



Monroe County School District

Comprehensive & Developmental School Counseling Plan



Philosophy

The Monroe County School District adheres to the philosophy that the school counseling program is an essential and integral part of the school's total program with a commitment to individual uniqueness, an understanding of multicultural diversity, and the maximum development of human potential. Through the collaborative efforts of counselors, this program, in conjunction with faculties, staffs, and various community agencies, will serve to facilitate students' growth throughout their educational career. Growth and learning are developmental; therefore, school counseling must be developmental and sequential.

Beliefs

To implement the school counseling program in the Monroe County School District (MCSD), school counselors are committed to the following beliefs:

- Professional school counselors know how vitally important it is to reach and teach all students and to make a positive impact in the life of every child in order to achieve the utmost success, regardless of individual circumstances.
- Individual student success must remain in the forefront of our minds so that every opportunity is given to provide whatever measure needed in order to reach the highest success rate possible.
- All students have the right to be served by the school counseling program.
- The school counseling program is an essential and integral part of the overall educational process.
- The school counseling program should be consistent with developmental stages of learning. Growth and learning are developmental in nature; thus students learn through different means and at individual rates.
- An ongoing program of counselor competency training/retraining is necessary to maintain a quality school counseling program.
- The professional mandates and guidelines proposed by the national and state school counselor association shall continue to set standards for the school counseling program.
- All students:
 - should have access to a school counselor to discuss personal concerns
 - should have access to information about occupational and educational planning
 - have the right to assistance in identifying their needs in the personal/social domain
 - should have the opportunity to make choices within the constraints of the educational system

Mission Statement

As professional school counselors of the Monroe County School District, our mission is to provide a comprehensive developmental counseling program that will both inspire and assist all students in acquiring the knowledge, skills, and attitudes needed to become effective students who believe in themselves, responsible citizens who work collaboratively for the greater good, and lifelong learners who always strive for more.

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Connect with MCSD School Counselors:

Link to the MCSD School Counselors web page: [MCSD Counseling and Intervention Services](#)

Connect with the Monroe County School District:

Link to our district website: www.keysschools.com

“Like” MCSD on Facebook: [Monroe County School District](#)



The District Action Planning and Problem Solving Team (DAPPS Team) was established in a partnership with the University of South Florida and the Florida PSRTI Project. The name of the system for analyzing, remediating and seeking long term solutions for student learning problems both behavior and academic has changed to a Multi-tiered System of Supports which used the 8-step problem solving process to guide the work. After a thorough review of district data and meeting with focus groups of teachers for input, the committee set about implementing its first goal based on the findings generated through the process. This goal was to establish a District-Wide Behavior System that would engage all stakeholders. This need expanded to improving student behavior, enhancing working conditions, and developing mutually supportive collaborative professional relationships among all stakeholders. The DAPPS team consulted multiple resources to create the behavior system and also talked to experts in the field. The System is comprised of the following:

- Behavior goals for students, teachers, parents, administrators and district staff as well as community visitors such as volunteers, consultants, etc.
- Comprehensive list of consequences for inappropriate behavior
- Delineation of Office Managed vs. Teacher Managed Behaviors
- Comprehensive List of Interventions to Develop Positive Behaviors
- Coordinated List of Resources for teachers and parents.
- Lesson Plans to accompany each area of the student behavior plan to create a common understanding of what is expected.
- Comprehensive List of Rewards for Appropriate Behaviors

Professional School Counselors in the Monroe County Schools assist in creating a climate and culture of excellence through collaborative support and work for all stakeholders including students, parents, teachers, staff, and community members invested in our Monroe County Schools.



EMBRACE THE PAST, WELCOME THE FUTURE: A BRIEF HISTORY OF SCHOOL COUNSELING

By Norman C. Gysbers, Ph.D., *Curators' Professor, University of Missouri – Columbia*

School counseling is 100-plus years old. It evolved shaped by various economic, social and educational forces guided by the work of many individuals. The ASCA National Model, first published in 2003 and now in its fourth edition, is a product of this evolution. By embracing knowledge from the past, we can learn how school counseling evolved from a position, to a service, to a program, the organizational concept embedded in the ASCA National Model. By welcoming the future we can combine the insights gained from the past with new knowledge, enabling us to continue to develop and fully implement comprehensive school counseling programs in every school district in the country.

School counseling as we know it today began as vocational guidance in the early 1900s. It was established in schools as a position occupied by administrators and teachers. No organizational structure was provided other than a list of duties. In the 1920s school counseling began to change, shaped by the mental hygiene, psychometric and child study movements. As a result, a more clinically oriented approach to school counseling emerged. This signaled a shift away from economic issues to psychological issues with an emphasis on counseling for personal adjustment.

During the 1930s, discussion took place concerning the various personnel responsible for school counseling, the duties they performed, and their selection and training. A major mile-stone occurred with the creation of a new organizational structure called pupil personnel services. Within that structure, the concept of guidance services emerged. The field of school counseling had moved from a position with a list of duties to a position with a list of duties organized by guidance services all under the overall structure of pupil personnel services.

The 1940s and 1950s saw the expansion and extension of counseling in the

schools. The literature during years 1941–1945 focused on contributions to the war effort. After 1945, attention returned to the need for counseling in the schools and on ways to improve the services provided. The selection and training of school counselors also received attention and support with the passage of the Vocational Education Act of 1946 and the National Defense Education Act (NDEA) of 1958. In addition, the American School Counselor Association was established in 1952.

A major issue being debated in the 1960s and 1970s concerned the nature of school counseling. Was it more psychological in nature featuring counseling as a major intervention? Was it more educational in nature featuring a broader array of interventions including counseling but also information, assessment, placement and follow-up activities? Although school counseling at the elementary level had been discussed previously, it wasn't until the 1960s that it became a reality. NDEA, amended in the 1960s, stimulated training practices and procedures that set elementary school counseling apart from secondary school counseling. The 1960s and 1970s also witnessed increasing concern about the services model of school

TIMELINE

Early 1900s

Vocational guidance begins in secondary schools as a position without an organizational structure

1920s

School counseling shifts from vocational guidance to counseling for personal adjustment

1930s

The concept of guidance services emerges as part of pupil personnel services

1940s/1950s

Federal legislation in 1946 and 1958 significantly increases school counseling training and the number of positions

1952

American School Counselor Association formed

1960s

School counseling takes root in elementary schools

1960s/1970s

Concept of a program for school counseling begins to take shape

counseling. Calls for change came from a variety of sources ending up in the beginning development of a comprehensive program approach to school counseling. The concept of a program for school counseling began to take form in the 1960s and 1970s and then became a major way to organize and manage school counseling in the schools in the 1980s, 1990s and into the 21st century. During this time many states developed state models. Training programs to help personnel in school districts plan, design and implement comprehensive school counseling programs also were initiated. The role and functions of school counselors was of concern during the 1980s and 1990s. Some writers advocated the role of human development specialist; others recommended the role of change agent. Predominating roles were coordinating, counseling and consulting. Tied to the role and function issue was the issue of terminology. Is it guidance, guidance and counseling or school counseling?

Although progress was made in developing, implementing and evaluating comprehensive school counseling programs in the first decade of the 21st century, discussion continued about program purposes and the work of school counselors. Should the focus be educational (academic), vocational (career) or social/emotional (mental health)? Some writers focused on academic achievement and career but not social/emotional or mental health. Other writers urged the opposite with mental health issues needing more attention. Still other writers urged the adoption of a holistic approach emphasizing attention to all three areas.

During this same decade discussion about program purposes and school counselors' roles continued with some writers emphasizing an advocacy change agent focus. Others talked about the need to emphasize collaboration. Still others recommended school counselors do more indirect work and less direct work with students. Finally there was a movement for school

counselors to become more data-oriented, using data to identify school concerns and student needs.

The development and implementation of school counseling programs across the country grew in the first decade of the 21st century. This growth was stimulated by the publication of the *ASCA National Model* in 2003 and its adoption by many states and school districts. A second edition was published in 2005, followed by a third edition in 2013 and the fourth edition in 2019.

As the second decade of the 21st century began, an ongoing issue for school counseling was accountability. Although this has been part of professional discussion since the 1920s, and much work was done over the ensuing years, there is a renewed sense of urgency today concerning accountability. The literature makes it clear that evaluation is here to stay and needs to be designed and carried out to not only demonstrate effectiveness but also to improve the work of school counselors.

What will the next 100 years be like? No one knows for sure, but if the next 100 years are like the first 100 years, school counseling will continue to evolve. The forces that shaped school counseling so far will continue to do so, and discussion about purposes and organization will continue. So, while no one knows what the future holds, current literature suggests that at least for the near future students and their parents in school districts across the country will continue to benefit from having fully implemented school counseling programs. Embrace the past, welcome the future.

This article was adapted from material in Gysbers, N. C. (2010), Remembering the Past, Shaping the Future: A History of School Counseling. Alexandria, VA: American School Counselor Association.

1980s/1990s

The role and functions of school counselors is of concern; many states adopt state models for school counseling programs

2001

Federal legislation acknowledges the terminology switch from guidance counselor to school counselor and the importance of the role of the elementary school counselor

2003

ASCA releases a national school counseling program model, the *ASCA National Model*, providing consistency to standardize school counseling programs across the country

2003–Present

Many states and districts adopt the *ASCA National Model* as their model for school counseling programs

2005

ASCA National Model, second edition, adds the theory behind the *ASCA National Model*

2013

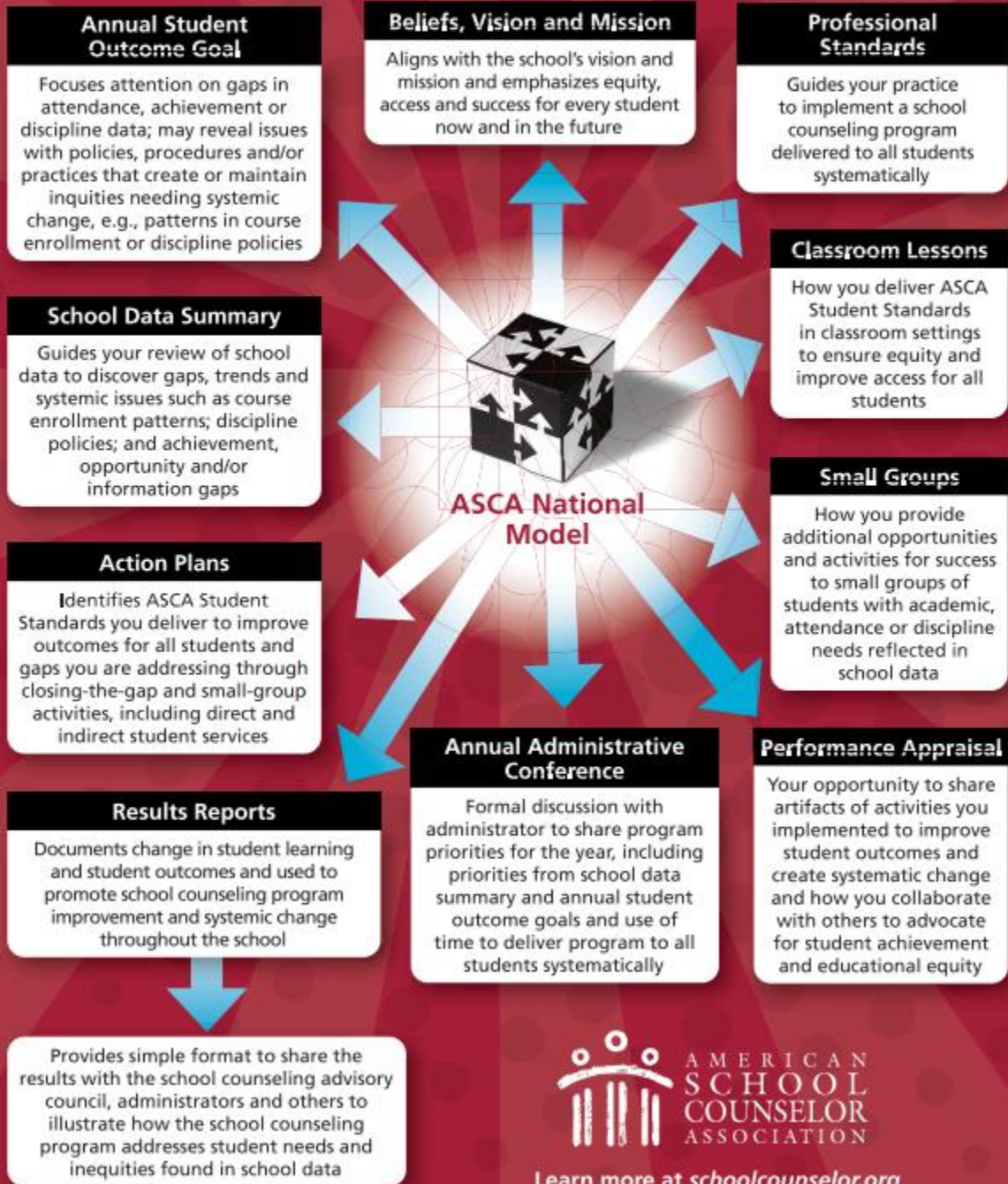
ASCA National Model, third edition, is the first major revision to the *ASCA National Model*

2019

ASCA National Model, fourth edition, streamlines and clarifies language to reflect the current state of education



THE ASCA NATIONAL MODEL: Equity in Action



Florida's School Counseling Standards

As Florida's standards have evolved since the original writing in the context of national trends, state experience, and outcome research, the American School Counseling Association (ASCA) has promulgated national school counseling standards. The American School Counseling Association has defined the role of the school counselor in terms of these curriculum standards as well as the skills and competencies counselors need to successfully implement the curriculum. Language has been updated in the Framework to capture the dynamic changes in the field including the most contemporary practices and perspectives for practicing school counselors. The terms being used and the educational context in which they are used reflect national, regional, state, and professional organizational thinking. The central focus for school counselors includes their obligations to ALL students, their increasing responsibilities to be student advocates, and their accountability for enhancing student learning. Many of the nation's problems can be addressed through prevention and early intervention. School counseling programs provide students with the opportunity to learn more about themselves and others before they have problems resulting from self-concept issues. They learn interpersonal skills before they have an interpersonal crisis. In crisis situations, they can draw on their skills to address their problem. Every student needs sound emotional and social skills to achieve optimum benefits from his/her educational program. Individual uniqueness and maximum development in the following four major areas are central to the counseling program: academic, personal/social, career, and community involvement/global citizenship. The school counseling program contributes to successful student progression.

[Florida's School Counseling Standards](#)

From Guidance to School Counseling

Many positive changes are occurring in school counseling programs throughout the state, but much change still has to occur in how school counseling is conceptualized and how its curriculum is delivered. It is our belief that such programs must focus their energies and efforts on producing students who possess the knowledge, skills, competencies, and personal habits that will help them to be productive students in their schools; productive workers in today's economic environment; and, ultimately, contributing citizens in society. We continue to promote the conceptual shift from guidance to school counseling. Preferred terms include "school counselor" instead of "guidance counselor" as the certified professional who uses counseling, coordinating, consulting, curriculum developing, and delivery skills to implement the program. The program that defines the activities and program evaluation methods is called a comprehensive school counseling program. The student standards and competencies are referred to as the student development curriculum.

Professional School Counselor Role

Today's school counselors are vital members of the education team. They help all students in the areas of academic achievement, personal/social development and career development, ensuring today's students become the productive, well-adjusted adults of tomorrow. Professional school counselors are certified/licensed educators with the minimum of a master's degree in school counseling and are uniquely qualified to address the developmental needs of all students through a comprehensive school

counseling program with a commitment to individual uniqueness, an understanding of multicultural and socio-economic diversity, and the maximum development of human potential. As a member of a school team, professional school counselors provide activities to meet the multifaceted needs of students which also include strategies to support abuse prevention, suicide prevention, and trauma sensitive approaches to learning. MCSD school counselors work collaboratively with teachers, staff, and parents to enhance their effectiveness in helping students and provide support to other educational programs within individual schools and across the district.

Elementary School Students' Developmental Needs

The elementary years are a time when students begin to develop their academic self-concept and their feelings of competence and confidence as learners. They are beginning to develop decision-making, communication and life skills, as well as character values. It is also a time when students develop and acquire attitudes toward school, self, peers, social groups and family. Comprehensive developmental school counseling programs provide education, prevention and intervention services, which are integrated into all aspects of children's lives. Early identification and intervention of children's academic and personal/social needs is essential in removing barriers to learning and in promoting academic achievement. The knowledge, attitudes and skills that students acquire in the areas of academic, career and personal/social development during these elementary years serve as the foundation for future success.

Middle School Students' Developmental Needs

Middle school is an exciting, yet challenging time for students, their parents and teachers. During this passage from childhood to adolescence, middle school students are characterized by a need to explore a variety of interests, connecting their learning in the classroom to its practical application in life and work; high levels of activity coupled with frequent fatigue due to rapid growth; a search for their own unique identity as they begin turning more frequently to peers rather than parents for ideas and affirmation; extreme sensitivity to the comments from others; and heavy reliance on friends to provide comfort, understanding and approval.

High School Students' Developmental Needs

High school is the final transition into adulthood and the world of work as students begin separating from parents and exploring and defining their independence. Students are deciding who they are, what they do well, and what they will do when they graduate. During these adolescent years, students are evaluating their strengths, skills and abilities. The biggest influence is their peer group. They are searching for a place to belong and rely on peer acceptance and feedback. They face increased pressures regarding risk behaviors involving sex, alcohol and drugs while exploring the boundaries of more acceptable behavior and mature, meaningful relationships. They need guidance in making concrete and compounded decisions. They must deal with academic pressures as they face high-stakes testing, the challenges of college admissions, the scholarship and financial aid application process and entrance into a competitive job market.

Sample Performance Indicators for School Counselors

Sample indicators provide guidelines for suggested professional practices and are not intended to be inclusive nor used as a checklist.

Standard I: Professional Knowledge

- Using the American School Counselor Association (ASCA) National Model as a basis, utilizes students' prior knowledge, background, interests, abilities, and experiences to guide service delivery
- Acknowledges the language, values, and cultural traditions of students' families and communities in planning, organizing, implementing, and evaluating the comprehensive school counseling program
- Helps students reflect the attitudes and behaviors of good citizenship at school and in the community
- Uses theory-based counseling techniques
- Stays abreast of and uses current research, diverse perspectives, and new strategies to guide service delivery
- Provides learning experiences that allow students to integrate problem solving and interpersonal skills to navigate personal/social issues
- Provides experiences that allow students to relate academic experiences to future career goals

Standard II: Instructional Planning

- Using the ASCA National Model as a basis, designs meaningful service delivery activities based upon the knowledge of subject matter, students, the community, and program goals
- Develops appropriate long and short-range program plans and uses data to adapt plans to meet the needs of all students
- Collaborates with teachers to align counselor competencies with content area curriculum objectives in order to identify meaningful opportunities for school core counseling curriculum lessons to be delivered
- Plans appropriately for indirect and direct services
- Is able to show evidence of the foundation and management components of a comprehensive school counseling program

Standard III: Instructional Delivery

- Differentiates service delivery to accommodate the learning needs of all students
- Uses materials, technology, and resources that promote the development of critical thinking, problem solving, and performance skills
- Selects, evaluates, and adapts multiple methods and delivery strategies to engage students and enhance learning
- Uses appropriate verbal and nonverbal communication techniques and technology to foster positive interactions when delivering direct and indirect services
- Provides direct and indirect services to include school counseling core curriculum, small groups, individual student planning, responsive services, referrals, consultation, and collaboration
- Develops individual student planning activities as developmentally appropriate

Standard IV: Assessment of and for Student Learning

- Communicates knowledge, abilities, skills, and attitudes necessary to monitor and evaluate the process and results of a comprehensive school counseling program
- Communicates with all stakeholders about counseling program activities
- Uses effective assessment strategies to determine program effectiveness

Standard V: Learning Environment

- Implements policies and procedures that create a safe and positive environment for students
- Manages the delivery of services to maximize academic learning time to ensure continuous student engagement and learning
- Develops and maintains rapport with students by accommodating students' differences in development and learning styles
- Creates a supportive environment for all students that encourages social interactions and active engagement in learning
- Adheres to clear guidelines for addressing bullying, harassment, and school safety

Standard VI: Professionalism

- Articulates and demonstrates the organizational structure and qualities of an effective school counseling program that aligns with the ASCA National Model for all stakeholders
- Models professional, moral, and ethical standards, as well as personal integrity in all interactions
- Seeks to improve his/her practice through reflections and self-evaluation
- Responds professionally to administrative direction and uses district resources to ensure quality performance and professionalism
- Manages and/or coordinates the school counseling program in collaboration with administrators and colleagues
- Advances the effective delivery of the comprehensive school counseling program
- Takes advantage of opportunities for professional growth
- Takes a leadership role, when appropriate, to advocate for the school counseling profession and the school counseling program
- Adheres to district and school guidelines, policies, and regulations
- Advocates for every student by promotion of systemic change that enables the equitable treatment of all students

Standard VII: Student Academic Progress

- Sets, communicates, and monitors appropriate and measurable academic, career, and personal/social goals
- Provides multiple forms of evidence to show that progress is being made towards meeting goals
- Delivers the comprehensive school counseling program results in student academic progress or achievement on one or more measures
- Assists with over or under representation of specific groups in academic programs

BEST PRACTICE RECOMMENDATIONS

PROFESSIONAL SCHOOL COUNSELOR USE OF TIME – ELEMENTARY

	Activity	Impact	Total Overall Use of Time
Direct Services to Students	School Counseling Core Curriculum: <ul style="list-style-type: none"> • Grade level classroom presentations • Objectives met at each grade level 	The school counselor provides developmental curriculum content in a systematic way to all students.	80% or more
	Individual Student Planning: <ul style="list-style-type: none"> • Assisting with FBA (Functional Behavioral Assessment) • Academic Skills Support • Career Awareness 	The school counselor provides individual planning to support academic goals when the need arises.	
	Responsive Services: <ul style="list-style-type: none"> • Individual counseling (planned and short term in nature) • Small group • Peer mediation • Student ambassadors • Crisis response • Crisis response agency contact • Providing student support during bully referrals • Solution focused grief counseling 	The school counselor addresses the immediate needs of students.	
Indirect Services to Students	Referrals, Consultation, Collaboration: <ul style="list-style-type: none"> • Referrals within and outside the school • Consultation with grade level teams • Collaboration with staff, parents, businesses, community organizations • Bully prevention assemblies • Mix- it-up activities • Kindergarten to College • Committees • Advisory boards • Parent workshops 	The school counselor interacts with others to provide support for student achievement.	
Program Planning and School Support	Foundation, Management, Accountability, Fair Share Tasks: <ul style="list-style-type: none"> • Appropriate assigned school fair share responsibilities • Data analysis and collection 	The school counselor plans and evaluates the school counseling program.	20% or less

BEST PRACTICE RECOMMENDATIONS

PROFESSIONAL SCHOOL COUNSELOR USE OF TIME – MIDDLE

	Activity	Impact	Total Overall Use of Time
Direct Services to Students	School Counseling Core Curriculum: <ul style="list-style-type: none"> • Grade level classroom presentations • Objectives met at each grade level 	The school counselor provides developmental curriculum content in a systematic way to all students.	80% or more
	Individual Student Planning: <ul style="list-style-type: none"> • Assisting with FBA • Academic Advising • High School Planning • Career Exploration/XELLO 	The school counselor provides individual planning to support academic goals when the need arises.	
	Responsive Services: <ul style="list-style-type: none"> • Individual counseling (planned and short term in nature) • Small group counseling • Peer mediation • Student ambassadors • Crisis response • Crisis response agency contact • Providing student support during bully referrals • Solution focused grief counseling 	The school counselor addresses the immediate needs of students.	
Indirect Services to Students	Referrals, Consultation, Collaboration: <ul style="list-style-type: none"> • Referrals within and outside the school • Consultation with grade level teams • Collaboration with staff, parents, businesses, community organizations • Committees • Advisory boards • Parent workshops 	The school counselor interacts with others to provide support for student achievement.	
Program Planning and School Support	Foundation, Management, Accountability, Fair Share Tasks: <ul style="list-style-type: none"> • Appropriate assigned school fair share responsibilities • Data analysis and collection 	The school counselor plans and evaluates the school counseling program.	20% or less

BEST PRACTICE RECOMMENDATIONS PROFESSIONAL SCHOOL COUNSELOR USE OF TIME – HIGH

	Activity	Impact	Total Overall Use of Time
Direct Services to Students	School Counseling Core Curriculum: <ul style="list-style-type: none"> Grade level classroom presentations Objectives met at each grade level 	The school counselor provides developmental curriculum content in a systematic way to all students.	80% or more
	Individual Student Planning: <ul style="list-style-type: none"> Post High School planning Course Selection Review of graduation requirements for each student Career Research/XELLO Financial aid/paying for college planning Academic Advising Time Management and Organization College and scholarship applications 	The school counselor provides individual planning to support academic goals when the need arises.	
	Responsive Services: <ul style="list-style-type: none"> Individual counseling (planned and short term in nature) Small group counseling Peer Mediation Crisis response Crisis response agency contact Solution focused grief counseling 	The school counselor addresses the immediate needs of students.	
Indirect Services to Students	Referrals, Consultation, Collaboration: <ul style="list-style-type: none"> Referrals within and outside the school Consultation with teachers Collaboration with staff, parents, businesses, community organizations Committees Advisory boards Parent workshops 	The school counselor interacts with others to provide support for student achievement.	
Program Planning and School Support	Foundation, Management, Accountability, Fair Share Tasks: <ul style="list-style-type: none"> Appropriate assigned school fair share responsibilities Data analysis and collection 	The school counselor plans and evaluates the school counseling program.	20% or less

Counseling Intervention and Prevention Services

To assist our MCSD Professional School Counselors across all school levels, Monroe County School District works collaboratively with outside agencies who offer counseling intervention and prevention services to students. Families can learn about local agency supports and receive helpful information to assist families in making personal, informed, and problem-solving decisions. MCSD School Counselors and School Social Workers can assist families and students through the counseling referral process as appropriate.

Some outside agencies who work with students on our school campuses across the district include community-based counselors and therapists from the Florida Keys Children's Shelter and the Guidance/Care Center, Inc. as

well as School Military Family Life Counselors (MFLC) who support our military students through our continued partnership with NAS Key West. [Florida Keys Resource Guide](#)

***The following pages have been adapted from Florida’s School Counseling Framework.**

School Counseling Program

The purpose of the counseling and student development curriculum is to systematically assess students as they develop the skills they need to enhance their academic achievement, career development, personal/social development, and community involvement. The curriculum should be designed to help students acquire age appropriate knowledge and skills within the scope of the following student standards:

1. Students will acquire the knowledge, skills, and attitudes that contribute to school success and lifelong learning.
2. Students will acquire the academic preparation necessary to choose from a wide range of educational, training, and employment options upon completion of secondary school.
3. Students will acquire the self-knowledge necessary to investigate the world of work and make informed career decisions.
4. Students will use strategies for career and education planning.
5. Students will develop the skills to understand and appreciate themselves and others.
6. Students will identify and utilize processes to set and achieve goals, make decisions, and solve problems.
7. Students will develop the knowledge and skills to become contributing citizens in a multicultural society and global community.

Sequence of a School Counseling Program

The student standards listed above are what students should know and be able to do as a result of participation in the school counseling program. The following pages show how these standards can be addressed at grades PreK–3, 4–5, 6–8, and 9–12. Domain, standard, competency, and indicators organize the curriculum. The indicators are sequenced by grade level groupings and are provided as examples of what the student should be able to do to master the competency. These are considered important examples, but there may be other indicators you want to add.

Grades PreK–12 Standards, Competencies, and Sample Student Indicators

Standard

Standards are those statements that provide a description of what students should know and be able to do at the highest level of expectation. Standards specify the level or rate of performance the student will achieve against a particular competency or set of indicators.

Competency

A competency is a specific goal for students to achieve in the domains of academic, career, and personal/social development, as well as community involvement.

Indicator

An indicator is a description of the specific abilities, knowledge, and skills that individuals develop to achieve a specific competency.

Academic Development

Standard: 1. Students will acquire the knowledge, skills, and attitudes that contribute to school success and lifelong learning.

Competency: 1.1 Improve academic self-concept

Sample Student Indicators	
PreK-3	Display pride in work achievement
	Describe strengths and weaknesses as a learner
	Demonstrate a positive attitude
4-5	Demonstrate awareness of what contributes to an accurate self-concept
	Describe strengths and limitations
	Review information, feelings, and accuracy the student expresses about self
	Demonstrate understanding of how their school performance contributes to their self-concept
6-8	Understand the importance of individual effort, hard work, and persistence
	Accept mistakes as part of the learning process
9-12	Describe individual strengths and how to remediate or compensate for weaknesses
	Articulate feelings of competence and confidence as learners
	Accept mistakes as essential to the learning processes
	Demonstrate self-advocacy to acquire positions of responsibility

Competency: 1.2 Develop the skills and attitudes for improving effectiveness as a learner

Sample Student Indicators	
PreK-3	Listen to and engage in learning tasks
	Follow teacher model for organizing materials, supplies, and belongings
	Follow teacher model for planning, organizing, and producing work within a given time frame
	Ask for help when needed
	Describe classroom rules and why they are important
4-5	Articulate and apply strategies to improve self-performance
	Demonstrate time management and organizational skills
	Apply study skills necessary for academic success
	Become aware that success and failure are parts of life and learning
	Follow school rules and procedures
6-8	Organize materials, supplies, and belongings independently
	Evaluate study skills and test-taking abilities
	Articulate and apply strategies to improve self-performance
	Describe and demonstrate improvement in study skills and test-taking strategies
	Behave responsibly by following class and school expectations
9-12	Demonstrate appropriate physical, verbal, and emotional behavior in a school setting
	Apply time-management and task-management skills
	Apply knowledge of learning style to positively influence school performance
	Apply effective study skills
	Attend school regularly and arrive on time
	Apply the study and homework skills necessary for academic success
	Identify the requirements necessary for each grade level classification and for high school graduation

Standard: 2. Students will acquire the academic preparation necessary to choose from a wide variety of educational, training, and employment options upon completion of secondary school.

Competency: 2.1 Manage an educational and career plan to achieve goals

Sample Student Indicators	
PreK-3	Describe a plan and why it is helpful in daily life
	Describe planning they do at home and school
	Develop plans for specific activities
4-5	Describe how planning enhances their lives
	Explain the importance of planning and preparing for potential careers in the world of work
	Develop plans for specific activities
	Articulate what they want to be when they grow up
6-8	Demonstrate skills needed to develop a high school academic plan based on ability, interests, and achievement
	Utilize XELLO to explore occupations
	Demonstrate the responsibility for actions to ensure a successful transition from middle school to high school
9-12	Utilize XELLO to research occupations, job opportunities, and work readiness skills and supports
	Establish challenging academic goals and course work in high school
	Apply knowledge of interests and aptitudes to goal setting
	Use standardized test (FAST, BEST, EOC, AP, PSAT, SAT, ACT) results in educational planning
	Use problem-solving and decision-making skills to assess progress toward educational goals

Career Development

Standard: 3. Students will acquire the self-knowledge necessary to investigate the world of work and make informed career decisions.

Competency: 3.1 Develop self-knowledge through experience and exploration

Sample Student Indicators	
PreK-3	Describe their likes and dislikes
	Take turns helping with simple classroom jobs and describe what they like and/or dislike about the tasks
4-5	Demonstrate skills in getting along with others, working in groups, and taking responsibility for actions
6-8	Complete an interest assessment that matches results to career clusters
	Examine skills and identify areas for improvement
	Integrate personal growth and change into career decision making
9-12	Develop a positive attitude toward school and work by understanding the importance of responsibility, dependability, integrity, and work ethic
	Complete assessments in areas such as interests, values, skills, and abilities
	Apply knowledge of personal abilities, skills, interests, values, and motivations to future goals
	Visualize a dream or goal, verbalize it, and make appropriate plans to achieve it

Competency: 3.2 Understand self in the world of work

Sample Student Indicators	
PreK-3	Identify jobs they think they may be interested in doing when they grow up
	Recognize that all careers are acceptable to any gender
	Identify similarities and differences between school and outside activities
4-5	Identify school subject matter as related to potential careers
	Perform classroom job responsibilities independently
	State job roles and functions of workers in the community
	Identify issues of gender and ethnicity in the workplace
	Identify issues of discrimination in the workplace
6-8	Connect outside interests to school experiences
	Describe how behaviors such as punctuality, courtesy, proper dress and language, and hard work are essential to success in the job market
	Describe skills needed to be successful in school and the workplace
9-12	Learn to understand and respect individual uniqueness in the workplace
	Describe how the changing nature of work requires adaptability, lifelong learning, and acquiring new skills
	Describe the relationship between personal qualities, education and training, and the world of work
	Describe how career plans may be affected by personal growth, external events, and changes in motivations and aspirations
	Demonstrate adaptability and flexibility when initiating or responding to change

Competency: 3.3 Understand the relationship between work, society, and the economy

Sample Student Indicators	
PreK-3	List different jobs/workers and their contribution to the community
4-5	Identify the importance of all work that contributes to society
6-8	Describe the importance of work to society
	Give examples of how technology has changed the workplace
	Describe economic contributions workers make to society
	Understand the global economy and how it affects career decision making
9-12	Identify changes in local, national, and global employment trends, societal needs, and economic conditions related to career planning
	Know the rights and responsibilities of employers and employees
	Recognize how principles of equal opportunity, equity, respect, and fairness affect career planning and management

Standard: 4. Students will use strategies for career and education planning.**Competency: 4.1 Learn to analyze factors that impact career decision-making and education plans**

Sample Student Indicators	
PreK-3	Identify ways that learning and jobs are connected
	Identify ways that interests/hobbies and jobs are connected
4-5	Describe quality of life and factors that influence it
	Recognize that work/career choices are influenced by interests and abilities
6-8	Identify the relationship of course content, educational achievement, and career choice
	Identify personal preferences, skills, and interests that influence career choices and success
	Understand the effect of career choices on quality of life
	Demonstrate understanding of the education and training needed to achieve career goals
	Demonstrate awareness of the impact parents or guardians/family may have on career decision making
	Identify economic conditions that may affect career plans
	Describe supply and demand as related to workers and occupations and how that may impact job availability
9-12	Describe examples of how “chance” might play a role in career decisions
	Give examples of how factors related to geographic mobility may influence career decisions
	Give examples of compromises or sacrifices one may have to make in career choices
	Describe how gender, family, life roles, and socioeconomic background can influence career choices
	Determine the values that impact career planning in terms of family, community involvement, work, and leisure
	Give specific examples of how biases and stereotypes (e.g., race, culture, national origin, gender, disability, economic status, religion, sexual orientation, etc.) may affect career decisions

Competency: 4.2 Develop skills to locate, evaluate, and interpret career information

Sample Student Indicators	
PreK-3	Describe jobs that are present in the school
4-5	Describe work of family members and workers in the school
	Describe jobs that are present in the local community
6-8	Identify and use career exploration sources of labor market information such as XELLO, the Internet, newspapers, Occupational Outlook Handbook, and other media
	Identify that the information used for career decision making is from valid sources and up-to-date
	Identify various ways that occupations can be classified, such as clusters, pathways, and interest areas
	Describe the various ways in which occupations can be classified
9-12	Use career information systems, such as XELLO, labor market information, the Internet, and other resources for career exploration
	Identify career cluster(s) that match interests and abilities
	Identify opportunities for self-employment or entrepreneurship in career planning
	Describe the opportunities in traditional and nontraditional career choices

Competency: 4.3 Experience the world of work

Sample Student Indicators	
PreK-3	Identify personal hobbies and interests
	Perform classroom job responsibilities independently
	Identify and describe responsibilities/jobs at home
4-5	Demonstrate positive behaviors and skills when performing classroom jobs
6-8	Practice using technology to solve problems related to home, school, community, and workplace
	Demonstrate skills and qualities in school that are used in the workplace, such as critical thinking, problem solving, technology literacy, interpersonal skills, honesty, dependability, work-related communication, customer service skills, adaptability, punctuality, and managing conflict
	Conduct interviews with school and community workers
9-12	Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment
	Prepare a resume, complete a job application, and prepare for an interview
	Participate in a job shadowing activity in school or community
	Develop skills to interact and work cooperatively with different people
	Participate in a student organization directly related to program of study as an integral part of classroom instruction

Personal and Social Development

Standard: 5. Students will develop the skills to understand and appreciate themselves and others.

Competency: 5.1 Acquire self-awareness and self-acceptance

Sample Student Indicators	
PreK-3	List five personal characteristics
	Name three things student likes about self
	Develop self-advocacy skills, such as resiliency, responsibility, caring, and trustworthiness
4-5	State strengths as a learner, friend, and family member
	Demonstrate understanding of how school performance contributes to self-concept
	Analyze how relationships with others have affected/affect self-concept
	Become aware of some of beliefs and describe how they contribute to self-concept
	Recognize change is a part of growth
6-8	Demonstrate self-advocacy skills, such as resiliency, responsibility, caring, and trustworthiness
	Identify personal challenges
	Demonstrate strategies for responding to challenges
	Understand how growth and change may influence self-concept
9-12	Identify interests, values, motivations, skills, and abilities
	Develop positive attitudes toward self
	Identify strengths and weaknesses
	Practice self-control
	Understand how growth and change may influence self-concept

Competency: 5.2 Demonstrate positive interpersonal and communication skills

Sample Student Indicators	
PreK-3	Develop communication skills in speaking, listening, and nonverbal behavior
	Demonstrate ways to express thoughts and feelings
	Describe characteristics of friendship
	Interact and participate in group work
	Acquire skills needed to cooperate, compete, and compromise with others
4-5	Identify strategies for making and keeping friends
	Articulate the impact of actions and words of others
	Demonstrate appreciation for individual differences in the classroom
	Demonstrate positive behaviors to promote individual and group learning
	Use communication skills in problem-solving situations
	Communicate feelings through written and oral communication
6-8	Apply conflict resolution strategies
	Communicate feelings through written and oral expression
	Demonstrate awareness that people may react differently to the same situation
	Use effective listening strategies in collaborative situations
	Demonstrate awareness of the dynamics of group membership
	Communicate as advocate for self and others
	Demonstrate appropriate skills for interactions with adults
	Develop and maintain positive peer relationships
9-12	Understand and practice self-control
	Develop and use effective communications skills, including speaking, listening, and nonverbal behavior
	Express personal thoughts and feelings, attitudes, and beliefs

	Develop healthy relationships that include trust, respect, and caring
	Demonstrate communication skills necessary for teamwork
	Demonstrate effective skills for interacting with peers and adults

Competency: 5.3 Demonstrate skills for personal safety and self-care

Sample Student Indicators	
PreK-3	Identify resource people in the school and how to seek their help
	Demonstrate knowledge of personal information (e.g., telephone number, home address, emergency contact)
	Demonstrate awareness of the difference between appropriate and inappropriate behavior
	Differentiate between appropriate and inappropriate physical contact
	Identify simple strategies for dealing with difficult situations
	Identify and demonstrate coping strategies for handling differences
	Recognize healthy and unhealthy choices
	Describe situations where peers can positively and negatively influence actions
4-5	Demonstrate knowledge of personal information (e.g., telephone number, home address, emergency contact) and how to protect it
	Differentiate between appropriate and inappropriate physical contact
	Identify school safety rules and why they are necessary
	Demonstrate skills for coping with interpersonal and intrapersonal pressures
	Describe causes of stress and appropriate ways to manage stress
	Recognize the harmful effects of chemical misuse
	Identify strategies for dealing with peer pressure
6-8	Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)
	Identify the differences between appropriate and inappropriate physical contact
	Demonstrate behavior that follows school rules and safety procedures
	Utilize coping strategies in middle school adjustment
	Identify and manage sources of stress
	Explain the effects of positive and negative peer pressure
9-12	Access support groups in middle school
	Demonstrate the ability to identify and protect personal information
	Differentiate between appropriate and inappropriate methods of resolving conflicts
	Identify and manage sources of stress
	Demonstrate coping skills to deal with problems
	Recognize and generate assertive responses to peer pressure
	Differentiate between appropriate and inappropriate physical contact
	Differentiate between situations requiring peer support and those requiring adult or professional help
	Understand the importance of lifelong physical fitness, acceptance of physical appearance, and good nutritional choices
	Describe the dangers and consequences of substance abuse
	Identify positive and negative effects of peer pressure

Standard 6: Students will identify and utilize processes to set and achieve goals, make decisions, and solve problems.

Competency: 6.1 Acquire skills for goal setting, decision making, and problem solving

Sample Student Indicators	
PreK-3	Define what goals are and why people set them
	Become aware of choices and decisions
	Describe process for making decisions and solving problem
	Identify ways to contribute to class goals
	Become aware that some decisions can be changed while others cannot
	Become aware that some choices are made for one and some choices one makes for himself or herself
4-5	Distinguish between short, intermediate, and long-term goals
	Identify and apply the decision-making steps in making a personal decision
	Apply self-information in setting goals, making decisions, and solving problems
	Describe how their beliefs contribute to their decisions
6-8	Distinguish between short, intermediate, and long-term goals
	Identify the decision-making steps to make a personal decision
	Demonstrate ability to set priorities
	Identify factors that might interfere with achieving goals
9-12	Assess ability to achieve past goals and integrate this knowledge for the future
	Evaluate some personal decisions
	Accept responsibility for decisions
	Formulate a process for solving personal, interpersonal, and/or other problems

Competency: 6.2 Demonstrate the ability to use skills for goal setting, decision making, and problem solving

Sample Student Indicators	
PreK-3	Identify a personal goal related to school
	Identify a problem or decision that needs to be made and explore possible solutions
4-5	Identify a problem or decision that needs to be made and explore possible solutions
	Describe skills necessary for making decisions and choosing alternatives
	Demonstrate understanding of personal strategies for problem solving
6-8	Set realistic short-term and long-term goals
	Apply self-information in setting goals, making decisions, and solving problems
	Demonstrate understanding of personal strategies for goal setting, decision making, and problem solving
	Identify a personal or school-related problem and explore alternative solutions
	Evaluate possible consequences of each solution
9-12	Evaluate the importance of setting realistic goals and striving for them
	Apply self-information in setting goals, making decisions, and solving problems
	Demonstrate understanding of personal strategies for goal setting, decision making, and problem solving

Community Involvement and Multicultural/Global Citizenship Development

Standard: 7 Students will develop the knowledge and skills to become contributing citizens in a multicultural society and global community.

Competency: 7.1 Develop and volunteer in community service projects

Sample Student Indicators	
PreK-3	Explore and define school and town communities
	Identify volunteer services within the community
4-5	Explore volunteer services and opportunities within the community
	Identify service activities in the school/community
	Demonstrate leadership in elementary school activities
6-8	Investigate opportunities for volunteer work in school and community
	State opportunities for service projects in school and community
	Demonstrate leadership in middle school activities
9-12	Investigate opportunities for volunteer work in school and community
	Participate in school extracurricular and service projects/activities
	Identify and participate in volunteer opportunities to enhance academic and career goals
	Volunteer in activities to complete 75 hours of community service for Bright Futures Scholarship
	Demonstrate evidence of leadership and responsibility in school and community

Competency: 7.2 Demonstrate acceptance and respect for cultural and ethnic diversity

Sample Student Indicators	
PreK-3	Identify similarities and differences between self and others
	Describe customs of various cultures, including own
	Recognize that there are different languages
4-5	Demonstrate appreciation for similarities and differences
	Identify different cultures that add to the diversity of the community
	Be aware of conflicts resulting from culture-related beliefs and biases
	Evaluate how stereotyping affects them and their relationships with others
6-8	Demonstrate awareness of cultural uniqueness
	Define the importance of interdependence and cooperation for living in a society
	Accept others as individuals and as members of a culture
	Analyze similarities/differences among various cultural groups
	Analyze conflicts resulting from culture-related beliefs and biases
	Evaluate how stereotyping affects self and relationships with others
9-12	Recognize, appreciate, and respect individual differences, alternative points of view, ethnicity, culture, race, religion, and lifestyle
	Demonstrate respect for own culture and cultures of others
	Recognize that everyone has human rights and responsibilities
	Manage conflicts resulting from culture-related beliefs and biases
	Evaluate the impact of stereotyping



ASCA Student Standards: Mindsets & Behaviors for Student Success

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

The ASCA Student Standards: Mindsets & Behaviors for Student Success describe the knowledge, attitudes and skills 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.

ASCA Student Standards: Mindsets & Behaviors for Student Success K-12 College-, Career- and Life-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. Sense of acceptance, respect, support and inclusion for self and others in the school environment M 3. Positive attitude toward work and learning M 4. Self-confidence in ability to succeed M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success		
Category 2: Behavior Standards School counselors provide culturally sustaining instruction, appraisal and advisement, and counseling to help all students demonstrate:		
Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Critical thinking skills to make informed decisions	B-SMS 1. Responsibility for self and actions	B-SS 1. Effective oral and written communication skills and listening skills
B-LS 2. Creative approach to learning, tasks and problem solving	B-SMS 2. Self-discipline and self-control	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them
B-LS 3. Time-management, organizational and study skills	B-SMS 3. Independent work	B-SS 3. Positive relationships with adults to support success
B-LS 4. Self-motivation and self-direction for learning	B-SMS 4. Delayed gratification for long-term rewards	B-SS 4. Empathy
B-LS 5. Media and technology skills to enhance learning	B-SMS 5. Perseverance to achieve long- and short-term goals	B-SS 5. Ethical decision-making and social responsibility
B-LS 6. High-quality standards for tasks and activities	B-SMS 6. Ability to identify and overcome barriers	B-SS 6. Effective collaboration and cooperation skills
B-LS 7. Long- and short-term academic, career and social/emotional goals	B-SMS 7. Effective coping skills	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups
B-LS 8. Engagement in challenging coursework	B-SMS 8. Balance of school, home and community activities	B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary
B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias	B-SMS 9. Personal safety skills	B-SS 9. Social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participation in enrichment and extracurricular activities	B-SMS 10. Ability to manage transitions and adapt to change	B-SS 10. Cultural awareness, sensitivity and responsiveness

Overview

The 36 ASCA Student Standards are broad standards that identify and describe the knowledge, attitudes 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, create culturally sustaining strategies and activities and build a program that helps students achieve their highest potential. The ASCA Student Standards can be aligned with initiatives at the district, state and national levels to reflect local priorities.

To operationalize the standards, school counselors write or select measurable learning objectives that align with specific mindsets or behaviors, which become the foundation for classroom instruction, appraisal and advisement, and counseling activities addressing student developmental needs. The learning objectives directly reflect the school counseling program's vision, mission and goals, as well as the school's academic mission.

Research-Based Standards

The ASCA Student Standards are based on a review of research and college-, career- and life-readiness documents that identify strategies influencing student achievement and academic performance. The ASCA Student Standards are organized 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 Student Standards are based on the evidence of the importance of these factors.

All 36 standards can be applied to any of the three school counseling domains of academic, career and social/emotional development. 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 general categories of noncognitive factors related to academic performance as identified in the University of Chicago 2012 literature review. These categories synthesize the "vast array of research literature" (p. 8) on noncognitive factors including mindsets, learning strategies, self-management skills and social skills for success.

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

Category 2: Behavior Standards – These standards include behaviors commonly associated with being a successful student. The behaviors are visible, outward signs that a student is engaged as well as 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 and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures.
- c. **Social Skills:** Acceptable behaviors that improve social interactions, such as those among peers or between students and adults.

Grade-Level Learning Objectives

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

Grade-level learning objectives are housed in the ASCA Student Standards database at www.schoolcounselor.org/learningobjectives. School counselors can search the database by keyword to quickly and easily identify learning objectives that will meet student developmental needs and align with specific ASCA Student Standards. The database also allows school counselors to contribute to the learning objectives by sharing other ways to meet or align with a specific standard.

Domains

The ASCA Student Standards can be applied to 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-, career- and life-readiness for every student. The domain definitions 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 lifespan.

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

Implementing the ASCA Student Standards

School counselors use the ASCA Student Standards to guide the development, delivery and assessment of the three direct student services as defined by the ASCA National Model: instruction, appraisal and advisement, and counseling. The standards help school counselors determine what student knowledge, attitudes and skills will be measured as they work to help all students become college-, career- and life-ready.

School counselors deliver the ASCA Student Standards to all pre-K–12 students in classrooms, groups or individual settings in a manner that is appropriate for the students' development level/age. School counselors review achievement, attendance and discipline data to guide the selection of specific mindsets and behaviors appropriate for the individual, group or grade level, as well learning objectives to operationalize the standards.

School counselors implement the ASCA Student Standards through the following steps.

1. *Identify need.*

School counselors identify a specific student challenge found in the school's student outcomes (achievement, attendance, discipline). Challenges could include:

- underperformance in achievement (standardized test scores, grades, credits earned)
- overrepresentation in discipline (offense categories, consequences)
- higher absenteeism (absences, late arrivals, early departures, chronically absent)

Specific developmental stages or differences may also serve as the basis for school counselor interventions. If the issue is related to underlying systemic issues, the school counselor advocates to change policies, guidelines and practices to address the systemic issues.

2. *Collect supplemental data.*

School counselors collect supplemental data, soliciting opinions, beliefs and insights from stakeholders who are directly involved with students experiencing the identified challenge. These stakeholders include but are not limited to parents, teachers, administrators and students.

3. *Select student standard.*

School counselors select a specific mindset or behavior that best aligns with the data and the factors suggested in the supplemental data.

4. *Write learning objectives aligned with the student standard.*

School counselors operationalize the selected mindset or behavior by selecting or writing a measurable student learning objective(s) that will help students attain the standard. The learning objective(s) identify the specific knowledge and/or skills students need to attain that stated standard.

5. *Create pre-/post-assessment.*

School counselors create a pre-/post-assessment based on the student learning objectives and selected student standard.

6. *Select or develop strategies.*

School counselors select or develop strategies, activities and/or interventions that facilitate attainment of the learning objectives.

7. *Administer pre-test.*

School counselors administer the pre-test to determine the baseline knowledge and skills of targeted students.

8. *Deliver selected or designed strategies.*

School counselors deliver the strategies, activities and/or interventions to targeted students.

9. *Administer post-test.*

School counselors administer the post-test, assessing the students' acquisition of the knowledge and skills.

10. *Reflect for improvement of practice.*

School counselors reflect on the process, identifying what might be improved when next delivered.

School counselors use the ASCA Student Standards to ensure equity and improve access for all students. While the standards are based on a review of research and other college-, career- and life-readiness documents that identify strategies influencing student achievement and academic performance, learning happens within the context of the school environment. Students learn best in environments that are accepting, respectful, supportive and inclusive, and students cannot attain these standards in an inequitable environment.

As part of the implementation of a school counseling program based on the ASCA National Model, school counselors shape ethical, equitable and inclusive school environments that help all students achieve and succeed. School counselors have an ethical responsibility to provide curriculum and activities that ensure equitable academic, career and social/emotional development opportunities for all students.

Implementing the ASCA Student Standards through the lens of equity and access is essential to improving outcomes for all students. Without careful and thoughtful implementation, standards such as these can reinforce the status quo, including gaps in achievement, opportunity and attainment, and disproportionate rates of discipline and suspension for students of color. School counselors are aware that factors such as educators' beliefs, mindsets and behaviors can also perpetuate inequitable learning environments. The ASCA Student Standards should be used to promote equity and access for all students and create a school culture free of bias and oppression.

When faced with data exposing inequitable student outcomes, school counselors address the issue in two ways:

- work to help students attain the ASCA Student Standards
- use their leadership, advocacy and collaboration skills to address underlying systemic issues and create systemic change in the school

This combination of direct and indirect student services facilitates systemic change and affects students' ability to attain the ASCA Student Standards. To deliver indirect student services, school counselors:

- Advocate for policies, practices and guidelines that dismantle bias and promote equity for all
- Lead efforts to challenge policies, procedures, practices, traditions, customs or other behaviors perpetuating intentional or unintentional biased behaviors and outcomes
- Serve on school/district committees focused on ending bias, including committees addressing academic content
- Advocate for learning materials and resources in all content areas that promote diversity and inclusion and address systemic barriers
- Recognize and respond to incidents of bias among staff and students
- Collaborate with families, educators, businesses and community organizations focused on promoting opportunity and ending disparity, bias and oppression
- Present workshops for parents/families on how to foster and support respectful student behaviors

Collecting Mindsets & Behaviors Data

Collecting meaningful Mindsets & Behaviors data relies on the development of effective measures. School counselors go beyond asking if participants enjoyed the activity or if they believed it was beneficial. Rather, school counselors ask questions around the key Mindsets & Behaviors data concepts:

knowledge, attitudes and skills. Answering these questions helps school counselors communicate how students are different as a result of the school counseling program.

Asking questions that are developmentally appropriate and will lead to meaningful results requires thoughtful consideration. The mindsets and behaviors selected for the intervention or activity not only provide the basis for content but also form a basis on which questions are developed. Brainstorming statements that begin with stems such as I believe..., I know... and I can... guide question development. Once several of those statements have been written, they can be reworded into prompts that become data measures for multiple mindsets and behaviors.

Simple, meaningful questions can be most helpful in creating a data story. Measurement is less time-consuming when the mindsets and behaviors measures are easy-to-administer, easy-to-score and easy-to-analyze. No more than three to five questions or prompts are needed for any one measure. Forcing that limitation maintains the concentrated focus of both the intervention and the measure. It ensures the least amount of time is spent completing and scoring the assessment.

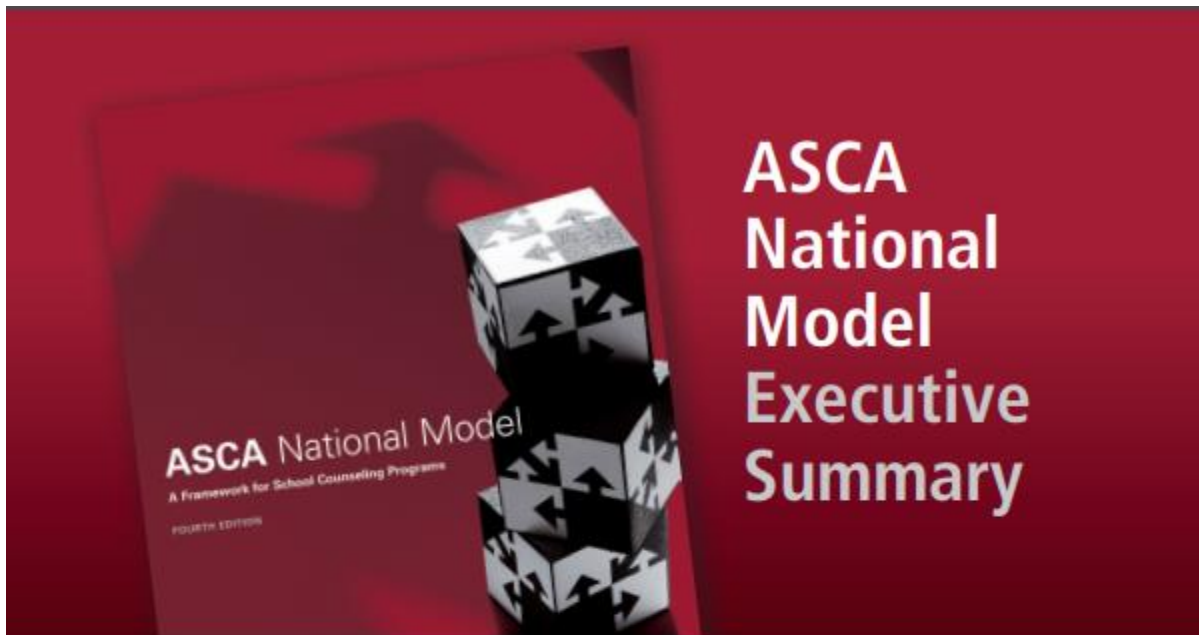
The ASCA Student Standards: Helping Students Become College-, Career- and Life- Ready

All students have the right to access a school counseling program that prepares them for the future and promotes equity and access for all. The ASCA Student Standards serve as the foundation for school counselors' work in direct student services for all students and describe the knowledge, attitudes and skills students should be able to demonstrate as a result of a school counseling program. School counselors use the ASCA Student Standards to assess student growth and development, create culturally sustaining strategies and activities, and build a program that helps students achieve their highest potential.

Citation Guide

When citing from this publication, use the following reference:

American School Counselor Association (2021). *ASCA Student Standards; Mindsets and Behaviors for Student Success*. Alexandria, VA: Author.



School counselors design and deliver school counseling programs that improve student outcomes. “The ASCA National Model: A Framework for School Counseling Programs” outlines the components of a school counseling program that is integral to the school’s academic mission and is created to have a significant positive impact on student achievement, attendance and discipline.

The ASCA National Model guides school counselors in the development of school counseling programs that:

- are based on data-informed decision making
- are delivered to all students systematically
- include a developmentally appropriate curriculum focused on the mindsets and behaviors all students need for postsecondary readiness and success
- close achievement and opportunity gaps
- result in improved student achievement, attendance and discipline

Training and credentialing matters. School counselors are certified/licensed educators with a minimum of a master’s degree in school counseling, making them uniquely qualified to address all students’ academic, career and social/emotional development needs through the implementation of a school counseling program that promotes and enhances student success.

Ratios matter. Research shows that appropriate student-to-school-counselor ratios have a significant effect on student attendance and lead to higher test scores. The ideal caseload is 250:1.



For research on the effectiveness of school counseling programs, go to www.schoolcounselor.org/effectiveness.

The framework of the ASCA National Model consists of four components: define, manage, deliver and assess.

DEFINE

Three sets of school counseling standards define the school counseling profession. These standards help new and experienced school counselors develop, implement and assess their school counseling program to improve student outcomes.

Student Standards

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

Professional Standards

- ASCA Ethical Standards for School Counselors
- ASCA School Counselor Professional Standards & Competencies

MANAGE

To be delivered effectively, the school counseling program must be efficiently and effectively managed. The ASCA National Model provides school counselors with the following program focus and planning tools to guide the design and implementation of a school counseling program that gets results.

Program Focus

- Beliefs
- Vision Statement
- Mission Statement

Program Planning

- School Data Summary
- Annual Student Outcome Goals
- Action Plans
 - Classroom and Group
 - Closing the Gap
- Lesson Plans
- Annual Administrative Conference
- Use of Time
- Calendars
 - Annual
 - Weekly
- Advisory Council



No more than
20%
of a school
counselor's time
should be spent in
program planning
and school support
activities.

Appropriate and Inappropriate Activities for School Counselors

Appropriate Activities for School Counselors	Inappropriate Activities for School Counselors
■ advisement and appraisal for academic planning	■ building the master schedule
■ orientation, coordination and academic advising for new students	■ coordinating paperwork and data entry of all new students
■ interpreting cognitive, aptitude and achievement tests	■ coordinating cognitive, aptitude and achievement testing programs
■ providing counseling to students who are tardy or absent	■ signing excuses for students who are tardy or absent
■ providing counseling to students who have disciplinary problems	■ performing disciplinary actions or assigning discipline consequences
■ providing short-term individual and small-group counseling services to students	■ providing long-term counseling in schools to address psychological disorders
■ consulting with teachers to schedule and present school counseling curriculum lessons based on developmental needs and needs identified through data	■ covering classes when teachers are absent or to create teacher planning time
■ interpreting student records	■ maintaining student records
■ analyzing grade-point averages in relationship to achievement	■ computing grade-point averages
■ consulting with teachers about building classroom connections, effective classroom management and the role of noncognitive factors in student success	■ supervising classrooms or common areas
■ protecting student records and information per state and federal regulations	■ keeping clerical records
■ consulting with the school principal to identify and resolve student issues, needs and problems	■ assisting with duties in the principal's office
■ advocating for students at individual education plan meetings, student study teams and school attendance review boards, as necessary	■ coordinating schoolwide individual education plans, student study teams, response to intervention plans, MTSS and school attendance review boards
■ analyzing disaggregated schoolwide and school counseling program data	■ serving as a data entry clerk

DELIVER

School counselors deliver developmentally appropriate activities and services directly to students or indirectly for students as a result of the school counselor's interaction with others.

These activities and services help students develop the ASCA Mindsets & Behaviors for Student Success and improve their achievement, attendance and discipline.

Direct Student Services

- Instruction
- Appraisal and Advisement
- Counseling

Indirect Student Services

- Consultation
- Collaboration
- Referrals



ASSESS

To achieve the best results for students, school counselors regularly assess their program to:

- determine its effectiveness
- inform improvements to their school counseling program design and delivery
- show how students are different as a result of the school counseling program

School counselors also self-assess their own mindsets and behaviors to inform their professional development and annually participate in a school counselor performance appraisal with a qualified administrator. The ASCA National Model provides the following tools to guide assessment and appraisal.

Program Assessment

- School Counseling Program Assessment
- Annual Results Reports

School Counselor Assessment and Appraisal

- ASCA School Counselor Professional Standards & Competencies Assessment
- School Counselor Performance Appraisal Template



For more information about the ASCA National Model, go to
www.schoolcounselor.org/ascanationalmodel.

Counselor Evaluation Instrument MCSD

Counselor, School Social Worker, Behavior Specialist, other

	<i>Performance Rating</i>			
	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
DOMAIN 1: Planning & Preparation				
1a: Demonstrating knowledge of counseling theory and techniques, e.g., individual consultations, group process	Counselor demonstrates little understanding of counseling theory and techniques. Counselor does not plan to meet with students individually or in groups.	Counselor demonstrates basic understanding of counseling theory and techniques. Counselor plans occasional meetings with individual students or groups to advance the program goals.	Counselor demonstrates understanding of counseling theory and techniques. Counselor plans frequent meetings with individual students or groups to help students make good academic and social choices.	Counselor demonstrates comprehensive and coherent understanding of counseling theory and techniques. Counselor plans for students to make independent, sound, informed academic, personal, and social choices.
<i>Evidence</i>				
1b: Demonstrating knowledge of child and adolescent development	Counselor displays little or no knowledge of child and adolescent development.	Counselor displays partial knowledge of child and adolescent development.	Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the developmental characteristics, and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.
<i>Evidence</i>				
1c: Establishing goals for the counseling program appropriate to the setting and the students served.	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.	Counselor's goals for the counseling program are rudimentary, and are partially suitable to the situation and the age of the students.	Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	Counselor's goals for the program are highly appropriate to the situation in the school and to the age of the students, and have been developed following consultations with students, parents, and colleagues. Goals include working with others to effect wider change throughout the school.
<i>Evidence</i>				

	<i>Performance Rating</i>			
	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
1d: Demonstrating knowledge of state and federal regulations, and resources within and beyond the school and district.	Counselor demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district.	Counselor displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor displays awareness of governmental regulations and resources for students available through the school or district, and some familiarity with resources external to the school.	Counselor's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district, and in the community.
<i>Evidence</i>				
1e: Planning the counseling program, using individual and small group sessions, and in-class activities, and including crisis prevention, intervention, and response.	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Counselor has developed a plan that includes the important aspects of counseling in the setting.	Counselor's plan is highly coherent, and serves to support not only the students individually and in groups, but also the broader educational program.
<i>Evidence:</i>				
1f: Developing a plan to evaluate the counseling program	Counselor has no plan to evaluate the program, or resists suggestions that such an evaluation is important.	Counselor has a rudimentary plan to evaluate the counseling program.	Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence, and a clear path towards improving the program on an ongoing basis.
<i>Evidence:</i>				
Self-Rating (Optional)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluator Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)

	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
DOMAIN 2: The Learning Environment				
2a: Creating an environment of respect and rapport	Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful.	Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship; counselor teaches students how to engage in positive interactions.
<i>Evidence:</i>				
2b: Establishing a culture for productive communication	Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or teachers, or between students and teachers.	Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.
<i>Evidence:</i>				
2c: Managing routines and Procedures	Counselor's routines for the counseling office or in classrooms are non-existent or in disarray.	Counselor has rudimentary and partially successful routines for the counseling office or classrooms.	Counselor's routines for the counseling office or classrooms work effectively.	Counselor's routines for the counseling office or classrooms are seamless, and students assist in maintaining them.
<i>Evidence:</i>				
2d: Establishing standards of conduct, and contributing to the culture for student behavior	Counselor has established no standards of conduct for students during counseling sessions, and makes no contribution to maintaining an environment of civility in the school.	Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counselor has established clear standards of conduct for counseling sessions, and makes a significant contribution to the environment of civility in the school.	Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.
<i>Evidence:</i>				

	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
2e: Organizing physical Space	The physical environment is in disarray, or is inappropriate to the planned activities.	Counselor's attempts to create an inviting and well-organized physical environment are partially successful.	Counseling office or classroom arrangements are inviting, and conducive to the planned activities.	Counseling office or classroom arrangements are inviting, and conducive to the planned activities. Students have contributed ideas to the physical arrangement.
<i>Evidence:</i>				
Self-Rating (Optional)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluator Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
Domain 3: Delivery of Services				
3a: Assessing student needs.	Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	Counselor's assessments of student needs are perfunctory.	Counselor assesses student needs, and knows the range of student needs in the school.	Counselor conducts detailed and individualized assessment of student needs to contribute to program planning.
<i>Evidence:</i>				
3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs.	Counselor's program is independent of identified student needs.	Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.	Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.	Counselor helps individual students and teachers formulate academic, personal/social, and career plans.
<i>Evidence:</i>				

	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
3c: Using counseling techniques, in individual and classroom programs	Counselor has few counseling techniques to help students acquire skills in decision-making and problem-solving for both interactions with other students and future planning.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision-making and problem-solving for both interactions with other students and future planning.	Counselor uses a range of counseling techniques to help students acquire skills in decision-making and problem-solving for both interactions with other students and future planning.	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision-making and problem-solving for both interactions with other students and future planning.
<i>Evidence:</i>				
3d: Connecting resources to meet needs	Counselor does not make connections with other programs in order to meet student needs.	Counselor's efforts to connect services with other programs in the school are partially successful.	Counselor connects with other programs within the school or district to meet student needs.	Counselor connects with other programs and agencies both within and beyond the school or district to meet individual student needs.
<i>Evidence:</i>				
3e: Demonstrating flexibility and responsiveness	Counselor adheres to the plan or program, in spite of evidence of its inadequacy.	Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.	Counselor makes changes in the counseling program after identifying evidence of the need for change.	Counselor is continually seeking ways to improve the counseling program, and makes changes as needed in response to student, parent, or teacher input.
<i>Evidence:</i>				
Self-Rating (Optional)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluator Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)

	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
Domain 4: Professional Responsibilities				
4a: Reflecting on practice	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	Counselor's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.	Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful, for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.
<i>Evidence:</i>				
4b: Maintaining records, and submitting them in a timely fashion	Counselor's reports, records and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor's reports, records and documentation are generally accurate, but are occasionally late.	Counselor's reports, records and documentation are accurate, and are submitted in a timely manner.	Counselor's approach to recordkeeping is highly systematic and efficient, and serves as a model for colleagues in other schools.
<i>Evidence:</i>				
4c: Communicating with Families	Counselor provides no information to families, either about the counseling program as a whole or about individual students.	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.
<i>Evidence:</i>				
4d: Participating in a professional community	Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.	Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.	Counselor participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues.	Counselor makes a substantial contribution to school and district events and projects, and assumes leadership with colleagues.
<i>Evidence:</i>				
	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
4e: Engaging in professional development	Counselor does not participate in professional development activities, even when such activities are clearly needed for the development of counseling skills.	Counselor participation in professional development activities is limited to those that are convenient or are required.	Counselor seeks out opportunities for professional development based on an individual assessment of need and/or recommendations from supervisor.	Counselor actively pursues professional development opportunities, and makes a substantial contribution to the profession through activities such as offering workshops to colleagues.
<i>Evidence:</i>				

4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality	Counselor displays dishonesty in interactions with colleagues, students, and the public, and violates principles of confidentiality.	Counselor is honest in interactions with colleagues, students, and the public, and does not violate confidentiality.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.
<i>Evidence:</i>				
Self-Rating (Optional)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluator Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement/ Developing (1 point)	Effective (2 points)	Highly Effective (3 points)

MCSD Counselor Evaluation Instrument and FSCA Framework Alignment

Counselor Evaluation Instrument	FSCA Framework Standards
Domain 1: Planning and Preparation	<p>Standard 1: Students will acquire the knowledge, skills, and attitudes that contribute to school success and lifelong learning.</p> <p>Standard 2: Students will acquire the academic preparation necessary to choose from a wide variety of educational, training, and employment options upon completion of secondary school.</p>
Domain 2: The Learning Environment	<p>Standard 5: Students will develop the skills to understand and appreciate themselves and others.</p>
Domain 3: Delivery of Services	<p>Standard 3: Students will acquire the self-knowledge necessary to investigate the world of work and make informed career decisions.</p> <p>Standard 4: Students will use strategies for career and education planning.</p>
Domain 4: Professional Responsibilities	<p>Standard 6: Students will identify and utilize processes to set and achieve goals, make decisions, and solve problems.</p>
Overall	<p>Standard 7: Students will develop the knowledge and skills to become contributing citizens in a multicultural society and global community.</p>



Annual Agreement Template

School Counselor _____ Year _____

School Counseling Program Mission Statement

School Counseling Program Goals

The school counseling program will focus on the following achievement, attendance, behavior and/or school safety goals this year. Details of activities promoting these goals are found in the curriculum, small-group and closing-the-gap action plans.

Program Goal Statements	
1	
2	
3	

Use of Time

I plan to spend the following percentage of my time delivering the components of the school counseling program. All components are required for a comprehensive school counseling program.

	Planned Use			Recommended
Direct Services to Students	_____ %	of time delivering school counseling core curriculum	Provides developmental curriculum content in a systematic way to all students	80% or more
	_____ %	of time with individual student planning	of time with individual student planning	
	_____ %	of time with responsive services	Addresses the immediate concerns of students	
Indirect Services for Students	_____ %	of time providing referrals, consultation and collaboration	Interacts with others to provide support for student achievement	
Program Planning and School Support	_____ %	of time with foundation, management and accountability and school support	Includes planning and evaluating the school counseling program and school support activities	

				20% or less
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Advisory Council

The school counseling advisory council will meet on the following dates.

Planning and Results Documents

The following documents have been developed for the school counseling program.

- ☐ Annual Calendar
 ☐ Closing-the-Gap Action Plans
☐ Curriculum Action Plan
 ☐ Results Reports (from last year's action plans)
☐ Small-Group Action Plan

Professional Development

I plan to participate in the following professional development based on school counseling program goals and my school counselor competencies self-assessment.

Professional Collaboration and Responsibilities: Choose all that apply.

Group	Weekly/Monthly	Coordinator
A. School Counseling Team Meetings		
B. Administration/School Counseling Meetings		
C. Student Support Team Meetings		
D. Department Chair Meetings		
E. School Improvement Team Meetings		
F. District School Counseling Meetings		
G. (Other)		

Budget Materials and Supplies

Annual Budget \$_____ Materials and supplies needed:

School Counselor Availability/Office Organization

The school counseling office will be open for students/parents/teachers from _____ to _____

My hours will be from _____ to _____ (if flexible scheduling is used)

The career center will be open from _____ to _____

Role and Responsibilities of Other Staff and Volunteers

School Counseling Department Assistant _____

Attendance Assistant Clerk _____

Data Manager/Registrar _____

Career and College Center Assistant _____

Other Staff _____

Volunteers _____

School Counselor Signature _____

Principal Signature _____

Date _____

References

American School Counselor Association (2019a). *ASCA National Model: A Framework for School Counseling Programs*, Fourth Edition. Alexandria, VA: Author.

American School Counselor Association. (2019b). *ASCA National Model: Executive summary*. Alexandria, VA: Author. Retrieved from <https://schoolcounselor.org/Ascanationalmodel/media/ANM-templates/ANMExecSumm.pdf>

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Marion County Public Schools (2015). *Marion County Comprehensive Guidance Plan*. Ocala, FL: Author.

Monroe County School District (2024). *iBeLieve: Monroe County School District Behavior Expectations*. Key West, FL: Author.

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