

the right of an individual to keep oneself and one's personal information free from unauthorized disclosure.

Privileged Communication

conversation that takes places within the context of a protected relationship, such as that between an attorney and client, a husband and wife, a priest and penitent, a doctor and patient and, in some states, a school counselor and a student.

Professional Development

the process of improving and increasing capabilities through access to education and training opportunities.

Relationship

a connection, association or involvement.

Risk Assessment

a systematic process of evaluating potential risks

School Counseling Supervisor

a qualified professional who provides guidance, teaching and support for the professional development of school counselors and school counseling candidates.

Serious and Foreseeable

when a reasonable person can anticipate significant and harmful possible consequences.

Sole-Possession Records

exempted from the definition of educational records and the protection of FERPA, are records used only as a personal memory aid that are kept in the sole possession of the maker of the record and are not accessible or revealed to any other person except a temporary substitute for the maker of the record and provide only professional opinion or personal observations.

Stakeholder

a person or group that shares an investment or interest in an endeavor.

Supervision

a collaborative relationship in which one person promotes and/or evaluates the development of another.

Title IX of the Education Amendments of 1972

a law that demands that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any education program or activity receiving federal financial assistance.

Virtual/Distance Counseling

counseling by electronic means.

The ASCA Ethical Standards for School Counselors (2016) are copyrighted by the American School Counselor Association. For reprint permission, visit the Copyright Clearance Center, www.copyright.com.



1101 King Street, Suite 310, Alexandria VA 22314
www.schoolcounselor.org

References

American School Counselor Association (2014). *Mindsets and Behaviors for Student Success: K-12 College-and-Career-Readiness Standards for Every Student*. Alexandria, VA: Author.

American School Counselor Association (2012). *The ASCA National Model: A Framework for School Counseling Programs, Third Edition*. Alexandria, VA: Author.