

# The Texas Model for Comprehensive School Counseling Programs

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5<sup>th</sup> Edition

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# **The Texas Model for Comprehensive School Counseling Programs**

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**Mike Morath**  
*Commissioner of Education*

**Penny Schwinn**  
*Deputy Commissioner, Academics*

**Monica Martinez**  
*Associate Commissioner, Standards and Support Services*

**Shelly Ramos**  
*Director, Curriculum Standards and Student Support*

**Jessica Snyder**  
*Director, Special Projects*

Texas Education Agency  
1701 N. Congress Avenue  
Austin, TX 78701  
[www.tea.texas.gov](http://www.tea.texas.gov)

# Foreword

The *Texas Model for Comprehensive School Counseling Programs, Fifth Edition, (Texas Model)* is a resource to help students benefit from high-quality and effective comprehensive school counseling programs. It aligns with Texas state law governing the work of school counselors.

The *Texas Model* outlines a process for tailoring school counseling programs to meet the varying needs of students in school districts throughout Texas. With this resource, a school counselor can learn to use campus-specific data to identify the unique needs of a campus and design a comprehensive school counseling program to meet those needs.

Recognizing the important roles of the entire educational community—principals, school counselors, teachers and parents—the *Texas Model* provides examples of how individuals in each of these roles can best contribute to implementation of the four components of comprehensive school counseling programs. The *Texas Model* also provides a developmental framework for a school counseling program curriculum that includes activities at every grade level to enhance students' educational, career, personal, and social development.

School counselors are recognized for their efforts in facilitating student learning and success. The *Texas Model* is intended to enhance the ability of school counselors to deliver the programs Texas students need to achieve their goals.



Mike Morath  
Commissioner of Education

## Acknowledgements

The Texas Education Agency and the Texas Counseling Association and the Texas acknowledge the contributions of the following Texas Model Task Force members whose time, expertise, and commitment resulted in the production of the Texas Model for Comprehensive School Counseling Programs, 5<sup>th</sup> Edition.

Elias Zambrano, Ph.D., Task Force Chair  
School Counseling Program Coordinator  
The University of Texas at San Antonio

Eunice Lerma, Ph.D.  
Assistant Professor  
The University of Texas, Rio Grande Valley

Ernest Cox, M.S.  
Assistant Professor  
Texas A&M University-San Antonio  
Former Director of Guidance & Counseling  
Judson Independent School District

Le'Ann Solmonson, Ph.D.  
Professor  
Stephen F. Austin State University

Scott Kessel, M.Ed.  
Director of Student Services and Safety  
Aledo Independent School District  
Adjunct Faculty  
Texas Christian University

Lisa A. Wines, Ph.D.  
Assistant Professor  
Administrator to Program Oversight and  
Accreditation  
Lamar University

The Fifth Edition of the Texas Model for Comprehensive School Counseling Programs builds on the work of previous volunteer Guidance Advisory Committees listed in Appendix H.

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# Executive Summary

*The Texas Model for Comprehensive School Counseling Programs (Texas Model)* is a revision and expansion of the 2004 *Pre-K-12<sup>th</sup> Grade Development Guide: A Model Comprehensive, Developmental Guidance and Counseling Program for Texas Public Schools*. The revision was completed by the Texas Counseling Association (TCA) in collaboration with the Texas Education Agency (TEA). As in the 2004 guide, the *Texas Model* is based on the statutory description of Texas school counseling programs and school counselor responsibilities (Texas Education Code [TEC] §§33.005-33.007). The *Texas Model* is further expanded to address changes to statute related to school counseling since 2004. A brief description of the document's introduction and five sections follows.

**Introduction:** School counselors, administrators, school board members, and other stakeholders are introduced to the *Texas Model* as a tool to help them create, validate, or improve their own campus or district school counseling programs. The *Texas Model's* purpose and history are explained, statutory requirements underpinning program necessities are identified, and the philosophical ideas behind the *Texas Model* are addressed in this section.

**Section I** describes 10 school counselor responsibilities or domains necessary for the implementation of comprehensive school counseling programs in Texas. The 10 school counselor domains first reflect responsibilities articulated in state statutes (TEC §§33.006-33.007) and are then augmented by professionally recognized legal, ethical, and practice standards. Each domain is further explicated through related standards that provide more detailed behavioral expectations. Information about school counselor characteristics, education and training, and a model job description are also included. New in this edition of the *Texas Model* are two additional school counselor domains: advocacy and program leadership responsibilities.

**Section II** describes the cycle of planning, designing, implementing, evaluating, and enhancing a new district or campus school counseling program, or revamping an existing one. It leads the reader through recommended activities such as leadership team identification, existing program assessment, new program design elements, implementation timeline, and program evaluation.

**Section III** describes foundational program components that communicate program purpose and philosophy through its mission statement and definition, rationale for the program, and assumptions of conditions necessary for successful program implementation. *How to* ideas are provided to assist districts and campuses in writing their foundational components.

**Section IV** defines and describes the four service delivery components of guidance curriculum, responsive services, individual student planning, and system support (TEC §33.005) through which school counseling services are provided to students, parents, school personnel, and other invested stakeholders. New information in this *Texas Model* includes a comparison of comprehensive school counseling services to the Response to Intervention (RTI) model. Moreover, descriptive school counseling program roles of school counselors, teachers, parents, and administrators are provided. Additionally, *how to* strategies are once again provided for each of

the four components, with special attention to the use of data in planning and evaluating the effectiveness of interventions and overall program success.

**Section V** presents the scope and sequence of the newly revised and recommended state guidance curriculum reflecting four content areas of interpersonal effectiveness, intrapersonal effectiveness, personal health and safety, and post-secondary education and career readiness. These content areas were reorganized and renamed to more accurately reflect the expanded responsibilities assigned to school counselors in statute since 2004. Each content area is further organized into student competencies with grade-level specific goals and competency indicators to assist school counselors with the planning and assessment of activities. The recommended curriculum resulted from collapsing the previous seven curricular content areas and incorporating non-repetitive student competencies identified in the American School Counselor Association (ASCA) National Model.

# The Texas Model for Comprehensive School Counseling Programs, 5<sup>th</sup> Ed.

## Introduction

The ever-increasing needs of children and the expectations of today's society are on a collision course with the growing demands on our educational system. Educators and parents are challenged to educate all students at an ever-higher level of achievement to meet the demands of an increasingly rigorous curriculum, even though societal and other factors cause some of our children to attend school ill-equipped emotionally, physically, and/or socially to learn. Schools must respond by providing support for all students to learn effectively.

A school counselor is the school staff member who has the unique training and qualifications to engage in this work from a theoretical and developmental framework. The original purpose of placing counseling professionals in the school setting was to assist with career development. At that time, the title was Guidance Counselor. As the roles and responsibilities of the guidance counselor expanded, guidance became a component of comprehensive developmental counseling programs and the title changed to School Counselor to adequately reflect the diversity of services provided. This is also the title that has been established in the Texas Education Code. Figure 1.1. provides a graphic representation of the evolution of the school counseling profession.

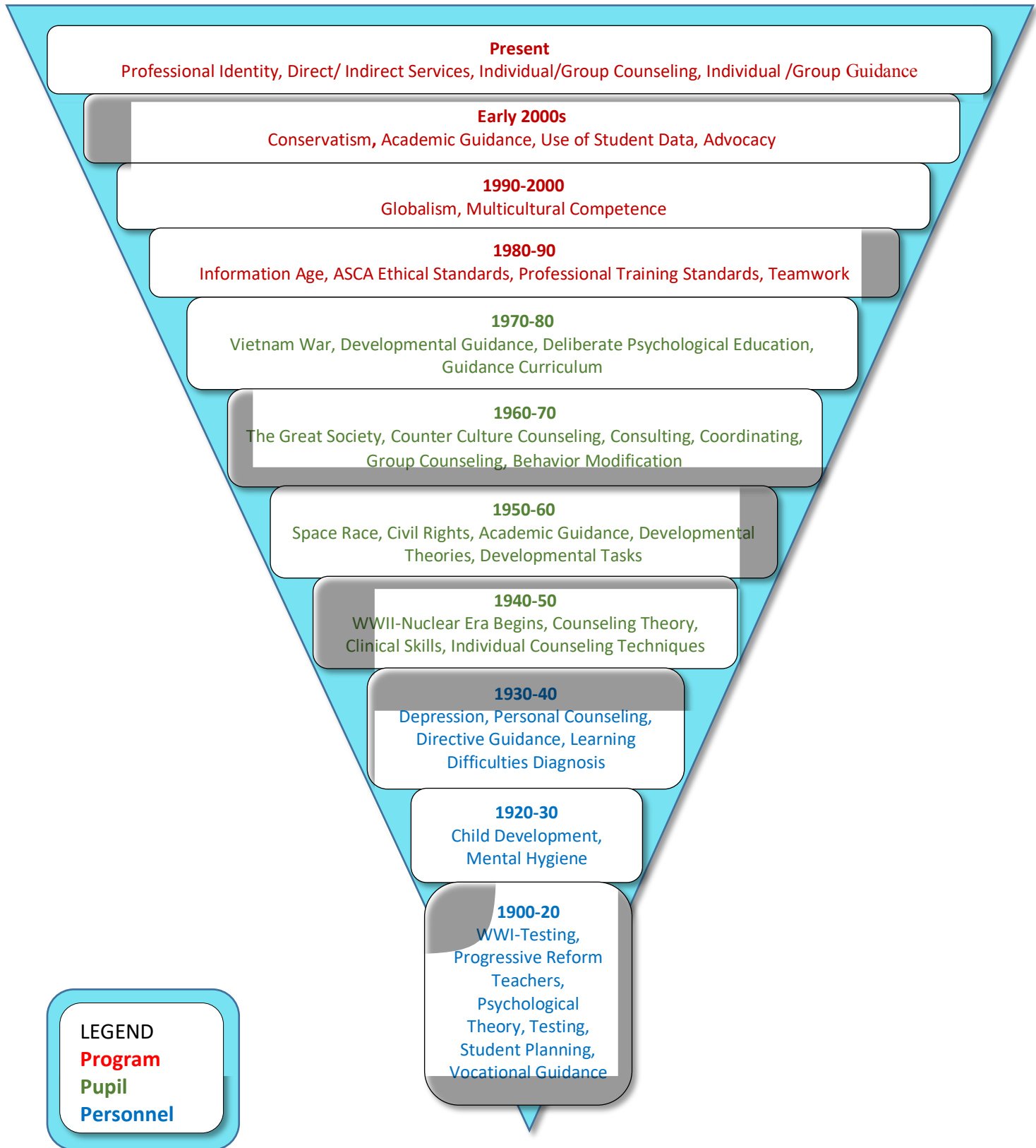
The school counselor should be the educational professional who has the holistic view of the students' overall academic plans and progress. The school counselor has access to the students' performance in all subjects, their academic history, and their test scores. This comprehensive view of the student can then be utilized to work with students in small groups and individually to assist them in establishing goals and exploring post-secondary options. The individual and group work with students should be connected to the overall goals of a comprehensive school counseling program and based upon developmental needs of the students.

As educators continue to seek equity for students through quality programming in all facets of the educational program, the *Texas Model* describes what constitutes a quality school counseling program – a “comprehensive developmental counseling program” – which provides equal opportunities for all students to receive guidance and counseling. This comprehensive school counseling program plays a vital role in assisting educators in the integration of counseling objectives with other instructional goals.

The implementation of a high-quality comprehensive, developmental school counseling program benefits the various populations involved in the program:

- Students increase their knowledge and skills in intrapersonal effectiveness, interpersonal effectiveness, personal safety and wellness, and post-secondary planning. All students will have access to professional school counselors for assistance with personal-social concerns, as well as academic career planning.
- Teachers collaborate with professional school counselors to enhance the cognitive and affective development of students and will have a full understanding of the mission and goals of the counseling program.

**Figure 1.1.**  
**Evolution of Counseling Competencies**  
**1900 – Present**



- Administrators have a fuller understanding of the mission and goals of the counseling program, a basis for determining staff and funding allocations, and a means for evaluating the school counseling program and expanding the school counseling program to the community.
- Boards of Education have a fuller understanding of the mission and goals of the school counseling program and will gain a more defined rationale for inclusion of school counseling in the school system.
- Professional school counselors benefit from clearly defined responsibilities, elimination of non-counseling functions, and a framework to provide developmental guidance through a balanced comprehensive school counseling program for all students.
- Parents have a fuller understanding of the school counseling program and access to professional school counseling services to have increased involvement in children’s education and educational career planning.

**The Purpose of the *Texas Model***

The purpose of this publication is to describe the Texas Model for Comprehensive School Counseling Programs and to outline a process for tailoring the program model to meet the needs of the vast array of Texas public schools. It provides quality program standards designed to enhance district and campus efforts to improve the school counseling programs.

During the 1989-90 school year, the Guidance Advisory Committee reached consensus about the definition of and the goals for school counseling programs in Texas public schools. This provided the guidance for the first edition of the *Texas Model* that professional school counselors needed to respond to the challenges faced in the school setting.

The school counseling profession has transformed in the last 25 years and much of the transformation can be attributed to comprehensive developmental counseling programs. Professional school counselors no longer work in isolation as solo practitioners. They are educational leaders who are responsible for coordination and collaboration with all stakeholders to facilitate the optimal development of all students. The *Texas Model* provides a framework for transforming individual and district level school counseling programs to maximize the achievement of all students. Figure 1.2. compares the characteristics of a traditional and a developmental program.

**Figure 1.2.  
Characteristics of Traditional vs. Developmental Counseling Programs**

<b>Traditional</b>	<b>Developmental</b>
<ul style="list-style-type: none"> <li>• Reactive</li> <li>• Crisis counseling only</li> <li>• Individual guidance and counseling only</li> <li>• Uneven services to students</li> <li>• Emphasis on services</li> <li>• Information dissemination</li> <li>• Clerical/administrative task oriented</li> <li>• Unstructured program</li> <li>• Unmeasurable</li> <li>• Counselors only</li> </ul>	<ul style="list-style-type: none"> <li>• Planned, based on priorities</li> <li>• Preventive and crisis counseling</li> <li>• Group and individual counseling</li> <li>• Consistent services to all students</li> <li>• Emphasis on program</li> <li>• Developmental curriculum</li> <li>• Student goal attainment oriented</li> <li>• Designed program</li> <li>• Evaluated and improved, based on evaluation results</li> <li>• Counselors collaborate with all school staff, parents, and community</li> </ul>

## **The History of the *Texas Model***

The first *Texas Model* was introduced by the Texas Education Agency in 1991. In 1995, it was incorporated into the Texas Education Code (TEC) as a requirement for all elementary schools chosen as recipients of a federal grant intended to support the implementation of comprehensive school counseling programs. In 1997, the 2<sup>nd</sup> Edition of the *Texas Model* was published to reflect changes in the school counseling profession and in statutory requirements. In 1998, the 3<sup>rd</sup> Edition was released and reflected changes in language that reflected stakeholder input. In 2001, Chapter 33 of the Texas Education Code placed a statutory requirement for all Texas public schools to implement a comprehensive school counseling program. In 2004, upon the recommendation of the TEA Guidance Advisory Committee, the *Texas Model* was once again updated to reflect the current needs of Texas students. This 5<sup>th</sup> edition is a result of the leadership of the Texas Counseling Association responding to the professional school counselors across the state requesting an update reflecting statutory changes and the evolution of the school counseling profession.

The *Texas Model* is intended to serve as a model for all schools, regardless of size, the maturity of the school counseling program, or characteristics of communities. Districts continue to have flexibility to modify it to meet local needs and to match local resources. A basic premise of this guide and the programmatic approach to school counseling follows:

- A school counseling program must be designed to use resources that are available, or the campus or district must make available resources that are needed to implement the school counseling program as designed.
- The design includes the establishment of priorities; the resources include all school staff in a team approach to the delivery of the school counseling program.

### **Statutory and Regulatory Requirements Related to School Counseling**

The importance of the school counseling profession is evident through the numerous statutory and regulatory requirements that govern school counselors' work. School counselors are impacted by legislation that is introduced in every session of the Texas Legislature. This section provides an overview of the history of some of this legislation and current requirements related to professional school counselors. The following chart provides an overview of current statutory requirements. Detailed information on the statutes follows.

<b>Statutory Reference</b>	<b>Topic</b>
TEC §21.003	Standards for obtaining designation as Certified School Counselor (CSC) certification required
TEC §21.054	Continuing education requirements
TEC §§33.003-33.007	Duties of CSC and components of Comprehensive School Counseling Programs (CSCP)
TEC §21.356	Update of CSC duties and evaluation form
TEC Chapter 37	Disciplinary Alternative Education Program (DAEP) requirements for counseling
TEC §11.252	District improvement plans related to suicide & violence prevention, conflict resolution
TEC §28.025	Advisement on high school diploma options
TEC §28.026	College admission and financial aid notifications
TEC §28.054	Subsidies for AP and IB tests
TEC §29.911	Generation Texas Week
TEC §38.010	Referral to outside counselor

Both the Texas Education Agency (TEA) and the Texas Counseling Association (TCA) recommend the *Texas Model* for use by Texas public schools. The information provided in the *Texas Model* may be used to assist districts in complying with TEC §§33.005-33.007. The responsibilities of the school counselor are defined in the TEA Counselor Job Description and Evaluation Form.

The Texas Education Code (TEC §33.003-33.007) specifies the duties of school counselors and outlines components of the school counseling program. The language describing school counseling programs and the role of the school counselor was updated when the new code was adopted in 1995. Specifically, TEC §33.005 states:

*The school counselor shall work with the school faculty and staff, students, parents, and the community to plan, implement, and evaluate a developmental guidance and counseling program. The school counselor shall design the program to include*

- *a guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives;*
- *a responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk;*
- *an individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development; and*
- *system support to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.*

TEC §33.006 goes on to state:

*The primary responsibility of a school counselor is to counsel students to fully develop each student's academic, career, personal, and social abilities. In addition, the school counselor shall*

- *participate in planning, implementing, and evaluating a comprehensive developmental guidance program to serve all students and to address the special needs of students who are*
  - *at risk of dropping out of school, becoming substance abusers, participate in gang activity, or committing suicide;*
  - *in need of modified instructional strategies; or*
  - *gifted and talented, with emphasis on identifying and serving gifted and talented students who are educationally disadvantaged*
- *consult with a student's parent or guardian and make referrals as appropriate in consultation with the student's parent or guardian;*
- *consult with a school staff, parents, and other community members to help them increase the effectiveness of student education and promote student success;*
- *coordinate people and resources in the school, home, and community;*
- *with the assistance of school staff, interpret standardized test results and other assessment data that help a student make educational and career plans; and*

- *deliver classroom guidance activities or serve as a consultant to teachers conducting lessons based on the school's guidance curriculum.*
- *Serve as an impartial, nonreporting resource for interpersonal conflicts and discord involving two or more students, including accusations of bullying, under Section 37.0832.*

In 1995, the Commissioner of Education was directed by TEC §21.356 to develop and periodically update a school counselor job description and evaluation form. The law further directed the Commissioner of Education to consult state counselor education associations in the development and updating of a school counselor job description and evaluation form. Evaluation must be based on job related performance. School counselors are to be evaluated annually.

To appropriately update school counseling programs, services must be integrated into programs and the programs must have a developmental basis that help all students develop and practice specific competencies. School counseling programs also must be systematically planned and delivered, and include a component that is responsive to students' special needs.

TEC Chapter 37 requires disciplinary alternative education programs for student "behavioral needs" and requires that these programs provide supervision and counseling. Additionally, the law states that a program of educational and support services may be provided to a student and the student's parents when an offense involves drugs or alcohol.

State and Federal law concerning the Individuals with Disabilities Education Act (IDEA) requires that students receive services as determined by the Admission, Review, and Dismissal (ARD) Committee and Individual Education Program (IEP) which may include counseling.

Legislative mandates direct the work of a professional school counselor in both direct and indirect ways. It is imperative that districts and school counselors are informed about new statutory requirements to remain compliant with mandates. This 5<sup>th</sup> Edition of the *Texas Model* provides legislative updates as of December 2017. Listed below are summaries of each statute that impacts school counseling programs. Districts and school counselors will need to research the specifics of each of the requirements.

#### *District-Level Planning and Decision-Making (TEC §11.252)*

School counselor responsibilities are indirectly implied in TEC §11.252 related to measurable district performance objectives. This section requires a campus to provide suicide prevention, conflict resolution, and violence prevention programs, as well as policies related to sexual abuse and maltreatment of students. The nature of these mandates warrants the knowledge, training, and skills of a professional school counselor. This section also requires interventions to address dropout reduction, discipline management, career education, and accelerated education. The identified roles and responsibilities of the professional school counselor create a logical connection to these interventions. TEC §11.252(a)(4) has direct correlation to the role of a school counselor. This section identifies the requirements of secondary school counselors related to providing students and parents with information about higher education, financial aid, and the impact of curriculum choices on higher education and financial aid.

#### *Certification Required (TEC §21.003)*

The law requires school counselors to hold certification from the State Board of Educator Certification (SBEC).



*Continuing Education (TEC §21.054)*

This section relates to the required topics for continuing education of professional school counselors. The required topics are: assisting students in developing high school graduation plans; implementation of dropout prevention strategies; informing students about college admission, application processes, and financial aid; and career opportunities.

*High School Diploma and Certificate; Academic Achievement Record (TEC §28.025)*

Advisement on the options for the high school curriculum is mandated. Professional school counselors are to advise students and parents on the benefits of graduating with one of the endorsements offered by the school. In addition, the school counselor is to obtain written permission from a parent for a student to graduate under the foundation high school program without earning an endorsement. This section also details the foundation high school program requirements, as well as the possible endorsements.

*College Admission and Financial Aid (TEC §28.026)*

In this section, details are set forth regarding notifications to students and parents regarding requirements for automatic admission to postsecondary institutions and curriculum requirements for financial aid as outlined in TEC §51.803. School counselors are required to provide a detailed explanation of TEC §51.803 upon a student's enrollment in the first high school course and again during the senior year. In addition, students who are juniors and have a grade point average in the top 10 percent of the student's high school class must receive written notification of the student's eligibility for automatic admission no later than 14 days after the last day of the fall semester.

*Subsidies for AP and IB Tests (TEC §28.054)*

School counselors are to provide students who demonstrate financial need with a written application to request a subsidy for the application fee of Advance Placement and International Baccalaureate Examinations.

*Generation Texas Week (TEC §29.911)*

Each middle school, junior high, and high school is required to designate one week during the school year as Generation Texas Week. The specific identification of the school counselor's responsibility is related to providing financial aid information. However, the other required information is related to the role of the school counselor. That information includes higher education options, admission requirements, and automatic admission. At least one public speaker shall be provided to promote the importance of higher education.

*Employment of a School Counselor (TEC §33.002)*

This section outlines the requirements for schools to employ a certified school counselor.

*Parent Involvement (TEC §33.004)*

The requirements for record keeping and consent are outlined in this section. In addition, the requirement for an annual preview of school counseling materials for parents and guardians is described.

*Developmental Guidance and Counseling Programs (TEC §33.005)*

The requirements related to a comprehensive school counseling program are provided. The *Texas Model* provides a detailed explanation of those requirements.

*General Duties of a School Counselor (TEC §33.006)*

A description of the primary roles and responsibilities of a Professional School Counselor is provided.

*Counseling Regarding Postsecondary Education (TEC §33.007)*

This section outlines specific information a school counselor must provide to students and parents related to postsecondary education.

*Referral to an Outside Counselor (TEC §38.010)*

The pre-requisite steps for making a referral to an outside counselor are outlined.

In addition to the statutes cited herein, the Texas Administrative Code (TAC §239.15) details the standards required to obtain a School Counselor certificate. (See Appendix A) It specifies the knowledge and skills that must be included in the development of school counselor education curricula and coursework to adequately prepare qualified school counseling professionals. These standards provide the framework for the required school counselor certification examination.

### **Code of Ethics**

Where statutory requirements provide mandates for the school counseling profession in Texas, it is also vital that school counselors are aware of and adhere to codes of ethics relevant to the school counseling profession. There are several codes of ethics that apply to Professional School Counselors in Texas. The first is the Code of Ethics and Standard Practices for Texas Educators and is included in Texas Administrative Code §247.2 (Appendix C). In addition, the most current version of the American Counseling Association Code of Ethics and the American School Counselor Association Code of Ethics should be adhered to by all school counselors. These codes are available online.

### **For Whom the *Texas Model* is Intended**

The *Texas Model* is intended for all stakeholders who seek to validate or improve the effectiveness and efficiency of the school counseling program in their districts and on their campuses. However, it is especially pertinent to educational professionals and decision-makers in the following capacities.

***School Counselors:*** to help them establish, implement, manage, and evaluate the comprehensive school counseling program designed to benefit all their students

***Principals:*** to help them collaborate with school counselors to design and deliver a quality school counseling program

***District Administrators such as Superintendents and Assistance Superintendents, as well as Administrators of School Counseling Programs, and Curriculum and Instruction Directors:*** to

help them provide appropriate support for school counseling program development efforts, to establish procedures which enhance the effectiveness of the school counseling program, and to provide guidance for site-based committees

***Boards of Education:*** to help them set policies that cause the modernization of the school counseling programs in their schools

### **What is Included in the *Texas Model***

The *Texas Model* is intended to provide a framework for the development, evaluation, and maintenance of a comprehensive school counseling program.

- Section I provides an explanation of the program implementation cycle. School counselors can use this section to plan the process of program development and implementation.
- Section II outlines the foundational components including a mission statement, definition, rationale, assumptions, and goals. In this section, school counselors will be prompted with questions that are designed to assist in developing the foundational components of a comprehensive school counseling program.
- Section III is a detailed focus on the four components of the delivery system: guidance curriculum, responsive services, individual planning, and system support. In addition, this section provides information regarding program management and balance and non-counseling duties.
- Section IV presents professional responsibilities of school counselors. These include training requirements, professional orientation, and school counselor competencies presented in statute and code. It also provides a sample job description.
- Section V provides the scope and sequence for the Texas Model for Comprehensive School Counseling Programs. The content areas are organized in four categories: Intrapersonal Effectiveness, Interpersonal Effectiveness, Postsecondary Education and Career Readiness, and Personal Health and Safety. Within each of those content areas, student competencies are provided, along with goals and competency indicators. The appendices contain resource materials to use in the development and implementation of a comprehensive school counseling program.

### **Rationale for the *Texas Model***

Compelling empirical evidence demonstrates the positive impact a comprehensive school counseling program has on the overall academic achievement of students, their attendance and behavior as well as the overall school climate (Carey & Dimmitt, 2012; Wilkerson, Perusse, & Hughes, 2013; Lapan, Gysbers, Bragg, & Pierce, 2012). The Texas Model for Comprehensive School Counseling Programs reflects the characteristics of high performing counseling programs like the ones described in the research cited. The characteristics of high and low performing counseling programs are detailed in Figure 1.3.

**Figure 1.3.**  
**Characteristics of High and Low Performing Counseling Programs**

<b>Recommendation #1: Establish a School Plan</b>	
<b>Low Performing Programs</b>	<b>High Performing Programs</b>
A set of loosely related services performed almost exclusively by the school counselor	A well-defined process that leads to well-coordinated services for all students
Students “fall through the cracks”	An ongoing monitoring system is set up to constantly assess student performance and provide services where needed
School counselors operate in isolation from the school, community, and district	School counselors are part of planning teams
No coordinated planning process to provide for the needs of students; plans are viewed as a bureaucratic requirement	Planning process involves everyone in the school, community, students, parents, teachers, administrators, and school counselors
Little district support	District provides services and support to schools by: <ul style="list-style-type: none"> <li>• providing technical assistance to their assessment of needs and evaluation</li> <li>• providing special allocation of resources to schools serving large numbers of “at-risk” students</li> <li>• periodically reviewing school plans</li> <li>• identifying elements that should be coordinated across and among schools</li> </ul>
Do not use data on a regular basis to analyze and improve student learning	Use data regularly to analyze and improve student learning
<b>Recommendation #2 Clarify the Role of the School Counselor</b>	
<b>Low Performing Programs</b>	<b>High Performing Programs</b>
School principals view school counselors as quasi-administrators whose primary function is to schedule student into classes	School principals emphasize the importance of the school counselor as a monitor and promoter of student potential as well as a coordinator of the school’s counseling program
School counselors spend most of their time doing technical tasks, paperwork, and seemingly unrelated jobs as assigned (bus duty, supervision)	School counselors develop close alliances with teachers and link their work with students in the classroom
School counselors work with students exclusively on an individual basis	School counselors use group counseling, classroom presentations, and computer technology as well as individual counseling
School counselors operate in isolation	School create conditions for collaboration of school counselors, teachers, and administrators – particularly for high-risk populations – to devise strategies for: <ul style="list-style-type: none"> <li>• improving student performance and interest in school</li> <li>• understanding and addressing the needs of a changing student population</li> <li>• encouraging a minority and poor students to continue their education</li> <li>• involving parents in the education process</li> <li>• forging partnerships with community agencies, businesses, and universities to better serve the needs and interests of students</li> </ul>
School counselors serve as “gatekeepers” to limit access by performing screening functions	School counselors serve as “advocates” for all students, encouraging them to maximize their potential

School counselors' sphere of influence is limited to working with students and other school counselors	School counselors are viewed as having a central role in school wide change to improve student achievement and services
<b>Recommendation #3 Involve Parents</b>	
<b>Low Performing Programs</b>	<b>High Performing Programs</b>
Parent involvement is minimal and usually limited to PTA, fundraising, or attending open house	Parent and family involvement means ensuring their participation in students' academic planning, course selections, and options for postsecondary choices
Regular day schedule prevails regardless of the needs of the community; parents are expected to adjust their schedules to the school's	Information for parents is provided at a time and in places that are convenient for family work schedules; this may mean flexible scheduling for school counselors, teachers, and administrators

<b>Recommendation #4 Provide Guidance and Support for Children and Young Adolescents</b>	
<b>Low Performing Programs</b>	<b>High Performing Programs</b>
Too many excuses for why poor kids can't learn	All students are viewed as potential high achievers
Students separated by "perceived" ability into homogeneous groups	Most/all instruction in heterogeneous groups
Only high-ability students taught advanced-level material or given college information	All students get same rigorous core curriculum and are offered the full range of postsecondary opportunities
Low achievement and poor school functioning blamed on others	Staff views improving achievement and school functioning as its responsibility
Few support services for students	Ample support services closely integrated with instructional program
Little college information given to students and parents until high school and usually not until 11 <sup>th</sup> and 12 <sup>th</sup> grades	Extra efforts are made at elementary and middle school to work with students and parents in understanding college options and financial aid opportunities
<b>Recommendation #5 Provide Better Services Through Collaboration</b>	
<b>Low Performing Programs</b>	<b>High Performing Programs</b>
Few students get served – schools try to "do it all"	Schools build a support system with human service agencies, colleges, and other community organizations
School services focus on students who are academically successful or potential dropouts; the students "in the middle" get ignored	"Average" students get the needed extra attention by collaboration with colleges and businesses through: <ul style="list-style-type: none"> <li>• mentorships</li> <li>• grants</li> <li>• employment</li> <li>• college transition programs</li> </ul>

*Source: Making the Vision a Reality, (College Entrance Examination Board, CEEB 1996) pp. 10-17*

## **Student Needs**

The contributions of school counselors and school counseling programs to the educational mission of a campus or district and to the individual student's development are many and varied. Although the basic goal of school counseling is to enhance the student's educational development, studies show that through interventions and activities designed by a school counselor, some students achieve identified results in the areas of intrapersonal effectiveness, interpersonal effectiveness, postsecondary planning and readiness, and personal health and safety. Issues that students identify as benefiting from school counseling programs are wide-ranging and include the following:

- school attitudes and behaviors
- test anxiety
- peer relationships
- study skills
- career planning
- suicide prevention
- school safety
- harassment issues
- bullying and victimization
- gang pressures
- conflict resolution
- college choice
- death of a family member or friend
- family divorce
- substance abuse
- family abuse
- scholarships and financial aid

## **Definition**

A comprehensive school counseling program is developmental and systematic in nature, sequential, clearly defined, and accountable. It is jointly founded upon developmental psychology, educational philosophy, and school counseling methodology (ASCA, 2012). Comprehensive developmental school counseling programs are vital to the achievement of excellence in education for all students. The Texas Model for Comprehensive School Counseling Programs is an integral part of each school's total educational program. It is developmental by design and sequentially organized and implemented by Certified School Counselors with the support of teachers, administrators, students, and parents.

Comprehensive developmental school counseling programs organize resources to meet the priority needs of students through four delivery system components. The identified needs of all students in prekindergarten through grade 12 provide the basis for the developmental school counseling program, delivered through Guidance Curriculum and Individual Planning System components. The identified special needs of some students provide the basis for the Responsive Services component. The identified needs of the school system itself are met through the System Support component.

### **Assumptions of the *Texas Model***

For effective implementation of the comprehensive school counseling program to occur, certain programmatic conditions must exist and resources must be allocated as outlined below.

**Conditions Required.** The Texas Model for Comprehensive School Counseling Programs is based on the follow assumptions regarding conditions:

- The minimum level school counseling program provides for each of the four delivery system components and employs a professionally certified school counselor.
- All students, parents, teachers, and other recipients of the school counseling program have equal access to the program regardless of gender, gender identity, sexual orientation, race, ethnicity, cultural background, religious or spiritual preference, disability, socioeconomic status, learning ability level, or native language.
- Parents will be full partners with educators in the education of their children (TEC Chapter 26).
- School counselors who are employed in a setting that is characterized by adequate physical and attitudinal resources are able to make their unique contributions to the educational program and to the healthy growth and development of students. The conditions required for effective school counseling program implementation include a positive work environment (one with favorable interpersonal relations among the school staff); administrative commitment to and support of the school counseling program; and an adequate budget and school counseling materials.
- School administrators understand and support the school counseling program's priorities and its demands. Administrators make decisions and establish policies and procedures considering this understanding. For example, since school counselors must have access to students and vice versa, schedules will be developed to allow student accessibility. The Texas Education Agency will continue to provide leadership and technical assistance as the schools implement the Texas Model for Comprehensive School Counseling Program.

**Resources Needed.** The more resources allocated to support the school counseling program, the greater the contribution that can be made to students' education and development.

#### **Staff**

- All staff members accept responsibility for school counseling program goals and objectives.
- School counselors should be fully certified by the State Board for Educator Certification and have the special training needed to carry out specialized job assignments.
- For appropriate implementation of the school counseling program, the roles of each of the staff members and their organizational relationships must be clearly defined.
- Professional relationships are characterized by respect, collaboration, and cooperation.
- The counselor-to-student ratio must be adequate to implement the designed school counseling program, or the school counseling program must be designed within the parameters of the ratio.

**Parent Awareness and Support.** Parents have access to preview school counseling materials that may be used with their children in the delivery of the comprehensive developmental school

counseling program. Parent and family involvement in education is essential to the intellectual growth and academic achievement of their children.

**Program and Staff Development.** Time and opportunity need to be provided for school counseling programs to be designed and evaluated, and for implementation plans and products (e.g. school counseling program component resource guides) to be developed. In-service training to facilitate school counselors' achievement of professional growth goals should be provided.

**Budget.** An adequate school counseling department budget should be established to support program needs and goals. Budget sources should include:

- Campus budgets: comparable to those of other departments
- District budgets: for categories of items that are centrally managed; for example, program materials, audiovisual, computer, and other capital outlay equipment
- State and Federal appropriations that are allocated to enhance academic achievement, career development, and personal/social development of all students

**Materials, Supplies, and Equipment.** These should be easily accessible to support the school counseling program. Materials should be relevant to the school counseling program, appropriate for the community, and of sufficient quantity to be useful. The school counselor should have locked files and private lines on telephones.

**Facilities.** All facilities must be easily accessible and adequate to allow for the implementation of the comprehensive school counseling program; specifically, the school counselor must have the following:

- a private office, properly equipped and soundproofed, built with consideration of the students' right to privacy and confidentiality
- access to facilities for conducting small group counseling and large group guidance
- adequate space to organize and display counseling materials
- adequate storage space

The following chapters of the *Texas Model* are designed to assist schools and districts in the development, implementation, and evaluation of The Texas Model for Comprehensive School Counseling Programs, 5<sup>th</sup> edition. The *Texas Model* is not intended to be prescriptive in nature, but a resource that allows for flexibility to support Texas schools in designing comprehensive school counseling programs that meet the unique needs of each campus and/or district.



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# **SECTION I**

## **Responsibilities of School Counselors and Other Staff in Comprehensive School Counseling Programs**



## **Comprehensive School Counseling Programs**

The Texas Model for Comprehensive School Counseling Programs is intentionally designed to address locally identified needs in school districts and campuses. The *Texas Model* is designed to make maximum use of available material and human resources. The design may address developing a new program, strengthening an existing program, or redirecting existing resources to the revamped program.

Program leadership is primarily the responsibility of school counselors in collaboration with decision-makers such as campus administrators, district administrators (e.g., superintendents, directors of counseling services) and local boards of education.

Section I addresses the 10 professional competencies school counselors use in delivering services to students and others through an organized and intentional comprehensive school counseling program. These competencies reflect school counselor responsibilities identified in statute (TEC §33.006) and professional school counseling research, literature, and accepted school counselor practices (American Counseling Association [ACA] Code of Ethics, 2014; American School Counselor Association [ASCA] Ethical Standards for School Counselors, 2016; Association for Multicultural Counseling and Development [AMCD] Multicultural and Social Justice Counseling Competencies, 2015; Gysbers and Henderson, 2012; Lewis, Arnold, House, & Toporek, 2002). A brief explanation of professional school counseling values and related educational training is provided before a description of the 10 responsibilities is presented.

### **School Counselors' Orientation**

School counselors accept responsibility for helping all students through the systematic delivery of a comprehensive school counseling program. School counselors respect students' individuality and are committed to understanding the diverse backgrounds and other factors that influence their present circumstances. School counselors maintain optimism about each student's future.

School counselors approach students, parents, teachers, and others with understanding, acceptance, warmth, and an optimistic attitude about everyone's potential. They believe that people can change in positive ways. School counselors are committed to personal change and growth in others as well as in themselves. They can relate to and effectively communicate with people of all ages and diverse cultural backgrounds. When highly qualified school counselors demonstrate these personal characteristics and competencies, they are responsive to the school community's diverse cultures and the probability of having an effective comprehensive school counseling program increases.

### **School Counselors' Background and Training**

In Texas, Certified School Counselors (CSC) must have two years of classroom teaching experience. Thus, they have demonstrated competence and understanding of instruction as well as the dynamics of the classroom and the school setting. Having experience as teachers helps school counselors understand the school related situations, problems, and opportunities that exist in the school milieu.

Graduate coursework requirements leading to school counseling certification are established by the State Board for Education Certification and addressed in Title 19 of the Texas Administrative Code (TAC), §239.15 (Appendix A). Thus, curricular content outlined for school counseling graduate programs must provide school counselors with the following necessary competencies:

- Knowledge of professional issues such as history, theories, practices of school counseling, learner developmental characteristics and needs, legal and ethical standards, and school counselor role and responsibilities
- Skills to promote the educational, personal, social, and career development of the learner
- Understanding of processes that address the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation, and personal growth
- Ability to support equity and excellence in the promotion of academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities
- Ability to communicate through the demonstration of effective professional and interpersonal exchanges in the advocacy of all students in the school
- Participation in professional development through a commitment to learn, improve the profession, and model professional ethics and personal integrity

Furthermore, school counselors demonstrate their commitment to continuous professional development through the articulation of annual professional growth plans (Gysbers and Henderson, 2012, p. 319). School districts have a responsibility to provide appropriate in-service training to school counselors and to support school counselors as they pursue other professional development activities.

School administrators, faculty, parents, and community members should expect school counselors to competently carry out 10 basic responsibilities in a professional and accountable manner. The 10 responsibilities, set forth in state statute (TEC §33.006) as well as professional school counseling research, literature, and evidence-based practice, include the following:

- Program Management
- Guidance
- Counseling
- Consultation
- Coordination
- Student Assessment
- Advocacy
- Leadership
- Professional Behavior
- Professional Standards

### **Responsibility Domains**

The 10 school counselor responsibilities are described below as domains for professional performance supervision and evaluation. Furthermore, each domain is further explained through related performance standards to provide additional specificity. The standards provide school counselors and their evaluators with additional behavioral information for each domain.

**Program Management Domain.** School counselors collaboratively plan, implement, evaluate, and advocate for a comprehensive developmental school counseling program. Program services are organized and delivered through the four components of (1) Guidance Curriculum, (2) Responsive Services, (3) Individual Planning, and (4) System Support specified in TEC §33.005 (Appendix B). School counselors collaborate with others to determine balance among the four components to meet student and community needs. Personnel, physical resources, and activities are organized in response to identified needs, priorities, and program goals to support contributions to the total educational program.

School counselors demonstrate the following program management competencies in the System Support component of the comprehensive developmental school counseling program.

- Standard 1 Plan a balanced comprehensive developmental school counseling program that includes Guidance Curriculum, Responsive Services, Individual Planning, and System Support (TEC§33.005).
- Standard 2 Implement a balanced comprehensive developmental school counseling program that includes Guidance Curriculum, Responsive Services, Individual Planning, and System Support (TEC §33.005).
- Standard 3 Collect and analyze data to determine student and program needs and program goals for the continuous improvement of a balanced comprehensive developmental school counseling program that includes Guidance Curriculum, Responsive Services, Individual Planning, and System Support (TEC §33.005).
- Standard 4 Promote the balanced provision of school counseling program content areas based on assessed needs of the campus/district comprehensive developmental school counseling program (Intrapersonal Effectiveness, Interpersonal Effectiveness, Personal Health and Safety, Post-secondary Education and Career Readiness).
- Standard 5 Manage human, fiscal, and/or other school counseling program resources.
- Standard 6 Collaborate with school staff, students, parents, and the community to plan, implement, evaluate, and promote continuous improvement of a comprehensive developmental school counseling program (TEC §33.005).
- Standard 7 Gather and analyze data collaboratively for program planning and continuous evaluation of the comprehensive developmental school counseling program (TEC §33.005).

**Guidance Domain.** School counselors proactively provide guidance to assist all students in developing and applying skills for maximum educational, career, personal, and social growth during school years and beyond.

School counselors use the following guidance competencies to provide developmentally appropriate activities through the Guidance Curriculum and Individual Planning components of a comprehensive developmental school counseling program.

- Standard 1 Use accepted theories in addressing personal, social, career, cognitive, and educational development.
- Standard 2 Attend to the diverse needs of students participating in classroom guidance.
- Standard 3 Plan structured group lessons to deliver the Guidance Curriculum effectively and in accordance with students' developmental needs.
- Standard 4 Conduct structured group lessons to deliver the Guidance Curriculum effectively.
- Standard 5 Involve students, parents, teachers, and others to promote effective implementation of the Guidance Curriculum.
- Standard 6 Accurately and without bias guide individuals and groups of students and parents/guardians to plan, monitor, and manage the students own educational development, including information about post-secondary opportunities. (TEC §33.007)
- Standard 7 Accurately and without bias guide individuals and groups of students and parents/guardians to plan, monitor, and manage the students' own career development.
- Standard 8 Accurately and without bias guide individuals and groups of students and parents/guardians to plan, monitor, and manage the students own personal/social development.

**Counseling Domain.** School counselors make counseling interventions accessible to all students. School counselors specifically apply these competencies to those students whose developmental needs, personal concerns, or challenges affect their continued educational, career, personal, or social development.

School counselors use counseling competencies in the Responsive Services component of a comprehensive developmental school counseling program.

- Standard 1 Use accepted and effective techniques to provide individual developmental, preventive, remedial, and/or crisis counseling.
- Standard 2 Use accepted and effective techniques to provide group developmental, preventive, remedial, and/or crisis group counseling.
- Standard 3 Acknowledge students' cultural context in the selection of counseling interventions based on the developmental, preventive, remedial, and or crisis needs accordingly.



**Consultation Domain.** School counselors, as consultants, advocate for students and provide professional expertise to help faculty, staff, administrators, parents/guardians, and other community members understand individual behavior and human relationships. School counselors interpret relevant information for these people concerning the development and needs of students. School counselors consult with others to promote and increase the effectiveness of student education and success.

School counselors use consultation competencies in any of the four components of a comprehensive developmental school counseling program.

- Standard 1 Consult with parents, school staff, and other community members to promote and increase the effectiveness of student achievement and success.
- Standard 2 Consult with school staff, parents, and community members to promote understanding of human relations and student development, behavior, and environment.
- Standard 3 Consider existing cultural context when consulting with parents, school staff, and other community members regarding the unique and diverse needs of students.

**Coordination Domain.** School counselors as coordinators provide resources to the home, school, district, and community to support students' optimal academic, career, personal, and social development. School counselors work with students' parents/guardians and school personnel to coordinate referrals to other resources as appropriate.

School counselors may apply coordination competencies in any of the four components of a comprehensive developmental school counseling program.

- Standard 1 Coordinate people and other resources in the school, home, and community to promote student success.
- Standard 2 Use effective processes of referring students, parents/guardians, and others to special needed programs and services.

**Student Assessment Domain.** In the Student Assessment Domain, school counselors interpret standardized test results and other available student data to promote sound decision making for students and others involved in the students' development. School counselors promote understanding of ethical and legal uses and limitations of assessment.

School counselors apply assessment competencies in all four components of the comprehensive developmental school counseling program.

- Standard 1 Adhere to legal, ethical, and professional standards related to assessment.

- Standard 2 Possess and promote an understanding of potential cultural and linguistic bias in assessment tools.
- Standard 3 Interpret standardized test results and other formal and informal assessment data to guide students in individual goal setting and planning in collaboration with school personnel.
- Standard 4 Enhance the work of school staff and parents in guiding student goal-setting and planning by promoting understanding and use of standardized test results and other assessment data in alignment with the cultural and diverse needs of students.
- Standard 5 Use formal and informal assessment tools appropriately within the scope of practice and local district policy.

**Leadership Domain.** School counselors apply leadership competencies in all four components of the comprehensive developmental school counseling program.

- Standard 1 Provide leadership for the implementation of the school’s comprehensive developmental school counseling program.
- Standard 2 Provide leadership in the school’s responsiveness to the personal and social needs of diverse students.
- Standard 3 Provide leadership for the enhancement of learning environments that address the diverse needs of students.

**Advocacy Domain.** School counselors apply advocacy competencies in all four components of the comprehensive and developmental school counseling program.

- Standard 1 Advocate for a school environment that acknowledges and respects diversity.
- Standard 2 Advocate for individual and specific groups of students.
- Standard 3 Advocate for school policies, programs, and services that are equitable and responsive to diverse groups of students and enhance a positive school climate.
- Standard 4 Advocate for the elimination of factors that may impede student achievement and school success.
- Standard 5 Advocate for the comprehensive developmental school counseling program and school counselors’ ethical and professional standards within school and community.
- Standard 6 Advocate for the full implementation of the comprehensive developmental school counseling program among students, school staff, parents, and other community stakeholders.

Standard 7 Advocate for appropriate and meaningful school counselor roles as educational leaders in alignment with professional training.

**Professional Behavior Domain.** School counselors accept responsibility for continuous self-directed professional development to improve competence in job-related performance standards. School counselors accept responsibility for improving the inclusiveness of the school environment and for developing and using collaborative inter-professional relationships.

School counselors demonstrate professional behavior in all components of the comprehensive developmental school counseling program, however, time dedicated to these activities applies to the System Support component.

- Standard 1 Demonstrate professionalism, including a commitment to continuous professional development.
- Standard 2 Establish and maintain professional relationships with administrators, teachers, other school staff, parents, and community members.
- Standard 3 Accept accountability for the use of time in delivering a full complement of services based on assessed needs in all four components of a comprehensive developmental school counseling program.
- Standard 4 Engage in reflective practice to enhance professional development.

**Professional Standards Domain.** School counselors adhere to professional standards in all components of a comprehensive developmental school counseling program. Time dedicated to activities that promote understanding and application of professional rules, policies, regulations, and guidelines is accounted for in the System Support component of the comprehensive developmental school counseling program.

- Standard 1 Adhere to federal, state, district and campus legal standards, policies, regulations, and procedures.
- Standard 2 Commit to current professional standards of competence and practice.
- Standard 3 Promote and follow school counseling ethical standards.
- Standard 4 Demonstrate professional and responsible work habits.

## Job Description

The responsibilities of the school counselor within the framework of the comprehensive school counseling program must be understood and specifically defined. Figure 2.1. relates school counselor domains (column one) to service delivery components (column two) to sample activities found in Texas Administrative Code §239.15 (column three). Additionally, a sample job description is provided in Appendix D.

**Figure 2.1.**  
**School Counselor Roles Exemplified by Domain, Delivery Components, and TAC §239.15**

<b>Responsibility Domain</b>	<b>Related Service Delivery Component</b>	<b>Activity Examples from Texas Administrative Code, §239.15</b>
Program Management	System Support	Develops processes and procedures for planning, implementing, and evaluating a developmental guidance and counseling program
Guidance	Guidance Curriculum	Demonstrates proficiency in teaching small and large groups by actively engaging students in the learning process
	Individual Planning	Facilitates learners' ability to achieve their potential by helping them set and attain challenging educational, career, and personal/social goals based on various types of information
Counseling	Responsive Services	Counsels individuals and small groups using appropriate counseling theories and techniques in response to student needs
Consultation	Guidance Curriculum	Collaborates with others in the school and community to implement a guidance curriculum that promotes learners' development in all domains, including cognitive, social, and emotional areas
	Responsive Services	Supports responsive interventions by effectively communicating with parents/guardians, teachers, administrators, and community members
	Individual Planning	Acts as a consultant and coordinator to help students achieve success inside and outside of school
	System Support	Consults with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance their work with students
Coordination	Responsive Services	Implements effective referral procedures to facilitate the use of special programs and services
	Individual Planning	Facilitates parent/guardian involvement in their children's education
	System Support	Facilitates learner access to community resources
Student Assessment Interpretation	Individual Planning	Participates in the selection, use, and interpretation of assessments and assessment results
Advocacy	Guidance Curriculum	In all service delivery components:
	Responsive Services	
	Individual Planning	Advocates for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across cultures
	System Support	Understands learner differences, including those related to cultural background, gender, ethnicity, and learning styles, and knows ways to create and

		maintain a positive school environment that is responsive to all learners
Program Leadership	Guidance Curriculum Responsive Services Individual Planning System Support	In all service delivery components:  Facilitates learning and achievement for all students, including special populations, by promoting a cooperative, inclusive, and purposeful learning environment  Applies research-based practice to improve the school guidance and counseling program
Professional Behavior	Guidance Curriculum Responsive Services Individual Planning System Support	In all service delivery components:  Works effectively as a team member to promote positive change for individuals, groups, and the school community  Uses reflection, self-assessment, and interactions with colleagues to promote personal professional development
Professional Standards	Guidance Curriculum Responsive Services Individual Planning System Support	In all service delivery components:  Demonstrates effective communication through oral, written, and nonverbal expression  Strives toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards

### **Counselor to Student Ratio**

In addition to a job description that addresses established school counselor responsibilities, the effectiveness of the comprehensive school counseling program is directly related to the counselor-to-student ratio within the program. Recommended school counselor-to-student ratios have been addressed by several educational entities. The American School Counselor Association recommends a ratio of 1:250, while the Texas Counseling Association, the Texas Association of Secondary School Principals, and the Texas Elementary Principals and Supervisors Association recommend a 1:350 ratio (TEA, 2017).

Without adhering to recommended ratios, it is clear that larger school counselor student caseloads equal less individual attention for students. Conversely, more individual attention can be provided to each student if the student case load is smaller. For example, if a campus' or district's assessment data identifies high priority needs for students who require increased individual or group work, the ratio adopted must allow for these compelling services. Thus, lower ratios support the school counselor's increased responsiveness to students with needs such as educational or economic disadvantage, diversity issues, personal violence experiences, and other high-risk situations. Likewise, school counselors' increased responsibilities for advising each "student and the student's parent or person standing in parental relation to the student ...of

the specific benefits of graduating from high school with one or more endorsements” (TEC §28.025) have implications for reduced caseloads.

### **Professional Development Responsibilities**

School counselor professional development is necessary for ongoing enhancement of professional knowledge and improved skills (Paisely and Mahon, 2001). School counselors maintain responsibility for continually improving competencies that support effective programs. Through supervision and evaluation of job performance and programs, school counselors can identify and target professional competencies that merit attention for improvement. Once targeted competencies are identified, school counselors can engage their supervisors in conversations that assist in the development of long-term and short-term goals for performance improvement plans. A sample professional growth plan form can be found in Appendix E.

### **Other Professionals’ Participation in the Comprehensive School Counseling Program**

The Texas Education Code identifies school counselors as the professionals with the primary responsibility for implementing a comprehensive school counseling program. However, to address the diversity of student needs found in contemporary schools, it is helpful and necessary to use the various categories of school, district, and community resources and expertise that contribute to and support the full implementation of the school counseling program.

**School Resources.** Section I of this guide provides details about the roles school counselors, teachers, administrators, and parents perform within the four service delivery components of the comprehensive school counseling program. However, school counseling program leaders should also give consideration to how other individuals in the school can support school counseling programs. Consideration can be given to the contributions special programs can provide (special education, compensatory education, college and career initiatives, etc.). The roles and contributions of paraprofessional support personnel can also be included, particularly for clerical and organizational services that support the school counselor’s time in direct work with students.

**District and Community Resources.** Support for the campus school counseling program can also come from the district’s central office. School counseling district staff may provide appropriate supervision, evaluation, and in-service opportunities necessary for campus school counselors’ ongoing professional development, as well as resources and materials necessary for program implementation. Psychological services professionals can collaborate in identifying and providing a continuum of care for students with special psychological needs. District level specialists, such as social workers and others who lead special state and federal programs may also be identified and included to provide student support services in collaboration with the campus school counseling program.

It is also important to recognize the important contributions community agencies make in the lives of students, their families, and others. Students benefit when school counseling personnel work in tandem with community organizations to provide special services and resources that cannot be found within the structure of the school system, such as child and adolescent mental

health counseling, family and couples counseling, case management services, crisis medical services, etc.

It is important that school counseling program personnel at the campus and district level understand and are able to articulate the competencies necessary to engage the support and involvement of other groups including the following:

- Appropriate training and judicious assignments for school counselors tasked to work with all supportive personnel and entities
- Definition of school counselor assignments made within the job responsibility of each school counselor
- Training of supportive personnel regarding the school counseling program, child and adolescent development, legal and ethical considerations, etc.
- District policy identifying Certified School Counselors as the professional staff designated to lead school counseling programs, and clarifying relationships with supportive individuals and entities that provide augmented services.

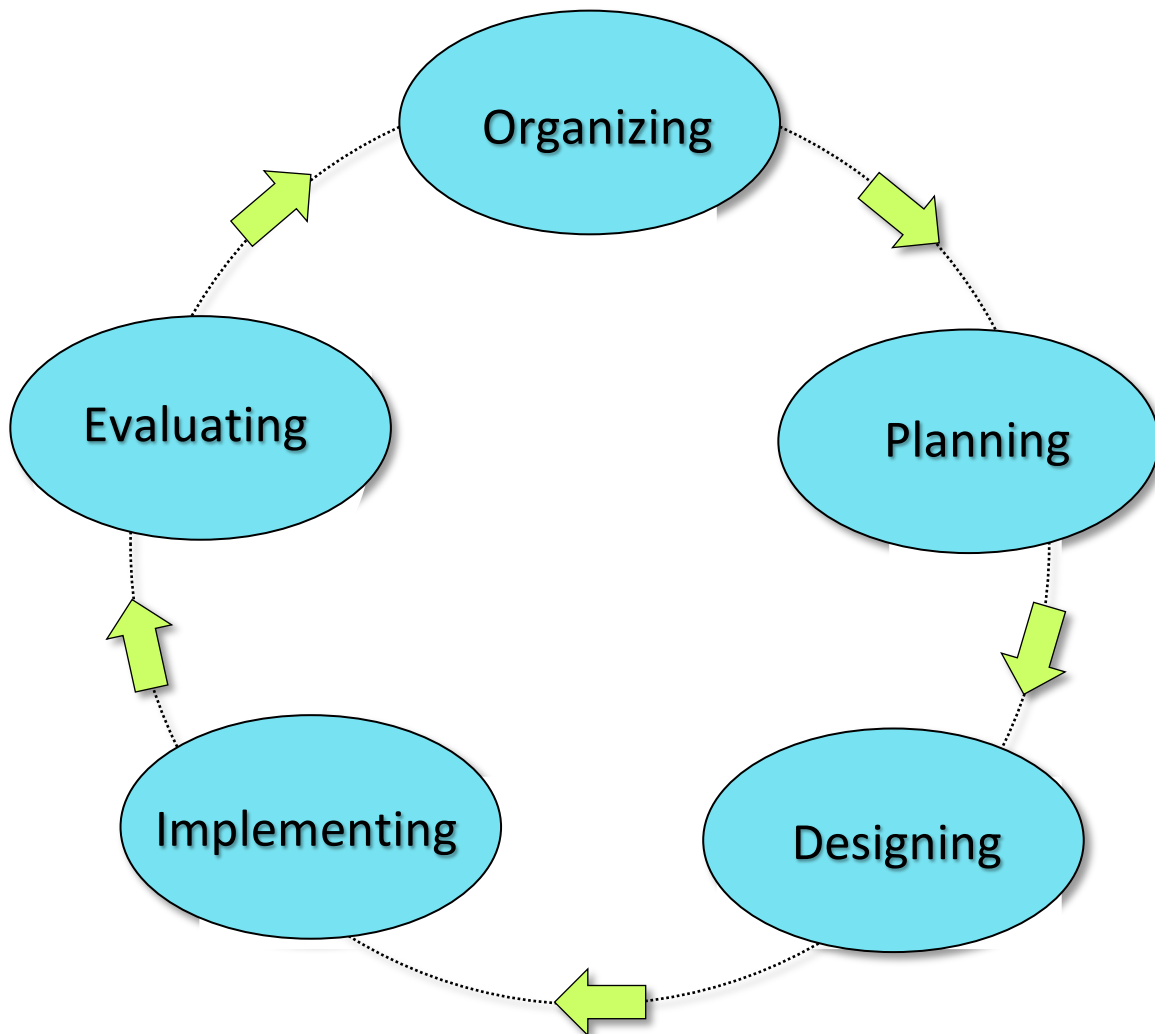
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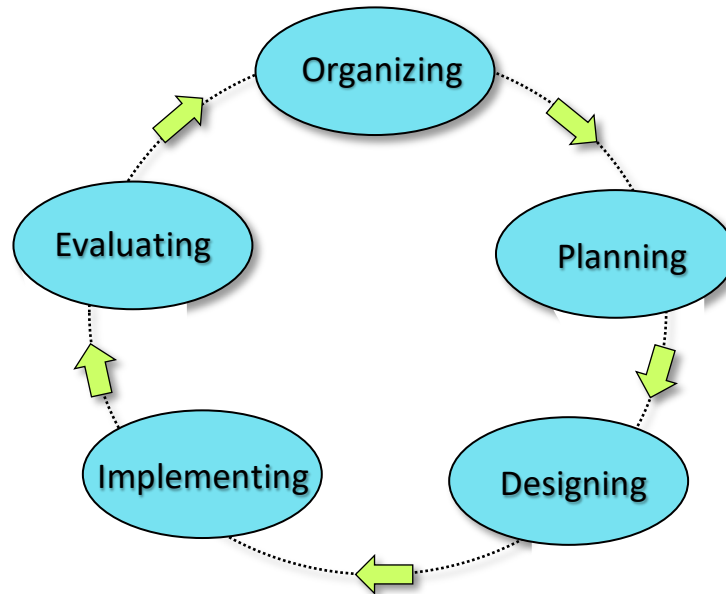
## Section II

### Program Implementation Cycle





## The Program Implementation Cycle



The Program Implementation Cycle, introduces a process for tailoring the program model to suit local needs. The program implementation cycle requires five separate steps of organizing, planning, designing, implementing, and evaluating. These steps are introduced in this section and then further illustrated in later sections. Each step is important and should be taken, however, the order may be varied or steps may be taken simultaneously to better address district or campus needs. The steps are outlined below, followed by a more comprehensive explanation in subsequent pages.

### **Organizing**

- Commit to action
- Identify leadership for program improvement efforts

### **Planning**

- Adopt the comprehensive school counseling program model and program development process to be used
- Assess the current program

### **Designing**

- Establish the desired program design
- Publish the program framework
- Plan transition to the desired program
- Develop and implement a master plan for implementation changes

### **Implementing**

- Make program improvements
- Make appropriate use of school counselor competencies

### **Evaluating**

- Evaluate the comprehensive school counseling program

## Organizing

**Commit to Action.** A commitment to action must be made by both administrative and school counseling leadership. For district-wide changes, the school board, the school district's senior level management, and school counseling staff must support the efforts and decisions that will create change. For building level change, the principal and school counselors must concur that improvement is desirable. To execute the process outlined in the implementation cycle, school counselors and administrators must make the decision to study and improve the school counseling program.

If there are currently no school counselors at a local site, the administrator may need to lead efforts. It is advisable for the school district to invite a resource person who is either a school counselor educator from a local university or a school counselor specialist from an education service center to assist.

**Identify Program Improvement Leadership.** Program improvement efforts should be led by those who are most invested in the school counseling program and who will be most affected by the changes made. In addition to the individual(s) identified in TEC §33.005, an advisory council should be formed to guide the school counseling program development process. The advisory council should make program recommendations that best serve the district or school, and lead the implementation of suggested school counseling program improvements. At the campus level, the advisory council should include all school counselors, administrative, faculty and staff representatives, students, parents, and other community members.

At the district level, the advisory council should include central office administrators responsible for instruction and school counseling, the superintendent or designee, and administrators of special programs who use or support the school counseling program (e.g., career and technical education, compensatory, and special education). Campus school counselors and principals should also be represented at the district level. All school counselors and other administrators should be involved in task groups as the school counseling program improvement process unfolds at the building and district level.

## Planning

Adoption of the Texas Model for Comprehensive School Counseling Programs and the development process demonstrates the commitment to necessary change and must be done before other steps can be taken. Those leading the change must fully understand the comprehensive school counseling program model before they assume responsibilities for the design of its implementation. The following considerations must be made to be prepared for the subsequent steps of program design.

**Study the Texas Model.** Advisory council members at the district or campus level should study the Texas Model for Comprehensive School Counseling Programs described in this document. Advisory council members must understand the philosophical basis of the comprehensive school counseling program model as well as its organized method for the delivery of services to students and others. Section III will provide detailed information about foundational and philosophical program model components and their development. Section IV will provide similar information

and instruction regarding the service delivery components of guidance curriculum, individual planning, responsive services, and system support.

**Select Locally Appropriate Program Content.** Advisory council members must also address the process of specifying locally relevant school counseling program content based on assessed needs. Four general categories, or content areas, providing the school counseling program's curricular scope are detailed in this model. The following four areas of student competencies provide a baseline for specifying local school counseling program content:

- Intrapersonal Effectiveness
- Interpersonal Effectiveness
- Personal Health and Safety
- Post-secondary Education and Career Readiness

Student competencies found within the four content areas are further explained in Section V through related goals and student competency indicators suggested for grade spans. The grade spans provide the sequence of achievement outcomes expected of PreK-12 students as they progress through the comprehensive school counseling program. Adoption or adaptation of the recommended scope and sequence presented in Section V, or the creation of a new one to meet local needs, is appropriate. In this process, specific goals and student competency indicators will be determined based on the local priorities established for the school counseling program.

**Develop the Organizational Framework: Foundational Components.** The foundational components are statements that describe the character and philosophy upon which the school counseling program is built (Gysbers and Henderson, 2012). The foundational components in this model include the school counseling program mission statement, definition, rationale, assumptions, and goals.

- The school counseling program *mission statement* declares the organization's reason for existing, its core purpose, who is served and how, and provides direction. The school counseling program mission statement aligns with the school and district mission statements. Furthermore, it affirms the intent of the school counseling program and unique contribution to the overall mission of the school.
- The school counseling program *definition* includes identified populations served through the school counseling program, program content, and the organized program delivery system consisting of four service delivery components: a guidance curriculum, individual student planning, responsive services, and system support.
- The school counseling program *rationale* reflects program expectations based on the assessment of student and community needs. The rationale at the district level may be generalized, whereas the rationale at the campus level will be more specific. The rationale for enhancing the school counseling program may also be included. Suggestions for developing needs assessment strategies will be provided in Section III.
- School counseling program *assumptions* are statements of student, staff, and program conditions that must exist for the school counseling program to exist. A more detailed explanation of school counseling program assumptions and their development will also be provided.
- School counseling program *goals* provide the school counseling program with direction. Program goals result from the intentional assessment of students' educational, career, personal,

and social needs. Goals inform school counseling program activities selected to address identified needs, which in turn determine priority use of school counseling program resources. Suggestions will be provided for the articulation of school counseling program goals resulting from various needs assessment strategies.

Section III will provide details to develop the school counseling program mission statement, definition, rationale, assumptions, and goal development.

**Understand the Program Delivery System.** It is imperative that school counseling program development leaders understand the four school counseling program delivery system components specified in TEC §33.005 to design a relevant school counseling program that is responsive to local needs. The four school counseling program service delivery components are:

- Guidance Curriculum
- Responsive Services
- Individual Planning
- System Support

School counseling program leadership must also accept responsibility for educating those represented on the advisory council about the four delivery components and the development process. Input from those constituencies will be needed at critical points in the process. Section IV will provide comprehensive definitions about and examples of school counseling program activities under the four service delivery components.

**Anticipate the Process and Timeline.** Planning, designing, implementing, and evaluating an improved school counseling program requires time and hard work. Advisory council members need to be aware of the process from the outset. A timeline should be anticipated in the following four phases:

- Organizing and planning
- Designing
- Implementing
- Evaluating

Actual time required to complete each phase depends on the size of the school counseling program being developed and the resources available and committed to the school counseling program development work. In large school districts, the process has taken as much as a year per phase. In smaller environments (e.g., one campus or a small district), less time is required if the resources are available. Gysbers and Henderson (2012) provide several sample timelines for anticipated change (pp 45-48).

**Assess the Current Program.** A thorough study of the current school counseling program is a critical step whether a new school counseling program is being created or an existing school counseling program is being strengthened or redirected. This step is especially essential in districts or schools without school counselors as it is important to determine from whom and to what degree guidance and counseling services are being provided.

This step entails determining the existing school counseling program's design, priorities, and resources. Examine written documents describing the district's or campus's school counseling plan and its implementation. Gather data and organize it in comparison to the desired

comprehensive developmental school counseling program design (see Section III for a detailed description). Identify resources allocated to each of the four delivery components and the priorities established within each component (see Section III for resource allocation description). This activity will facilitate the identification of resources currently allocated to the school counseling program and will be useful as improvement decisions are made.

Collecting data about the existing school counseling program can be accomplished through a needs assessment tool used to survey the needs and attitudes of students, parents, teachers, administrators, and community members. Additionally, useful data can be gathered and analyzed from the following sources:

- Examine school counseling program activities to determine the kind of service that is delivered.
- Review school counseling program activities to determine the results that are attained.
- Use surveys to determine populations served.
- Use time logs to monitor the use of school counselors' time and expertise.
- Study job descriptions to verify the responsibilities of the staff members.
- Examine program budgets to clarify resource allocation.
- Review inventories to determine materials, equipment, and facilities dedicated to the school counseling program.

## Designing

The phase of designing the desired comprehensive and developmental school counseling program can commence once you have data illustrating current practice in light of the anticipated plan. A first step in the design process is assessing student and community needs.

**Assess Needs.** Assessment of student and community needs is central to the local school counseling program development process. The local design is based on student and community needs assessment and in consideration of current and potential resources available for school counseling program implementation. Useful data includes those gathered during the campus and district improvement planning process. Program and student information to be gathered in the development of campus improvement plans may include the following:

- Process Data
- Perception Data
- Outcome Data

Section III will provide instructions for assessing student and community needs, whereas Section IV will provide more detail on the types and uses of data for school counseling program improvement.

**Define the Program Priorities.** Quantitative and qualitative design decisions must be made. The *quantitative* design depicts the quantity of resources that should be allocated to each subset of populations served, to each delivery component, to each student competency area, as well as to the use of school counselors' time.

Philosophical school counseling program priorities are implemented through resource allocation. Resources are finite, while need for services can seem infinite. Thus, it is important to

establish a concrete and measurable guide for the allocation of often limited school counseling program resources. Section III provides recommendations regarding school counseling program balance and worksheets for displaying decisions.

The *quantitative* design provides the school counseling program parameters and brings together counselor-to-student ratio and the allocation of program resources. As previously addressed in the Section I, a program's counselor-to-student ratios should be "sufficiently low to meet the identified, high priority needs of the students and the school community" (Texas Education Agency [TEA], 2017). Therefore, it is highly recommended that comprehensive school counseling programs adopt school counselor-to-student ratios that best serve the identified needs of students and the community. As previously stated, ratios identified by professional entities include the American School Counselor Association recommendation of 1:250, as well as the 1:350 ratio suggested by the Texas Counseling Association, the Texas Association of Secondary School Principals, and the Texas Elementary Principals and Supervisors Association (TEA, 2017).

The *qualitative* design describes the substance of each of the school counseling program factors. Specifically, the following must be stated in a qualitatively designed school counseling program:

- *Component.* A descriptive definition is provided for each of the four delivery components of guidance curriculum, individual planning, responsive services, and system support. A statement of priorities for each of the components is included in each definition.
- *Content.* Student competency, goal, and competency indicator priorities are established for each grade level.
- *Populations served.* Priorities are determined and stated for services established for students and categories of services needed (developmental, prevention, intervention), as well as services for adults (e.g., teachers, parents, administrators, other specialists).
- *Staff Responsibilities.* Priorities are established for the various categories of school counseling program staff and the use of their competencies.
- *Activities.* Specific activities by delivery components are listed that comprise the minimal level of service.

Section III provides more descriptive information on necessary decisions to assist program leaders in determining the qualitative design of the school counseling program.

**Publish the School Counseling Program Framework.** The district-wide school counseling program description provides the framework for individual campus-level school counseling program development.

Campus school counseling programs should be designed to meet identified local needs in alignment with the district framework. The campus-level school counseling program description and design should be in written form. Sections II, III, IV, and V of this guide provide the recommended framework for the Texas model and can be used to develop local school counseling programs.

District and campus level school counseling programs should include mission statements, rationale, program definitions, assumptions, goals, qualitative and quantitative program designs, and school counseling program staff members' job descriptions. The more concrete, the more useful the design is to those involved in the school counseling program.



The process of publishing the school counseling program framework includes the following:

- Writing the designed program
- Printing the program
- Obtaining administrative/board approval
- Distributing the program to school counselors, teachers, parents, administrators and other stakeholders in the school counseling program

**Plan the Transition to the Desired Program.** Comparing the current school counseling program with the desired school counseling program can now be accomplished using quantitative data collected about the existing school counseling program balance and its use of school counselors' time. Qualitative data is also available about students served, outcomes attained, and the use of school counselors' expertise. Through the designing process, comparative information is available to identify gaps between the actual school counseling program and the desired school counseling program. (See Section IV for comparison graphs.)

Establish goals for desired change in the areas where the current and desired school counseling program designs contrast. Goals will emerge in both the quantitative and the qualitative comparisons. When goals are met, it signals that the school counseling program has become the planned vision.

**Develop and Implement a Master Plan.** Planning the movement from the current to the desired school counseling program will assist in ensuring success. To move the evolving school counseling program from goals to full implementation requires the creation of a master plan. This plan guides leadership actions, with careful consideration of the tasks to be completed to attain implementation and identification of allocated and additional human, financial, and political resources needed to achieve the desired school counseling program. For example, improvements can be made in the following:

Human Resources

- Counselor to student ratios
- Clerical assistance
- Other professional personnel

Financial Resources

- Supplies, materials, and equipment budgets
- Facilities development
- Extended contracts and improved salaries as classroom teachers become school counselors
- Funding for special or unique student needs

Leadership Resources

- Advisory council
- Updated policies and procedures

Finally, develop a realistic timeline for accomplishing tasks and meeting resource needs. Gysbers and Henderson (2012) suggest a timeframe may entail short and long-term goals to complete different aspects of school counseling program implementation (e.g., one-year plan, three-year plan, and five-year plan).

## Implementing

**Make Program Improvements.** It is important to manage and monitor the school counseling program improvement process. Therefore, organizing a systematic improvement process can be useful in planning activities based on the school counseling program priorities. An annual planning process is a useful way to keep energy and attention focused on school counseling program improvement and to assist with the monitoring and evaluation of changes made within a certain timeframe. Tools that can be used to assist in this process include the following:

- ***School Counseling Program Improvement Plans*** that address the established school counseling program goals which can stand alone or be incorporated as part of the school improvement plan
- ***Annual Program Plans*** that are established for the implementation of the school counseling program and include yearly, monthly, and weekly calendars to provide communication and accountability for the delivery of school counseling program services and help to assure proper school counseling program balance (Section IV will provide examples of annual school counseling program plans.)

Comparison of the current and desired school counseling programs will result in newly established priorities and will identify gaps in school counseling program delivery. This will lead to a need to develop and conduct activities to improve and expand the school counseling program. New activities should

- be carefully and intentionally planned,
- be based on assessed needs and related program goals, and
- have clearly stated student competency indicators that guide students to the desired outcomes.

**Make Appropriate Use of School Counselor Competencies.** To make the most appropriate use of a school counselor's competencies, it is essential to articulate and advocate for a ***professional job description*** necessary to conduct the school counseling program. A sample job description that reflects competencies articulated in the Texas Education Code and emerging from school counseling research, literature, and professional practice is included in Appendix D.

Continuing competency development is a hallmark of all professions. Professional development is necessary for school counselors to continually enhance the expertise required in the delivery of a school counseling program. School counselors' ever evolving professional development needs can be garnered from emerging student service needs, competency development needs assessed through performance evaluation, or school counselors' self-determined needs reflected in professional development plans (see Appendix E).

## Evaluating

Evaluating the school counseling program includes the process of collecting and analyzing school counseling program artifacts and information to assess the effectiveness of school counseling programs. The information collected is also used to make decisions about what school counseling programs or activities to continue and which to modify. The School Counseling Program Evaluation should be conducted on and assess the

- changes made to the school counseling program,

- program design,
- implementation, and
- professional school counseling staff.

More information and strategies for school counseling program evaluation will be presented in Section IV. Professional school counseling staff evaluations should be based on the 10 responsibilities described and addressed with specificity in Section I.

## References

Gysbers, N. C., & Henderson, P. (2012). *Developing and Managing your School Guidance and Counseling Program* (5th ed.). Alexandria, VA: American Counseling Association.

Texas Education Agency. (2017). *School Guidance and Counseling – FAQ (frequently asked questions)*. Retrieved from:  
[http://tea.texas.gov/Academics/Learning\\_Support\\_and\\_Programs/School\\_Guidance\\_and\\_Counseling/School\\_Guidance\\_and\\_Counseling\\_-\\_FAQ/](http://tea.texas.gov/Academics/Learning_Support_and_Programs/School_Guidance_and_Counseling/School_Guidance_and_Counseling_-_FAQ/)

# **Section III**

## **Foundational Components**



## **Foundational Components**

It is imperative that specific foundational components are constructed and realized in the development of the comprehensive school counseling program. These foundational components are the heart of the school counseling program. The foundational components include creating school counseling program mission statements, defining the campus-based school counseling program, outlining the rationale for the campus school counseling program, identifying assumptions for the school counseling program at the local level, establishing goals for the campus school counseling program, designing school counseling program priorities, and evaluating overall school counseling program effectiveness.

This section of the Texas Model for Comprehensive School Counseling Programs serves as a how-to, intended to assist school counselors in producing a local school counseling program mission statement; defining various aspects of the comprehensive school counseling program at the campus level; generating rationale for the campus-based school counseling program; as well as reviewing the necessary assumptions for effective implementation of the school counseling program, and evaluating the existing conditions and resources available to the campus school counseling program in your district. These structural elements are important pieces to consider and describe before moving forward with development and implementation.

Additionally, Section III will outline the appropriate steps to take to quantify various data points and conduct essential needs assessments to determine the most appropriate and meaningful programmatic goals that will direct the activities the school counselor will undertake.

This section will also offer methods for prioritizing these foundational components to establish target areas to direct the time and efforts of the school counselor. Finally, this section will discuss and offer recommendations on strategies to employ in evaluating the school counseling program.

The pages of this section contain space for inclusion of your specific thoughts and ideas. Feel free to write in the book or create your own separate records to establish the foundational components for your school counseling program.

## Mission Statement

Developing a meaningful and purposeful mission statement for the comprehensive school counseling program is fundamental to identifying and communicating the intent of the school counseling program and the direction it will go. ASCA (2012) recommends that the school counseling program mission statement aligns with and is a subset of the school and district's mission statement. ASCA adds that an effective mission statement is written with students as the primary focus; advocates for equity, access, and success for every student; and indicates long-range results that are desired for all students.

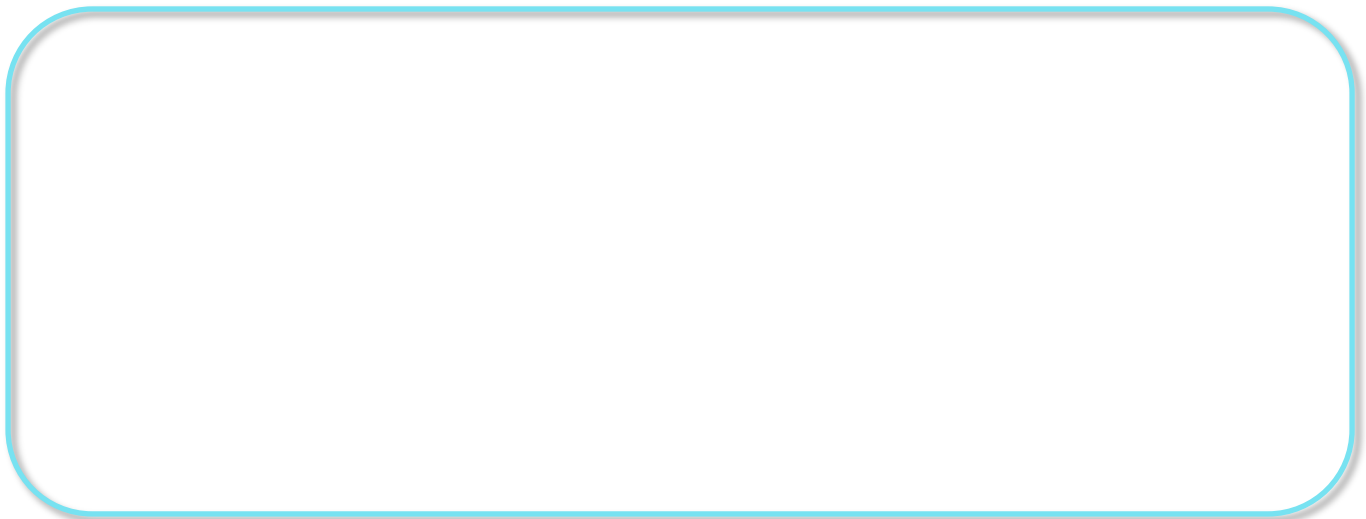
Consider the following factors when developing or reviewing a mission statement for the school counseling program:

- Does the school counseling program mission statement align with the campus's mission statement?
- Does it align with the overall district's mission statement?
- Does it identify who the program serves?
- Does it support access for all students?
- Is it concise and easily communicated?

Another important consideration is where and how the school counseling program mission statement will be used. The campus school counseling program mission statement should be posted on campus or district webpages, placed on official documents, and shared in appropriate communications. It should not be written and subsequently left on a shelf. It is communicated to relevant stakeholders to ensure that the mission of the school counseling program is clearly understood by everyone in the school community.

Sample school counseling mission statement: *The mission of the school counseling program is to provide support and guidance to all students as a means to foster academic success, post-secondary and career preparation, and personal/social development.*

Use the space below to write notes or a draft of a mission statement for your school counseling program. Collaborate with others as needed. Use the questions above to guide you.





## Program Definition

Comprehensive school counseling programs are vital to the achievement of excellence in education for all students. The Texas Model for Comprehensive School Counseling Programs is an integral part of each school's total educational program. To preserve the academic day, team planning is necessary when delivering a comprehensive school counseling program. The school counselor's primary focus is to facilitate instruction by removing impediments to student learning. It is developmental by design and includes sequential activities organized and implemented by certified school counselors with the support of teachers, administrators, students, and parents.

Defining the comprehensive school counseling program at your campus is the next vital step in creating a distinct program. By defining elements, the school counselor can generate the parameters of the local school counseling program to provide explanation and boundaries. Following each of the bullets below, use the space to write the defining elements for your campus school counseling program.

- Who DELIVERS the comprehensive school counseling program at your campus? This will certainly include the school counselor, but with the support of administrators, faculty or others, the delivery may be collaborative.

List who DELIVERS the school counseling program on your campus:

- What COMPETENCIES will students demonstrate as a result of your campus school counseling program? Competencies are observable knowledge, skills, abilities or behaviors that have been developed as a result of some intentional effort. Student competencies are outlined in much more detail in Section V of this guide.

List the COMPETENCIES your students will demonstrate as a result of the school counseling program on your campus:

- What CLIENTS will the school counseling program serve at your campus? Naturally clients will include students, but it is reasonable and likely that additional clients will be served as well.

Identify the CLIENTS who will be served through your campus school counseling program:

- What elements go into making your school counseling program ORGANIZED? Having a structure and framework for the school counseling program will help to ensure that unnecessary elements are left out and needed elements are maintained.

Describe the features that make your campus counseling program ORGANIZED:

Defining the parameters of the school counseling program is an important step in program development. The established definition should remain a constant focus and point of reflection for school counselors. Sharing the defining elements of the school counseling program with appropriate stakeholders is a strategic way to maintain emphasis and protect the integrity of the overall program.

## Program Rationale

The program rationale articulates the centrality and equal role that the school counseling program holds in the general school program and the benefits to students through their participation (Gysbers and Henderson, 2012).

The presence of school counseling programs becomes ever more important as increases in societal problems are seen through indicators such as school dropouts, adolescent and youth suicides, substance abuse by youth, harassment, gang involvement, racial tension, and violence on school campuses. In their efforts to reduce and eliminate these indicators, parents and educators commit to assisting students to set high goals, hold high expectations for themselves, envision valuable futures, and strive to fully develop their potential.

Recognizing that “*school counselors are well positioned ...to guide all students toward college and career readiness,*” the College Board National Office for School Counselor Advocacy (2010) supported these efforts by proposing the following strategic planning process for use by policy leaders in establishing school counseling programs:

- Make the most of the school counselor’s time and resources
- Link goals, interventions, and outcomes
- Provide evidence to advocate for systemic change
- Eliminate “random initiatives”
- Provide results measured in student outcomes

There are several factors for school counselors to consider when determining the rationale, or purpose, for their campus school counseling programs. First among these is the importance of the school counseling program as an equal partner in the overall education process. While the fundamental processes of education are teaching and learning, many other factors influence the education of children. How those other factors are integrated with the fundamental processes of education to strike a meaningful balance matters. The comprehensive school counseling program is an important cog in the education machine. Realizing and recognizing how it fits into this process will assist the campus school counselor in developing a rationale for the campus school counseling program.

It is crucial that members of the school community understand why students need to attain certain competencies. In addition to developing proficiency in the Texas Essential Knowledge and Skills (TEKS), the state standards for what students should know and be able to do, there are other principles students should master. In school counseling, these principles are designated as student competencies. They will be addressed in greater detail in Section V of this guide. Understanding why attainment of such competencies is important is integral to creating the rationale for the school counseling program.

It is also important to understand why it is necessary for students to achieve their developmental potential. Recognizing that individual students have their own sets of strengths and gaps is key for educators to be able differentiate and teach individual students where they are. To have the perspective of where a student is developmentally with regard to learning, socializing, and behaving is to have a glimpse into that individual student’s capability. Encouraging and guiding students to achieve at their developmental potential is the conduit that will lead students

to their greatest chance for success. There is no greater rationale for anything in the world of education than allowing students to find their own success!

Additionally, rationale for the school counseling program can be determined by reviewing various assessment results. Whether looking at formal and standardized academic assessments, such as the State of Texas Assessments of Academic Readiness (STAAR) or Preliminary Scholastic Assessment Test (PSAT) scores, or informal needs assessments administered by campus-based school counselors, it isn't too difficult to find areas within the educational, career, and personal/social domains that can be addressed by school counselors. Identification of these areas and creation of strategic methods for addressing them will provide substantial rationale for the school counseling program.

Examination and clarification of campus goals, primarily through the campus improvement planning process, is another means to develop rationale for the school counseling program. Often, in the creation of campus improvement plans, the person cited as being responsible for certain strategic objectives will be the school counselor. A school counselor's mission should always be to identify and meet the needs of students on the campus, all in support of the campus mission and goals. More detail on the creation and use of the school counseling department's mission and goals is included later in this section.

Lastly, the rationale developed for the campus school counseling program should be grounded in current theory, accepted professional trends and ethical practices. The comprehensive school counseling program should have a mission and goals that convey to the school community its purpose and intent.

Use the rubric below to outline the rationale for your campus school counseling program:

**Reflection for rationale**

**Create statements describing the rationale for your program**

The importance of your school counseling program as an equal partner in the educational process:	
The reasons your students need to acquire competencies:	
Why the school counseling program at your school will enable students to develop their full potential:	
The conclusions you can draw from various assessments:	
Clarification of the goals of your campus:	
The current theories and professional trends of your school counseling program:	

## Program Assumptions

The effective implementation of the comprehensive school counseling program requires that certain programmatic conditions exist and that resources are allocated as outlined below.

**Conditions Required.** The Texas Model for Comprehensive School Counseling Programs is based on the following assumptions regarding conditions:

- The minimum level school counseling program provides for each of the four delivery system components and employs a certified school counselor.
- All students, parents, teachers, and other recipients of school counseling program resources have equal access to the program regardless of cultural background, disability, ethnicity, gender, gender identity, learning ability level, native language, race, religious or spiritual preference, sexual orientation, or socioeconomic status.
- Parents will be full partners with educators in the education of their children (TEC §26.001). An effective way to include parents, as well as other school and community member in the process of creating, implementing, and evaluating the school counseling program is through the formation of a school counseling advisory council. The school counseling advisory council should be representative of the members of the school community who provide outside input and insight into the needs to be addressed through the program. In addition to providing initial feedback into program development, the advisory council can assist in the process of evaluating the school counseling program by participating in a program audit cycle to be discussed near the end of this section.
- School counselors who are employed in a setting that is characterized by adequate physical and attitudinal resources are able to make their unique contributions to the educational program and to the healthy growth and development of the students. The conditions required for effective school counseling program implementation include being in a positive work environment (one with favorable interpersonal relationships among school staff); administrative commitment to and support of the school counseling program; and an adequate budget and school counseling materials.
- School administrators understand and support the school counseling program's priorities and its demands. Administrators make decisions and establish policies and procedures that reflect this understanding. For example, since school counselors must have access to students and vice versa, schedules will be developed that allow student accessibility. Additionally, campus administrators will assign roles and responsibilities appropriate for school counseling and that allow for the implementation of the program.

**Resources Needed.** The more resources a school counseling program has to support it, the larger the contribution that can be made to students' education and development.

### **Staff:**

- All staff members accept responsibility for school counseling program goals and objectives.
- School counselors should be fully certified by the State Board for Educator Certification and have the special training needed to carry out specialized job assignments.
- The roles of each of the staff members and their organizational relationships must be clearly defined.
- Relationships among staff members are characterized by respect, collaboration, and cooperation.

- The counselor-to-student ratio must be adequate to implement the designed school counseling program, or the school counseling program has to be designed within the parameters of the ratio.

**Program and Staff Development.** Time and opportunity need to be provided for school counseling programs to be designed and evaluated and for implementation plans and products (e.g., program component resource guides) to be developed. In-service training to facilitate school counselors' achievement of professional growth goals should be provided.

**Budget.** An adequate school counseling department budget should be established to support program needs and goals. Available funds should be used to enhance and support the needs of all students. Budget resources should include the following:

- Campus budgets similar to the budgets of other departments
- District budgets for categories of items that are centrally managed such as program materials and audiovisual, computer or other capital outlay equipment
- State and federal appropriations that are uniquely designated to meet academic, career, and personal/social needs – for example, the following funding sources may be available to school counseling programs if tasks align with allowable use of funds for a specific program:
  - Bilingual Education
  - Compensatory Education
  - Drop-out Prevention
  - Gifted and Talented Students Education
  - Migrant Education
  - Special Education
  - Career and Technical Education
  - Communities in Schools

**Materials, Supplies, and Equipment.** These should be easily accessible to support the school counseling program. Materials should be relevant to the school counseling program, appropriate for the community, and of sufficient quantity to be useful. The school counselor should have locked files and private telephone lines. As described in TEC §33.004(b), the school counseling program must conduct an annual preview of the program for parents and guardians, to include all materials and programs to be used during the year. The campus school counseling program should use local opportunities throughout the year to allow parents to preview new materials or curriculum acquired after the annual preview has taken place.

**Facilities.** All facilities must be easily accessible and adequate to allow for implementation of the school counseling program; specifically, the school counselor must have the following:

- A private office, properly equipped and soundproofed, built with consideration of the students' right to privacy and confidentiality
- Access to facilities for conducting small group counseling or large group guidance
- Adequate space to organize and display guidance materials
- Adequate storage space

**Evaluation of Local Conditions and Resources.** Building the comprehensive school counseling program at the district or campus level will be impacted by the existing conditions and

the resources available. It is critical that such assumptions be closely examined and assessed to determine the course for the planning and implementation of the local school counseling program. Use the checklists (Figures 3.1. and 3.2.) that follow to assess the conditions and resources that exist at your campus or district.

**Figure 3.1.  
Assessing Local Conditions**

<i>Check the boxes – Yes, No, or Somewhat – that best describe if the following <b><u>CONDITIONS</u></b> exist as a part of your campus school counseling program:</i>			
<b>FOUR SYSTEM DELIVERY COMPONENTS</b>	<b>YES</b>	<b>NO</b>	<b>SOMEWHAT</b>
Professionally certified school counselor(s) is/are hired			
All students, parents, teachers, and other recipients have equal access to the program			
Parents are full partners in the education of their children			
The work setting reflects <ul style="list-style-type: none"> <li>○ administrative commitment to and support of the program</li> <li>○ a positive work environment</li> <li>○ an adequate budget</li> </ul>			
School administrators understand and support the program’s priorities and demands			

**Figure 3.2.  
Assessing Local Resources**

<i>Check the boxes - Yes, No, or Somewhat – that best describe whether or not the following <b><u>RESOURCES</u></b> exist as a part of your campus school counseling program:</i>			
<b>RESOURCES</b>	<b>YES</b>	<b>NO</b>	<b>SOMEWHAT</b>
Staff: sufficient attention is given to staff in order to best support the appropriate implementation of the program			
Program and Staff Development: <ul style="list-style-type: none"> <li>○ time and opportunity are provided for designing and evaluating the program</li> <li>○ relevant training is available</li> </ul>			
Budget: an adequate budget is established to support program needs and goals			
Materials, supplies, and equipment: the school counselor has the items necessary to support development and implementation of the program			
Facilities: the facilities accessible to the school counselor are sufficient and appropriate			



Without satisfying each of the programmatic assumptions listed in the checklists provided, the effective implementation of a comprehensive school counseling program will be compromised. The professional school counselor will seek to identify and rectify any missing conditions or resources that may inhibit the full implementation of the school counseling program.

## **Program Goals**

The creation and execution of the program goals is paramount to the success of a comprehensive school counseling program. In the absence of goals, school counselors may go day by day or week by week simply putting out fires or arbitrarily performing activities that have no real connection with the needs of the students nor the vision of the campus. To assign intention, meaning, and direction to activities is to assert the school counseling program's value in producing more significant student results.

The process of developing goals for the campus school counseling program should be carefully and purposefully considered. Reviewing a variety of data points, conducting targeted needs assessments, and collaborating with key stakeholders, including a school counseling advisory council, are all essential steps in the formation of germane school counseling program goals.

Development of relevant school counseling program goals assures that school counselors are deliberate in their actions and focused on their mission. A thorough review of available data should guide the school counselor's goal-development activities to pinpoint areas of need. The SMART goal format (Yemm, 2013) is a reliable way for school counselors to create school counseling program goals that will be **Specific, Measurable, Achievable, Relevant, and Time-bound.**

The SMART goal format, according to Yemm (2013), includes the following descriptions to relate each aspect to how program goals should be developed:

- ✓ **Specific** – Make things explicit so there is not room for misinterpretation. What will the outcome be? Who will be responsible?
- ✓ **Measurable** – Define the criteria or evidence so as to indicate the outcome desired. How will we know when we've achieved our goal?
- ✓ **Achievable** – Goals should be stretching and ambitious, but not unattainable. Is the goal within my control? Can we do this with the resources we have?
- ✓ **Relevant** – Goals should be related to the overall goals of the campus and/or district. Is this goal supporting the campus improvement plan? Is it creating conflict with any other campus or district goals?
- ✓ **Time-bound** – Set a deadline by which the goal will be accomplished. When do we need our goal to be accomplished? Are there factors driving or inhibiting the timeline of our goal?

**Data Sources for Goal Development.** A variety of resources are available for consideration when developing program goals for the comprehensive school counseling program. Some data sources include the following:

**Academic Excellence Indicator System**, (AEIS) reports, available for school years through 2012. The AEIS reports include a wide range of campus and district information on the performance of students as it relates to state assessment results, exit-level cumulative passing

rates, attendance rates, annual dropout rates, completion rates, and a variety of college readiness indicators. The reports also show performance in these areas disaggregated by ethnicity, special education, low income status, limited English proficiency, at-risk status, and bilingual/ESL status. Additionally, the AEIS reports provide extensive details about the school staff, finances, and student demographics. See Figure 3.3 for a sample page from an AEIS report. All statewide campus and district AEIS reports are available online at <http://ritter.tea.state.tx.us/perfreport/aeis/>

**Figure 3.3.  
An AEIS Report as a Valuable Data Source**

12/17/12 District Name: SPLENDORA ISD Campus Name: SPLENDORA H S Campus #: 170907001	TEXAS EDUCATION AGENCY Academic Excellence Indicator System 2011-12 Campus Profile	Section II - Page 1 Total Students: 970 Grade Span: 09 - 12 School Type: Secondary
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STUDENT INFORMATION	-----Campus-----		Campus	District	State
	Count	Percent	Group		
Total Students:	970	100.0%	24,904	3,464	4,978,120
Students By Grade:					
Early Childhood Education	0	0.0%	0.0%	0.1%	0.3%
Pre-Kindergarten	0	0.0%	0.0%	3.8%	4.5%
Kindergarten	0	0.0%	0.0%	7.5%	7.6%
Grade 1	0	0.0%	0.0%	7.4%	7.9%
Grade 2	0	0.0%	0.0%	8.2%	7.7%
Grade 3	0	0.0%	0.0%	7.8%	7.6%
Grade 4	0	0.0%	0.0%	6.8%	7.5%
Grade 5	0	0.0%	0.0%	7.4%	7.6%
Grade 6	0	0.0%	0.0%	7.9%	7.5%
Grade 7	0	0.0%	0.1%	7.9%	7.4%
Grade 8	0	0.0%	0.2%	7.3%	7.2%
Grade 9	283	29.2%	27.3%	8.2%	7.9%
Grade 10	250	25.8%	26.2%	7.2%	7.0%
Grade 11	251	25.9%	24.6%	7.2%	6.5%
Grade 12	186	19.2%	21.6%	5.4%	5.9%
Ethnic Distribution:					
African American	10	1.0%	2.7%	1.0%	12.8%
Hispanic	244	25.2%	20.8%	27.4%	50.8%
White	711	73.3%	73.1%	70.7%	30.5%
American Indian	3	0.3%	0.8%	0.2%	0.4%
Asian	2	0.2%	0.8%	0.1%	3.8%
Pacific Islander	0	0.0%	0.1%	0.0%	0.1%
Two or More Races	0	0.0%	1.8%	0.4%	1.7%
Economically Disadvantaged	557	57.4%	33.9%	64.9%	60.4%
Non-Educationally Disadvantaged	413	42.6%	66.1%	35.1%	39.6%
Limited English Proficient (LEP)	20	2.1%	1.4%	8.0%	16.8%
Students w/Disciplinary Placements (2010-11)	55	5.0%	3.1%	2.5%	1.8%
At-Risk	452	46.6%	33.7%	47.7%	45.4%
Mobility (2010-11)	204	19.0%	13.9%	18.5%	17.8%
Number of Students per Teacher	14.0	n/a	13.4	15.6	15.4

**Texas Academic Performance Reports** (TAPR), available beginning in the 2012-2013 school year, replaced the AEIS, however, it still includes very similar data points. See Figure 3.4. for a sample page from a campus TAPR report; all statewide campus and district TAPR reports are available online at <http://ritter.tea.state.tx.us/perfreport/tapr/>

**Figure 3.4.**  
**A TAPR as a Valuable Data Source**

Student Information	Campus		District	State
	Count	Percent		
Total Students:	1,942	100.0%	24,200	5,343,834
<b>Students by Grade:</b>				
Early Childhood Education	0	0.0%	0.0%	0.3%
Pre-Kindergarten	0	0.0%	9.6%	4.2%
Kindergarten	0	0.0%	7.2%	7.0%
Grade 1	0	0.0%	8.2%	7.4%
Grade 2	0	0.0%	7.7%	7.6%
Grade 3	0	0.0%	7.7%	7.7%
Grade 4	0	0.0%	7.1%	7.7%
Grade 5	0	0.0%	7.3%	7.5%
Grade 6	0	0.0%	6.5%	7.4%
Grade 7	0	0.0%	6.4%	7.4%
Grade 8	0	0.0%	6.4%	7.3%
Grade 9	587	30.2%	7.7%	8.1%
Grade 10	496	25.5%	6.6%	7.4%
Grade 11	470	24.2%	6.0%	6.8%
Grade 12	389	20.0%	5.6%	6.2%
<b>Ethnic Distribution:</b>				
African American	1	0.1%	0.0%	12.6%
Hispanic	1,920	98.9%	99.0%	52.4%
White	18	0.9%	0.7%	28.1%
American Indian	1	0.1%	0.0%	0.4%
Asian	0	0.0%	0.1%	4.2%
Pacific Islander	0	0.0%	0.0%	0.1%
Two or More Races	2	0.1%	0.1%	2.2%
<b>Economically Disadvantaged</b>				
Non-Educationally Disadvantaged	1,811	93.3%	93.0%	59.0%
English Language Learners (ELL)	131	6.7%	7.0%	41.0%
Students w/ Disciplinary Placements (2015-2016)	1,017	52.4%	58.3%	18.9%
At-Risk	34	1.7%	1.8%	1.4%
At-Risk	1,345	69.3%	68.8%	50.3%
<b>Students with Disabilities by Type of Primary Disability:</b>				
Total Students with Disabilities	165			
<b>By Type of Primary Disability</b>				
Students with Intellectual Disabilities	108	65.5%	53.2%	44.5%
Students with Physical Disabilities	*	*	8.2%	21.9%
Students with Autism	**	**	10.2%	12.5%
Students with Behavioral Disabilities	42	25.5%	27.8%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	0.7%	1.3%

**Site-Based Decision Making** (SBDM). The basic premise of site-based decision making at the district or campus level or both is that the most effective decisions are made by those who will implement the decisions. In this model, campus teams are empowered to identify problems, develop relevant solutions, and implement effective strategies all in the name of improving student performance. School counselors should be involved in the site-based decision making process and should develop school counseling program goals that are connected to the SBDM goals. Figure 3.5. shows a sample page from a campus SBDM plan, which includes school counselors, and would be quite useful in establishing school counseling program goals.

**Figure 3.5.**  
**Using the SBDM Plan as a Data Source to Align Program Goals with Campus Goals**

**Goal:** 1.1 Address student needs through innovative educational strategies. -

**Performance Theory 2:** If staff engages students instructionally and mentally, and if 100% of the teachers complete state requirements, then - student achievement will increase. -

**Summative Evaluation:** As measured by increased achievement and production. -

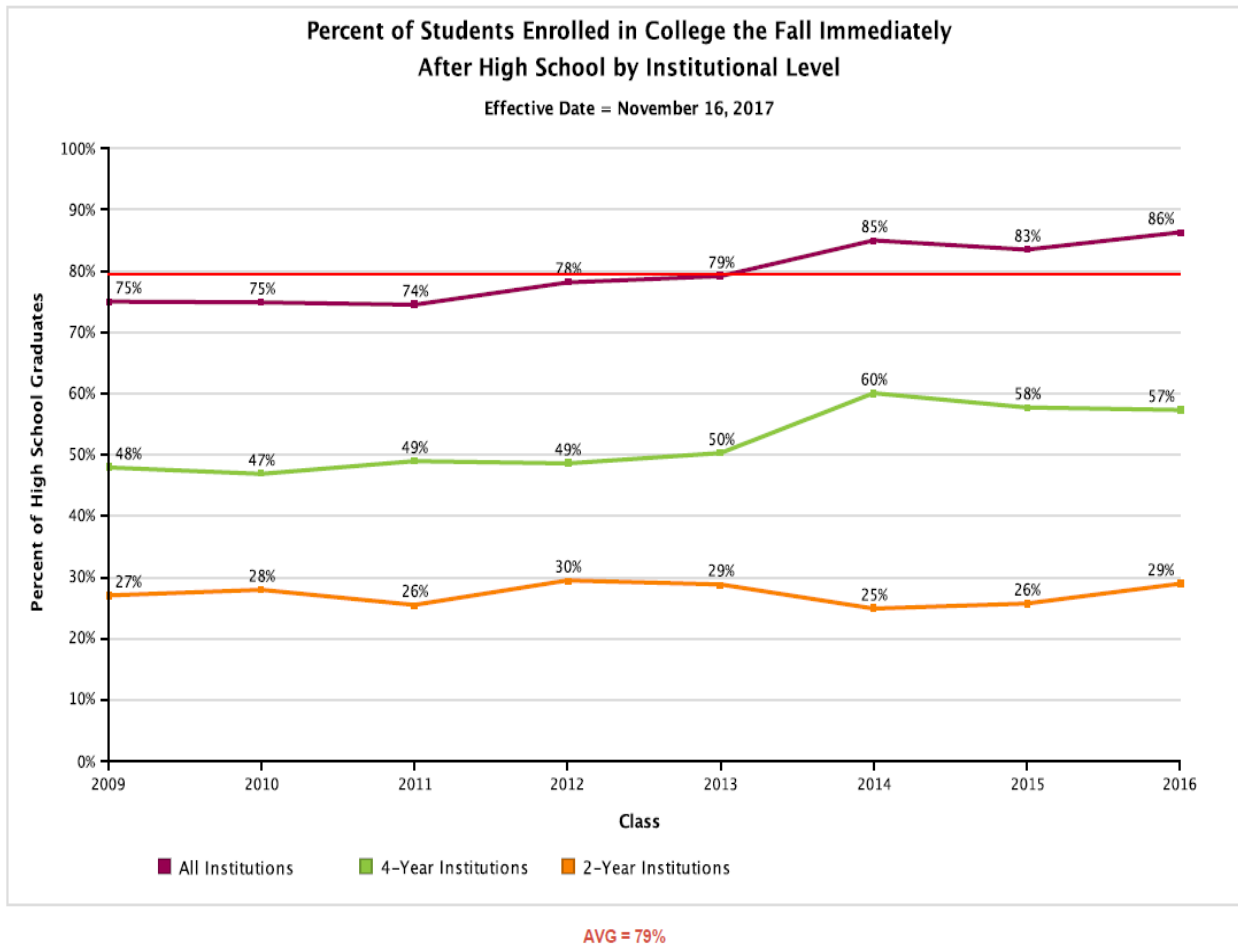
Strategy Description	Process Owner	Leading and Lagging Indicators	Formative Reviews			
			Nov	Mar	May	Aug
1. Support at-risk students in reading and math with IST support, ESL inclusion, tutorials.	Comp. Ed Teachers, ESL teachers, staff	Leading - % of students on track to graduate. Lagging - % of students that graduate.	◎			
2. Participate in at least one year of physical education during 7th or 8th grade.	Counselors	Leading - Student completion of fitness gram in the Physical Education class. Lagging - Compliance with the mandates from the Federal regulations - achievement for students.	◎			
	Funding Sources: 199 - General Fund					
3. Provide information to students and parents about higher education and financial aid opportunities and success beyond high school.	Counselors	Leading - Completion of PGP's. Lagging - % of dropouts.	◎			
	Funding Sources: 199 - General Fund - \$300.00					
4. Promote health awareness through posters, announcements, and classroom activities.	Nurse	Lagging - % of students and staff that attend work and school. Leading - % of students and staff that read literature, attend informational meetings and trainings, and participate in health awareness.	◎			
	Funding Sources: 199 - General Fund - \$200.00					
5. Present steps to decrease sexual abuse of children to staff, parents, students and community.	Counselors and PTA	Leading - % of parental attendance at presentations. Lagging - % of decreased reported events/reports.	◎			
	Funding Sources: 199 - General Fund - \$200.00					
6. Provide pregnancy related services for students as needed.	Counselors	Lagging - Documentation of services rendered to qualifying students. Leading - % of parents and students notified with information.	◎			
	Funding Sources: 199 - General Fund					

✘ = Discontinue	↓ = Below Target	◎ = On Target	↑ = Above Target	✔ = Accomplished
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**Public Education Information Management System (PEIMS)** reports available through the campus or district student management system produce vital data regarding attendance, grades, at-risk populations, gifted/talented populations, Disciplinary Alternative Educational Placement (DAEP) referrals, state assessment results, etc. Such reports would enable the school counselor to identify populations that may warrant special attention from the school counseling program.

**College enrollment** reports through entities like the Texas Higher Education Coordinating Board (THECB) or the National Student Clearinghouse (NSC) will show school counselors trends in college enrollment and allow them to target areas to sustain or initiate efforts relative to postsecondary planning and readiness. Figure 3.6. provides a sample college enrollment report from the National Student Clearinghouse.

**Figure 3.6.**  
**College Enrollment Reports as a Data Source for Postsecondary Trends**



**Use-of-Time Logs** can help school counselors quantify how much time is spent in each of the areas of guidance curriculum, responsive services, individual planning, system support, and non-counseling duties. Logs can also be used to compare the campus school counseling program balance in the four component areas with the school counseling program balance service distribution recommended in Section IV of this guide. See Section IV for a school counseling program balance worksheet. See Figure 3.7 for a sample time log.

**Figure 3.7.**  
**Use-of Microsoft Excel Time Log to Track Program Balance within**  
**the School Counseling Program**

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W
		<u>Guidance Curriculum</u>			<u>Individual Planning</u>		<u>Responsive Services</u>					<u>System Support</u>						<u>Non-Guidance</u>				
	<b>Date</b>	<b>Classroom Guidance</b>	<b>Small Group Guidance</b>	<b>Guidance provided in Advisory</b>	<b>Educational: Academic, Postsecondary planning</b>	<b>Personal - Social planning</b>	<b>Individual Counseling</b>	<b>Crisis Intervention</b>	<b>Small-Group Counseling</b>	<b>School related/Academic</b>	<b>Substance related</b>	<b>Relationship/mediation</b>	<b>Prof. Dev. /Collaboration</b>	<b>Supervision Received / Delivered</b>	<b>Consultation: Staff, Admin, Parent</b>	<b>Community Outreach/Parent Edu.</b>	<b>Advisory Councils / Committees</b>	<b>Program Management Activities</b>	<b>Data Analysis/Report</b>	<b>Discipline</b>	<b>Section 504 /Testing</b>	<b>Other/Duty</b>
	8/27/15	2			2	1			1			1					1					
	8/28/15	1	1		1	1		2						1	1							
	8/29/15		1		3		1			1	1							1				
	8/30/15				1	1	1			1			4									
	8/31/15	2	1		2			1			1				1							
	Total	5	3	0	9	3	2	3	1	2	2	1	4	1	2	0	1	1	0	0	0	0
	Total	8			12		11					9						0				
	Percentage	20%			30%		28%					23%						0%				

**Needs assessments** can assist school counselors in better evaluating any gaps and potential target areas for school counseling program goals at the campus level. The needs assessment is an instrument used to collect data on perceived needs of the school. Needs can be assessed by surveying faculty, parents, administrators, and most especially, students themselves. The data compiled through needs assessments can assist with planning all aspects of the comprehensive school counseling program and for the development of school counseling program goals. Similarly, needs assessments can also be employed to assist with evaluating the effectiveness of the school counseling program or individual program aspects. Depending on accessibility, needs assessments can be completed as a paper/pencil task, but can also be easily created in computer-based formats. Computer-based needs assessments are good for streamlining the process of compiling the data reported through the assessment. See Figures 3.8., 3.9., and 3.10. for sample needs assessments for students, staff, and parents, respectively.

- **Student Needs Assessment.** Once the sample student needs assessment instrument (Figure 3.8.) is completed, the numbers from each column would be totaled. Items with blank boxes in the first column are indicative of a need to focus on the student competency of *Intrapersonal Effectiveness* within the overall school counseling program. Blank boxes in the second column demonstrate a need to give attention to *Interpersonal Effectiveness*. The third column is connected to the need for emphasis on *Postsecondary Education and Readiness*. The last column would show the need to address matters of *Personal Health and Safety* through the school counseling program. Based on the cumulative perceptions of students, whichever column indicates the highest total after adding all items together would suggest it is the student competencies area of greatest need and warrants targeted attention. This information will be relevant when working through the *Desired Program Design Priorities* tables at the end of this section.
- **Teacher Needs Assessment.** Just as with the student needs assessment, once the teacher needs assessment instrument (Figure 3.9.) is completed, the numbers from each column should be totaled. The items with blank boxes in the first column are indicative of a need to focus on the student competency of *Intrapersonal Effectiveness* within the overall school counseling program. Items in the second column demonstrate a need to give attention to *Interpersonal Effectiveness*. The third column is connected to the need for emphasis on *Postsecondary Education and Readiness*, while the last column would show a need to address matters of *Personal Health and Safety* through the school counseling program. Based on the cumulative perceptions of teachers completing this needs assessment, the column with the highest total after adding all items together would suggest it is the area of greatest need.
- **Parent Needs Assessment** As with the other two needs assessment tools, the parent version (Figure 3.10.) should have the numbers from each column totaled. The items with blank boxes in the first column are once again indicative of a need to focus on the student competency of *Intrapersonal Effectiveness* within the overall school counseling program. Items in the second column would also demonstrate a need to give attention to *Interpersonal Effectiveness*. The third column is connected to the need for emphasis on *Postsecondary Education and Readiness*, while the last column would show a need to address matters of *Personal Health and Safety* through the school counseling program. Based on the cumulative perceptions of parents completing this needs assessment, the column with the highest total after adding all items together would suggest it is the area of student competencies to target.

**Figure 3.8.**  
**Sample Student Needs Assessment**

COMPREHENSIVE SCHOOL COUNSELING PROGRAM  
STUDENT NEEDS ASSESSMENT

To help the school counselor plan the best activities for this school year, please rate each of the following items below to show how important each item is to you.

Please write a number using the scale provided below in the blank white box to the right of that item that best describes how important that topic is to you.

4=Very important 3=Somewhat important 2=Not very important 1=Not important at all

Information about alcohol/drug abuse				
Weight/eating problems				
Worrying about death or dying				
Exploring career choices				
Dealing with stress				
Unorganized/don't know how to study				
Not getting along with a teacher				
Understanding my abilities, interests, and aptitudes				
Parents are separating, divorced, or fighting				
Parents do not understand me				
Making and keeping friends				
Knowing what it takes to go to college				
TOTAL				

*Sample Student Needs Assessment, adapted from the American School Counselor Association*



**Figure 3.9.**  
**Sample Teacher Needs Assessment**

COMPREHENSIVE SCHOOL COUNSELING PROGRAM  
TEACHER NEEDS ASSESSMENT

To help the school counselor plan the best activities for this school year, please rate each of the following items below to show how important you feel it is to address the matter with students.

Please write a number using the scale provided below in the blank white box to the right of that item that best describes how important that topic is to you.

4= Very important 3= Somewhat important 2= Not very important 1=Not important at all

Getting along with friends or others				
Difficulty making friends				
Not knowing how to ask for help with problems at school and/or home				
Exploring career choices				
Teasing, bullying				
Selecting the most appropriate courses for middle/high school				
Dealing with change/new situations				
Better understanding their own abilities, interests, and aptitudes				
Stress				
Eating disorders/body image				
Not accepting people's differences				
Importance of post-secondary education				
Physical/sexual abuse/neglect				
Inattention/hyperactivity				
Homelessness/poverty				
Domestic violence				
TOTAL				

*Sample Teacher Needs Assessment, adapted from the American School Counselor Association*

**Figure 3.10.**  
**Sample Parent Needs Assessment**

COMPREHENSIVE SCHOOL COUNSELING PROGRAM  
PARENT NEEDS ASSESSMENT

To help the school counselor plan the best activities for this school year, please rate each of the following items below to show how important each item is to you.

Please write a number using the scale provided below in the blank white box to the right of that item that best describes how important that topic is to you.

4= Very important 3= Somewhat important 2= Not very important 1=Not important at all

Exploring career opportunities				
Choosing the most appropriate courses in middle/high school				
Bullying/cyberbullying				
Educational opportunities after high school				
Solving their own problems and making good decisions				
Managing time better				
Student health and wellness				
Managing conflict with others				
Coping with stress				
Making and keeping friends				
Asking for help when it is needed				
Appropriate social skills				
TOTAL				

*Sample Parent Needs Assessment, adapted from the American School Counselor Association*

**Writing Program Goals.** Once data sources have been reviewed and needs assessments conducted and compiled, it is time to write the school counseling program goals. This is a critical step and should be one that is taken at regular intervals, preferably every school year. As circumstances and the needs of students or the goals of the campus can change, so too must the needs and goals of the school counseling program.

In the spaces that follow, take advantage of the opportunity to plan your campus school counseling program goals by noting what the data points you've examined indicate, what your needs assessments suggest, and what your advisory council recommends. After examining all this relevant detail, take some time to reflect and put words to the goals for your campus school counseling program.

Use the following box to make notes regarding what data points you have reviewed at your campus, what patterns or areas of significance you find, and which of these can be addressed through the school counseling program.

What data points did you review?

What patterns did you find in your data points?

What areas of significance did you find in your data points?

Use this following box to make notes about your needs assessments. What areas of need were most evident? Was there consistency among the needs described by students? Teachers? Parents? Others?

What were the most significant needs identified in your needs assessments?

What needs were common across the different audiences you conducted needs assessments with?

What significant input and insight from your advisory council will be incorporated into your campus school counseling program goals?

Use the following box to include notes about the input from those stakeholders that may have bearing on your campus program goals as well.

Finally, it's time to set the school counseling program goals. Use the following box to write out the goals you will set for your school counseling program. The quantity of your goals is not as important as the quality of your goals. They should be the driving force behind the actions taken by the school counselor at the campus level at all times.

Goal #1:

Goal #2:

Goal #3:

### **Desired School Counseling Program Design Priorities**

The final step is to integrate the foundational components to determine the design priorities for the school counseling program. After the foundational components, have been articulated and the school counselor has established the school counseling program goals, the next critical step is to prioritize desired program design elements that most closely align with the program goals to assure they are given the greatest consideration during program development and implementation.

For purposes of identifying your campus school counseling program design priorities, start by re-writing your school counseling program goals into the following table.

**SCHOOL COUNSELING PROGRAM GOALS**  
(Derived from assessment(s) of students, teachers, parents, community needs & other data sources)

- 1.
- 2.
- 3.

**Client Priorities.** The first set of priorities to examine and establish are the needs of clients served by the school counseling program. Clients may include students, teachers, parents, administrators, or others that may be identified in your campus-based goals but do not naturally fit into one of the previously mentioned categories. Based on the established school counseling program goals, each of these possible client categories would be assigned a value of 1, 2, 3, 4, or 5, with 1 being the highest priority client and 5 being the lowest priority client. Write your values into the following table to assign priorities to each client for your campus school counseling program. Further, the needs of all student clients can be broken down into an additional subset and assigned priority values in the same fashion with values ranging from 1 thru 4 in the areas of developmental needs, preventative needs, remedial needs, and crisis needs. Use the same table to identify these student priorities for your campus.

<b>CLIENTS</b> (Prioritized based on school counseling program goals. Clients most directly reflected in and served through identified goals.)	<b>PRIORITIES:</b> 1= highest need, 5=lowest need
<b>STUDENTS</b> (Prioritize level of need for student clients) <input type="checkbox"/> Developmental Needs <input type="checkbox"/> Preventive Needs <input type="checkbox"/> Remedial Needs <input type="checkbox"/> Crisis Needs	
<b>TEACHERS</b>	
<b>PARENTS</b>	
<b>ADMINISTRATORS</b>	
<b>OTHERS</b> (specify)	

**Student Competencies.** Student competencies are additional elements to examine and prioritize into alignment with the school counseling program goals. These student competencies are organized into the four curricular content areas of Intrapersonal Effectiveness, Interpersonal Effectiveness, Personal Health and Safety, and Post-Secondary Education and Career Readiness, further described in Section V of this guide. If necessary, see Section V for assistance in determining the priority value for this element. Use the following table to assign priority values to the four content areas based on the school counseling program goals and the needs assessments for your campus.

<b>STUDENT COMPETENCIES</b> (Prioritize based on student competencies most reflected in the program goals)	<b>PRIORITIES:</b> 1= highest need, 4=lowest need
<b>Intrapersonal Effectiveness</b>	
<b>Interpersonal Effectiveness</b>	
<b>Personal Health and Safety</b>	
<b>Post-Secondary Education and Career Readiness</b>	

**School Counselor Competencies.** School counselor competencies should also be evaluated and prioritized based on campus program goals. The 10 established competencies are program management, guidance, counseling, consultation, coordination, assessment, leadership, advocacy, professional behavior, and professional standards. Each of them is described in greater detail, along with school counselor responsibility domains, in Section IV of the *Texas Model*. Use the following table to assign priority values of 1 thru 10 to each of the school counselor competency areas based on the school counseling program goals and needs assessments for your campus.

<b>SCHOOL COUNSELOR COMPETENCIES</b> (Prioritize by school counselor competencies most needed to realize school counseling program goals)	<b>PRIORITIES:</b> 1= highest need, 10=lowest need
<b>Program Management</b>	
<b>Guidance</b>	
<b>Counseling</b>	
<b>Consultation</b>	
<b>Coordination</b>	
<b>Student Assessment</b>	
<b>Leadership</b>	
<b>Advocacy</b>	
<b>Professional Behavior</b>	
<b>Professional Standards</b>	

**School Counselor Use of Time.** The final program design element to align and prioritize with the school counseling program goals is the school counselor’s use of time in each of the program components codified in the Texas Education Code. More detailed descriptions of these components can be found in TEC §33.005 as well as in the Section IV of this *Texas Model*.

The table below helps school counselors identify the priority ranking from 1 thru 4 for each program component and provides a targeted percentage of time to spend on each component, once again based on the school counseling program goals and needs assessments. Note that the targeted percentage of time for a campus school counseling program may not necessarily reflect the program balance recommendations suggested in Section IV of this *Texas Model* because of the unique campus program goal priorities compiled as you completed each of the tables in this section.

<b>COUNSELOR TIME/PROGRAM COMPONENT</b> (Prioritize by components through which related activities will most address program goals)	<b>PRIORITIES:</b> 1= highest need 4=lowest need	<b>Percentage of time per component</b>
<b>Guidance Curriculum</b>		
<b>Individual Planning</b>		
<b>Responsive Services</b>		
<b>System Support</b>		

## Program Evaluation

Once the school counseling program mission has been created, the school counseling program parameters defined, the rationale produced, the assumptions assessed, the goals established, and the design priorities determined, it is time for the school counselor to begin implementation of the school counseling program. Following the foundational components will set the course and lead the way to a well-articulated and successful comprehensive school counseling program.

It will be necessary to regularly evaluate the effectiveness of the school counseling program to ensure that each of the foundational components and the program goals are still sound and in line with the needs of students and the direction of the campus. There are several ways to evaluate the school counseling program for effectiveness, similar in nature to the methods used to establish goals in the first place.

**Reexamine data points.** By revisiting the data elements that were reviewed when developing the school counseling program goals, the school counselor can determine if the data points are moving in a desirable direction. Plotting such data points, taken at regular intervals, onto a graph and looking for trends over time is another system to apply when evaluating the school counseling program with hard data.

**Perception surveys.** By administering pre-tests and post-tests before and after significant school counseling program activities, the school counselor can assess the effect of program activities directly from program clients. These surveys can serve as formative assessments related to the greater needs assessment efforts that may be conducted only once per year.

**Program audit.** Another option for evaluating the overall effectiveness of the school counseling program is to conduct an audit. The school counseling program audit assists the school counselor in honestly answering questions related to the implementation of key elements of the comprehensive school counseling program. Appendix F provides a Synopsis of Standards for a Guidance Program Audit (Gysbers and Henderson, 2012).

Regardless of the method, evaluating the school counseling program is a critical step in continuing to serve the needs of the students and campus, and to sustain the excellence and integrity of the school counseling program over time!



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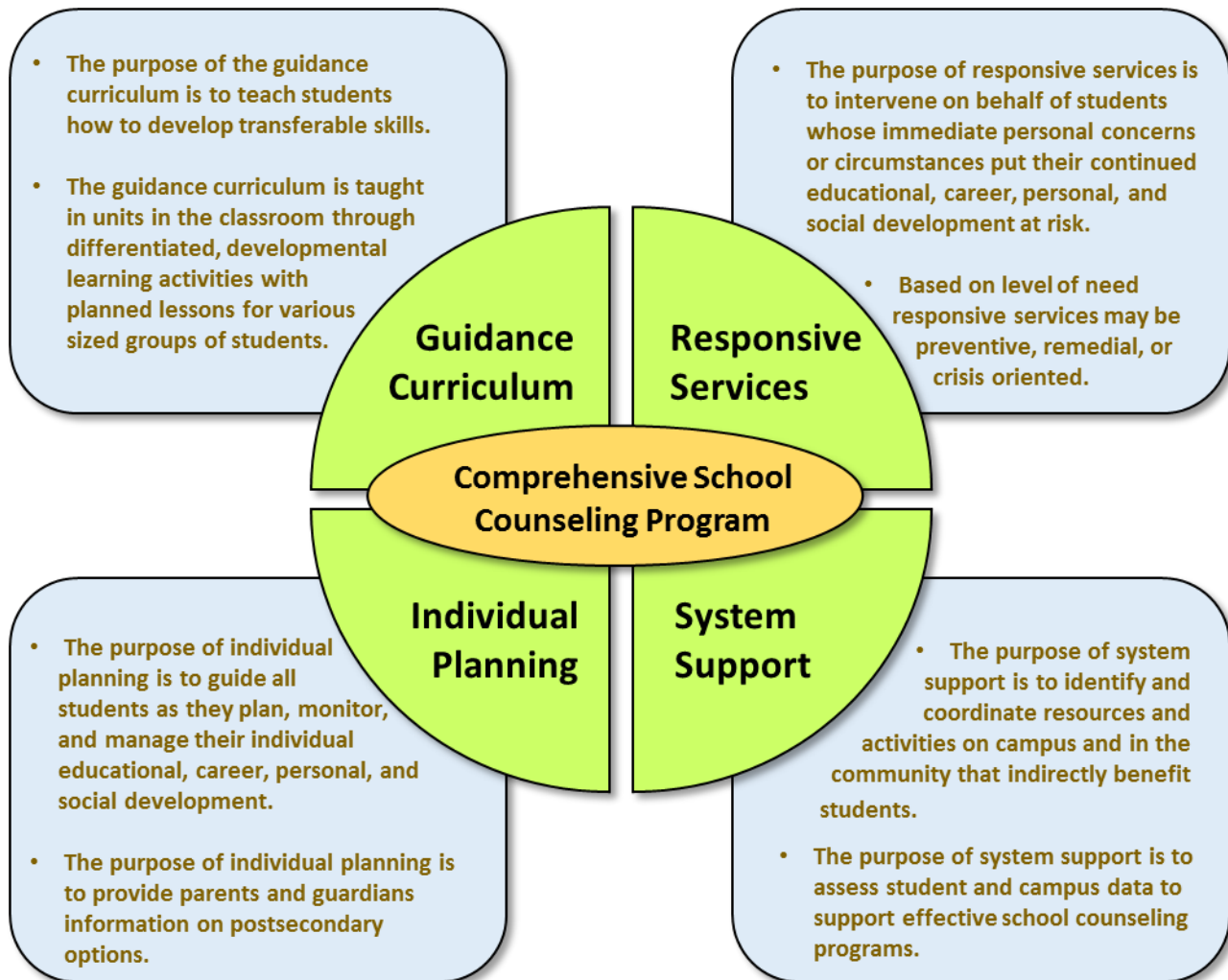
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# SECTION IV

## Four Service Delivery Components





## Service Delivery Components

Section IV provides detailed information and implementation suggestions for each of the four service delivery components as set forth in statute to design effective school counseling programs including the following:

- A brief description of the four service delivery components of comprehensive school counseling programs to promote a general understanding of each component
- The conceptualization of the four service delivery components within the tiered model currently used in general education to structure the delivery of school counseling services to students who may require various levels of assistance
- An introduction of the School Counseling Pyramid for Comprehensive and Direct Services (Figure 4.2.2.) as a method to organize student guidance and counseling services within a tiered approach
- A detailed description of the four service delivery components, including information necessary for the effective implementation of each component such as school counselor, teacher, parent/guardian, and administrator roles within each component
- The identification and discussion of counseling and non-counseling duties to help administrators appropriately allocate campus resources to fully benefit from school counselors' expertise
- An overview and discussion of program balance, time distribution, and allocation of resources within each component

## Program Description

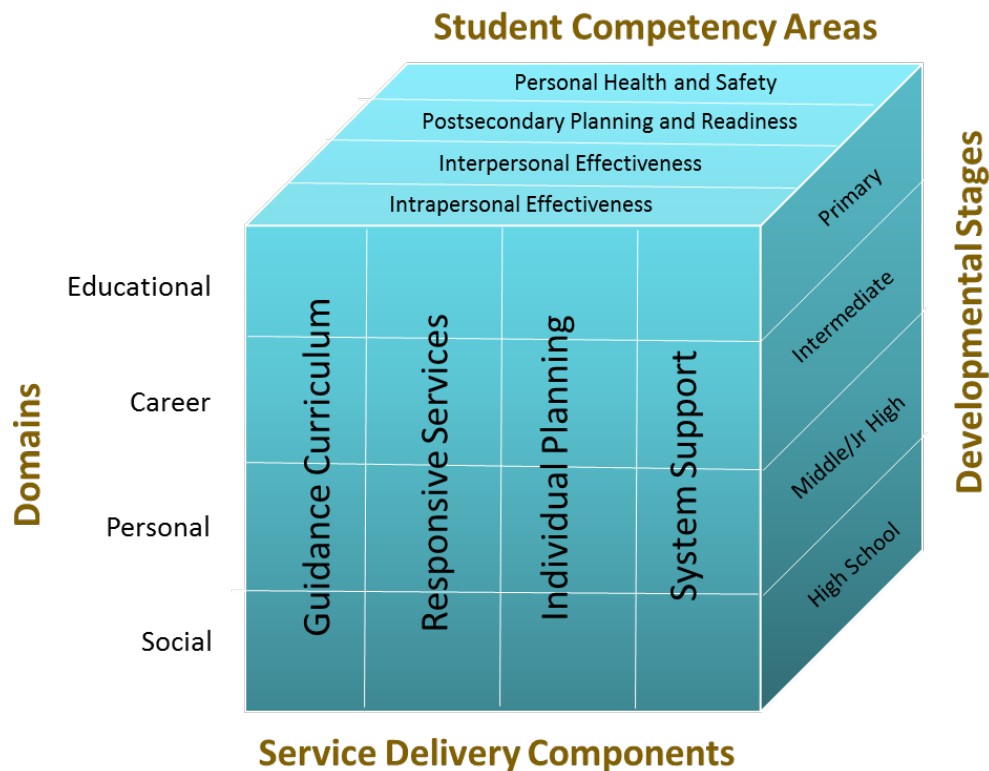
The Texas Model for Comprehensive School Counseling Programs provides a conceptual framework to foster the growth of all students at the primary, intermediate, middle/junior high, and high school stages of development. The *Texas Model* supports the educational, career, personal, and social development of all students through the four school counseling program service delivery components of Guidance Curriculum, Individual Planning, Responsive Services, and System Support (TEC §33.005).

Delivery of school counseling program services are organized through sequenced age-appropriate activities designed to impact students' development through the curricular content areas of Intrapersonal Effectiveness, Interpersonal Effectiveness, Postsecondary Education and Career Readiness and Personal Health and Safety that align with program foundations and domains.

The Conceptual Model (Figure 4.1.) provides the framework for school counseling programs to be integral components of school-wide educational programs. It provides a systematic, planned approach that helps all students acquire and apply basic life skills by making optimal use of school counselors' unique knowledge and skills. A primary responsibility of a school counselor is to work with students to enhance their character, abilities, decisions, personal health, thought processes, and decision-making skills through identified and measurable competency indicators.

Overall, the foundation of the *Texas Model* is to help school counselors implement school counseling programs that provide developmentally appropriate direct services for all students, and at the same time, deliver specialized assistance to those who need it.

**Figure 4.1.  
The Conceptual Model**



A comprehensive school counseling program as set forth in the *Texas Model* ensures equitable access for all students. The school counselor designs the school counseling program to meet locally identified needs and goals by adhering to the program development cycle of organizing, planning, designing, implementing, and evaluating the school counseling program. The school counselor ensures that the campus comprehensive school counseling program is

- 100 percent program specific and appropriately allocates time to each of the four service delivery components;
- driven by the needs of the student;
- designed to develop students' academic success and overall health by identifying and addressing academic, behavioral, social, and emotional barriers that may interfere with growth;
- focused on a conceptual model with four identified developmental stages, four domains, four service delivery components, and four targeted content areas (Conceptual Model);
- proactive rather than reactive;
- driven by evaluative data (process, perception, and student outcome); and
- committed to the reassignment of job duties not directly related to the comprehensive school counseling program.

Students who learn how to use effective problem-solving approaches and coping skills will establish patterns of responsible citizenship and decision-making. These skills are necessary for students to attain a healthy life balance inclusive of sound mental, emotional, and physical health practices. Ideally, school counselors operate as ethical professionals who promote intrapersonal

and interpersonal insight through acceptance of student diversity reflecting complex identities. School counselors accomplish these tasks through multiple role assignments like coordinator, leader, advocate, counselor, and consultant for direct and indirect services that support all stakeholders.

## Program Structure

The Texas Model for Comprehensive School Counseling Programs in Texas public schools is an integral part of the total educational program. Through a systematic and planned program, school counselors apply specialized knowledge and skills to provide developmentally appropriate support and interventions for all students. The Texas Education Code (§33.005) specifies that “a school counselor shall work with the school faculty and staff, students, parents, and the community to plan, implement, and evaluate a developmental guidance and counseling program.” Furthermore, the school counselor shall design the school counseling program to include the following four components:

1. **Guidance Curriculum** “to help students develop their full educational potential, including the student's interests and career objectives;”
2. **Responsive Services** “to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk;”
3. **Individual Planning** “to guide a student as the student plans, monitors, and manages the student’s own educational, career, personal, and social development;” and
4. **System Support** “to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.”

## Brief Description of Service Delivery Components

**Guidance Curriculum.** The guidance curriculum is designed to systematically provide lessons to students that facilitate growth, development, and transferrable skills in the areas of educational, career, personal, and social development. The need for students to become advanced critical thinkers, efficient problem solvers, and demonstrate appropriate behavior and disposition offers justification for a guidance curriculum. The guidance curriculum can be taught in units through differentiated learning activities in the classroom with planned lessons for various sized groups of students at all grade levels.

**Responsive Services.** The purpose of responsive services is to support students and offer support in their time of need. Similarly, responsive services can have the three levels of school counselor response, those of prevention, remediation, and crisis, to needed or critical situations.

Prevention refers to the work of school counselors to ensure all students are educated and knowledgeable of competencies necessary to address troublesome circumstances before they become habitually problematic. Preventive measures help reduce or eliminate the likelihood of those situations occurring again.

Remediation is a necessary school counselor action once a challenging situation has taken place and the student needs assistance in resolving the problem. During a crisis, the school

counselor intercedes immediately in high risk situations that may greatly impact the student's personal, social, academic, or career development.

Crisis response may have local processes and procedures that structure immediate action, and confirmation of those actions may include communication and collaboration with campus and district level administrators.

Responsive services may also include consultation with teachers, parents, and others who can assist the student with problematic issues. Additionally, referral to community services outside the school may be considered. At all levels of intervention, school counselors reflect and consult as needed to change or refine processes relevant to each situation.

**Individual Planning.** The purpose of individual planning is to assist students in developing and addressing academic, career, personal, and social goals. Students need opportunities to understand and monitor their own development considering their individual needs, specialized circumstances or services, and cultural implications. In delivering individual planning services, school counselors use knowledge, the ability to integrate district and state requirements, and student preferences to assist students in developing realistic and attainable goals.

**System Support.** System support is essential to the total school counseling program. System support can be categorized in two areas: program management activities and support services. Program management activities establish, maintain, and enhance the total school counseling program. Through this indirect service component, school counselors plan, organize, implement, manage, and evaluate their school counseling programs to increase the efficiency and efficacy of direct services that are provided.

System support is the foundation of the school counseling program. Without system support, the three direct service delivery components might be a collection of disorganized and ineffective services. Support services include indirect services to students through school counselor relationships with other adults as well as campus, district, and community programs and services that can be beneficial to students. Through school counselors' coordinated and consultative efforts, the strengths and resources of these individuals and entities is harnessed on behalf of students' educational, career, personal, and social development.

### **Service Delivery Components: A Tiered Model**

The four service delivery components of the school counseling program have been encapsulated in a Response to Intervention (RTI) model. RTI is a tiered approach to immediate identification and support for students who require academic, behavioral, social, or emotional intervention. With federal law, such as IDEA 2004 and Title 20, interventions like RTI are more relevant in meeting the multifaceted and complex needs of our diverse student populations. The school counseling service pyramid provides an overview of services outlined in a comprehensive school counseling program. The pyramid's foundation depicts school improvement. A comprehensive school counseling program enhances all students' learning by supporting their educational, career, personal, and social development needs. School counselors provide school counseling services to remove impediments to student learning and positively impact school improvement.



## **School Counseling Pyramid of Program Services**

The school counseling pyramid for comprehensive and direct services is driven by school improvement, and depicts methods and approaches to delivering direct services for 100 percent of the students.

Tier One of the pyramid depicts guidance curriculum where all students receive access to information and learn skills at their developmental levels to address intrapersonal effectiveness, interpersonal effectiveness, personal health and safety, and post-secondary education and career readiness.

Tier Two consists of increased direct, specific, and intentional services provided through guidance curriculum, various-sized groups, and individual planning. Topics discussed will represent content from the program's scope and sequence, however, the focus will be more specific in order to measure student competency in identified areas. Students receive services via intentional guidance activities that are developed to assist them to reach the same level of performance as the majority of students.

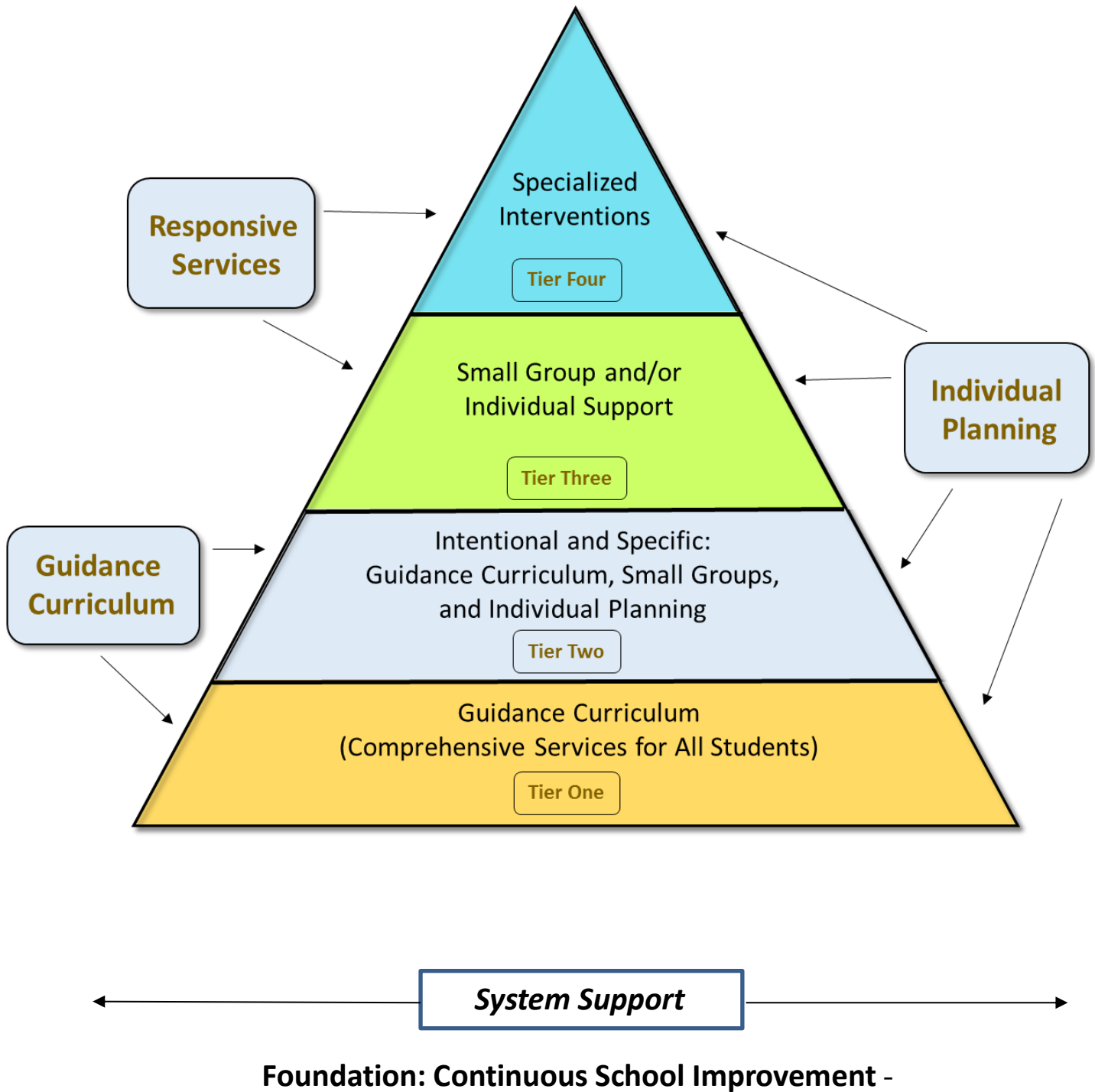
In Tier Three of the school counseling pyramid the school counselor will meet the needs of an identified, yet smaller student population. School counselors will design and implement direct services delivered through small groups and/or at the individual level to identified students who require specialized school counseling interventions. Tier Three services are responsive (preventive, remedial, crisis) and are not necessarily pertinent to the entire student population.

In Tier Four, the school counselor may provide individual counseling interventions to a specific student. School counselor services at this tier are provided until students' needs exceed the duties or competencies of the school counselor. At this point, school counselors use referral to other district or community services to address students' needs.

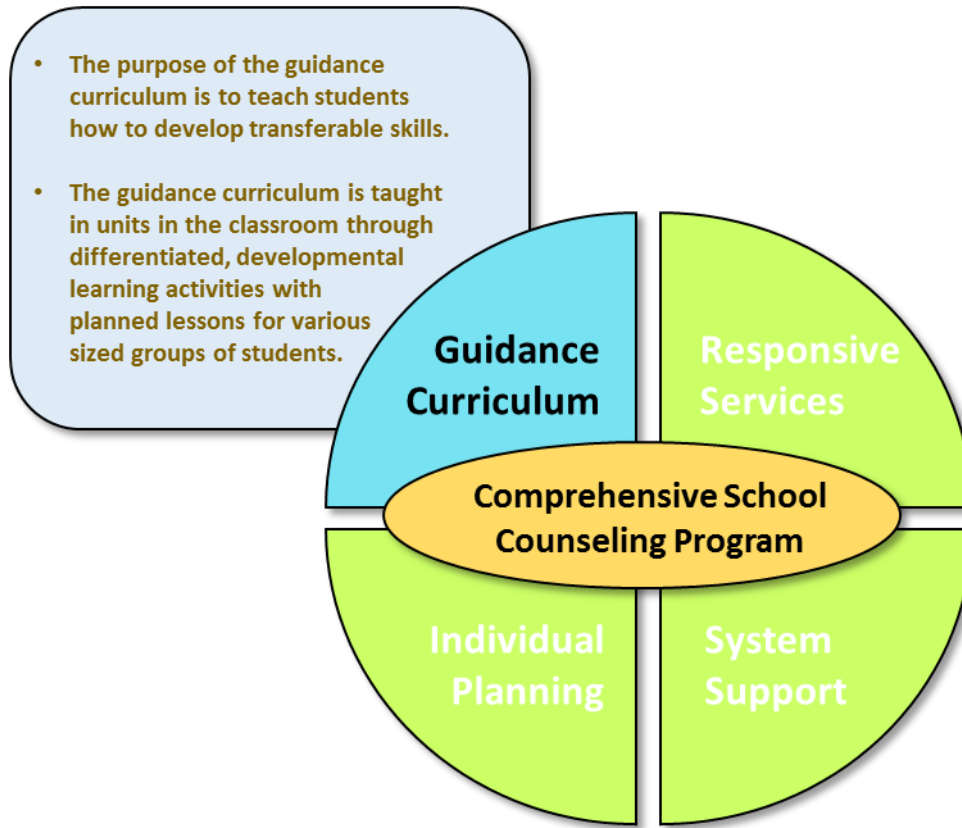
Guidance curriculum and individual planning are evident in Tier One and Tier Two. Responsive services are addressed in Tier Three and Tier Four where specific student needs are greatly determined. When adhering to a program using the pyramid, the comprehensive school counseling program is designed to provide equity and access for all students.

The school counseling pyramid for comprehensive direct services is designed to visually depict school counseling services available to all students. It is imperative to note that the school administrator and other personnel respect and support the professional discretion and training of the school counselor when providing services to students in small groups and in the individual setting. The school counselor works with the campus leadership team to identify and provide services to all students through guidance lessons, small groups, individual planning, and individual counseling. Whether providing services in guidance curriculum, small groups, or at the individual level, the school counselor adheres to legal (including state law and board policy) and ethical codes (SBEC, ACA and ASCA) to maintain the safety and well-being of students.

**Figure 4.2.**  
**The School Counseling Pyramid for Comprehensive and Direct Services**



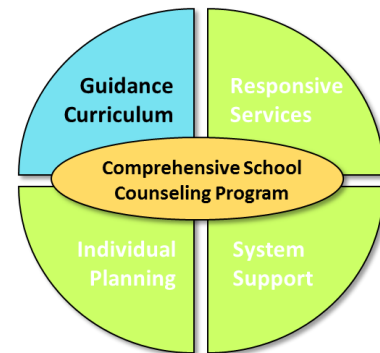
## Description of Service Delivery Components Guidance Curriculum



## The Guidance Curriculum

The purpose of the guidance curriculum component is to help all students develop transferable skills relative to their educational, career, personal, and social development. The guidance curriculum is taught based on curricular content areas, student competency indicators, and developmental stages through differentiated learning activities with planned lessons for various sized groups of students.

The guidance curriculum is designed to provide lessons systematically to students that facilitate growth and development in the areas of educational, career, personal, and social development. Because there is a need for students to become advanced critical thinkers, efficient problem solvers, and demonstrate appropriate behavior and disposition, the use of research, technology, and an understanding of student developmental stages is the foundation of comprehensive school counseling programs.



In Texas, four strategic curricular content areas have been identified for the guidance curriculum:

- Intrapersonal Effectiveness
- Interpersonal Effectiveness
- Post-Secondary Education and Career Readiness
- Personal Health and Safety

The developmental guidance curriculum has a scope and sequence for student competency development identified by age-appropriate competency indicators. The curriculum is designed in alignment with the availability of local materials and other resources, contains evaluation strategies, and is optimally planned to reach all students assigned to the campus.

**Guidance Curriculum Topics.** A number of topics have been identified at both the state and local levels. A school district shall work with students, staff, parents, and the community to identify priorities where students will be served through the guidance curriculum component. The following sample topics have been identified as having relevance within the guidance curriculum component:

**Sample Guidance Curriculum Topics**

appreciation of all individuals and their cultural membership	next-year registration
career, college, technical, or trade pathways	personal boundaries
decision-making skills	relationships (friends, workplace, acquaintances, family)
effective communication skills	responsible technology use with respect to privacy, individual concerns, and rights
forms of bullying (family system, workplace, school, cyberspace, and athletics, and organizations)	self-esteem and body image
motivation	sex & the law (harassment, assault, abuse, and prevention)

Use the following space to identify and write notes on the guidance curriculum services for your campus and school counseling program. Use the four content areas, as well as the needs assessment results (Section III) to guide you.

Strategic content area:

Findings from needs assessment:

Guidance Curriculum Lesson(s):

SMART Goal:

**School Counselor Considerations.** The school counselor must understand the four identified components of the Conceptual Cube Model (Figure 4.1) before developing classroom guidance lessons.

In developing classroom guidance lessons, the school counselor should consider the four identified developmental stages, service delivery components, and targeted content areas. School counselors must also be knowledgeable of the rationale and intent of each activity. Further, it is important to gauge the needs of the campus when selecting the appropriate student populations to receive these lessons. Selecting the appropriate populations, time, and place for delivery of lessons can garner the necessary instructional time and administrative support for the school counselor to successfully conduct guidance lessons. Considerations should also be given to state initiatives and district program goals when topics are selected.

Additionally, having knowledge of all curriculum subjects (i.e. science or language arts) is essential for many reasons. Not only is this an opportunity to collaborate across curricular areas, it is a chance for the school counselor to have knowledge about curriculum across the board for the purpose of working with students, teachers, parents, and administrators. Finding ways to integrate the guidance and content area curriculum automatically makes the school counselor's use of instructional time more justifiable.

School counselors consider diverse student populations and tailor guidance lessons with differentiated instructional strategies in mind. Incorporation of technology and classroom management strategies should be inherent in every lesson provided by the school counselor.

**Roles in Guidance Curriculum.** Effective delivery of the guidance curriculum is a collaborative effort among school counselors, teachers, parents, and administrators. Each group, as described in the following grid, should not operate in isolation, but rather in cadence with one another. For example, the parent role reflects attitudes, knowledge, and skills that parents possess to help their children learn. Indeed, historically, parents have accepted primary responsibility for teaching these life skills. It is critical, then, that parents be invited to provide input to the curriculum taught in their children's school, that they be aware of what is taught, and that they be encouraged to reinforce these skills at home.

**Roles in the Guidance Curriculum**

<u>School Counselor</u>	<u>Teacher</u>	<u>Parent</u>	<u>Administrator</u>
Understands the conceptual cube model, and has conceptualized the domains, developmental stages, competency areas, and service delivery components in the development of the guidance curriculum	Has awareness of the conceptual cube model and makes suggestions on development of the guidance curriculum	Has awareness of the conceptual cube model, reviews the guidance curriculum, and has identified their child's relevance to this model	Understands the conceptual cube model, has conceptualized all components, has input, and supports teacher and parent involvement in the revision process of the guidance curriculum
Understands, communicates, and researches topics related to district, state, and federal guidelines and expectations	Integrates content required in the TEKS with guidance curriculum or topics  Uses topics discussed in daily classroom lessons or operations	Reiterates and incorporates topics at home that were discussed in school	Uses topics discussed to reinforce appropriate school conduct to mitigate disciplinary actions
Determines the needs of the campus, based on accessible data and reports	Substantiates needs of the campus based on students' report	Validates needs of the campus based on their children's experiences and the expressed needs of other parents	Communicates campus data and goals to design the guidance curriculum
Uses a needs assessment for all students based on student, teacher, parent, and administrator perspective (see Section III)	Completes needs assessment	Completes parent and student surveys and provides feedback through needs assessment	Provides input on creation of needs assessment
Solicits membership to the School Counseling Advisory Committee and creates roles and responsibilities of members	Serves as a teacher resource to the School Counseling Advisory Committee	Serves as a parent resource to the School Counseling Advisory Committee	Serves as an administrator and resource to the School Counseling Advisory Committee

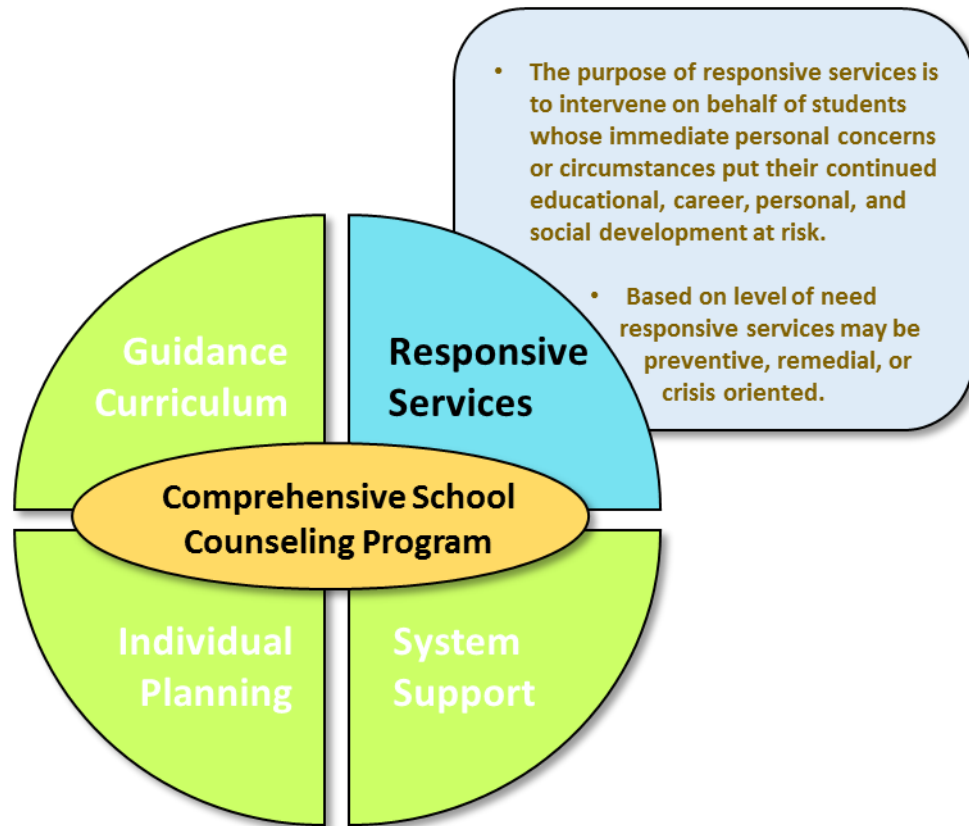
Plans and schedules the implementation of the guidance curriculum	Collaborates with school counselors and creates time for lessons being given in the classroom	Requests to review guidance curriculum, counseling resources, and encourages children's participation	Supports delivery of guidance curriculum in the classroom  Provides time in the master schedule for guidance curriculum
Implements differentiated instructional strategies and consider multiple intelligences among the students	Provide school counselors with student modifications, accommodations, and instructional approaches used in classroom	Communicates student learning preferences and empowers children to advocate for necessary instructional strategies	Provides school counselors with information regarding federal initiatives and district training
Uses guest speakers, technology, and classroom management strategies to supplement learning	Creates a welcoming environment, with rules of engagement and expectations posted	Reminds children of the presence of invited guests, and reinforces expected behaviors as a reflection of the family and school as a whole	Allocates resources in the annual budget for guest speakers and enhanced technology
Understands the Guidance Curriculum is intentional, specific, and used as a preventative measure	Collaborates with the school counselor to identify areas where measures of prevention are most needed	Remains informed of campus demographics, and the experiences and the expressed needs of other parents to substantiate a need for certain lessons	Allocates resources in the annual budget for student interventions and programs

Instruction in the guidance curriculum begins with children's first experiences in school, with the levels of mastery expanding each year in accordance with students' ages and developmental levels. Section V specifies an age-appropriate scope and sequence for students' acquisition of these knowledge and skills sets by stating competency indicators based upon developmental needs: primary, intermediate, middle/junior high, and high school.

School counselors present a well-balanced guidance curriculum, including instruction from all content areas of the guidance curriculum. Locally assessed needs and priorities will dictate the specific competencies and goals addressed, the results expected, and the most effective activities and materials to be used. Full implementation of the guidance curriculum requires partnerships between counselors and teachers. As members of instructional teams, school counselors may teach all or some of the curriculum through direct instruction. They also may consult with teachers, who then integrate the curriculum into instruction in the Texas Essential Knowledge and Skills (TEKS).



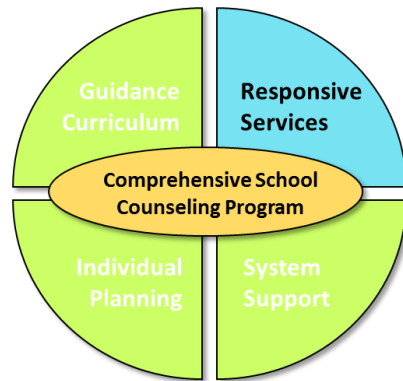
## Detailed Description of Service Delivery Components Responsive Services



## Responsive Services

All students are provided equitable access to school counseling services through the comprehensive school counseling program. The purpose of the responsive services component is to intervene on behalf of those students whose immediate personal circumstances, concerns, or problems interfere with their healthy personal, social, educational, and career development.

In responsive services the school counselor responds effectively to problematic or critical incidents to support students and offer services in their time of need. School counselors are highly qualified to meet the immediate needs of students. Societal and school climate changes influence student development. Therefore, a school counselor must be capable of providing responsive services at the preventive, remedial, and crisis levels (Gysbers and Henderson, 2012).



**Preventive Services.** At the prevention level, students engage with school counselors and receive counseling prior to issues becoming chronic and problematic. These are routinely provided services, whereby a student receives support for the development or enhancement of foundational skills. The school counselor works with students who are on the verge of choosing an unhealthy or inappropriate solution to their problems. Through preventive activities, a school counselor works to remove barriers that may interfere with a student's educational, career, personal, and social development.

*Example:* A student is beginning to exhibit academic challenges in school, which inevitably could affect his relationships. A possibility is the student might begin to have behavioral outbursts and become unable to maintain friendships. A concerned teacher observes these challenges and consults with the school counselor. The school counselor contacts the student and begins to meet with the student to build a plan of action to address the academic challenges (e.g., builds a tutoring schedule), and provide insight into possible relationship challenges (e.g., works with the student on maintaining and developing peer relationships).

**Remedial Services.** Remediation is a necessary school counselor response once a situation has taken place and an intervention is necessary to assist the student in resolving the problem. This is a median or intermediate approach to interventions which are consistent with students who have already made unwise choices or have not coped well with problem situations. During this approach, school counselors take a closer look at precipitating and antecedent factors, what changes or plans need to be made, reflect upon what went well during the process, and often follow-up with the student who needed a particular intervention. Interventions are developed to assist students who are not coping well with problem situations or have made unwise choices.

*Example:* A student is returning to campus after a placement at the alternative school for substance use. The school counselor meets with the student to identify variables and the triggers that led to the decision to use a substance. The student and counselor work together to create a safety plan whereby the student identifies strategies to seek support if triggers are encountered.

**Crisis Services.** A crisis response suggests that a critical incident has occurred and the most immediate level of intervention is necessary. Depending on the severity of the situation, this may involve a specific protocol that is to be followed and may include adherence to school policy or state law. Interventions and actions are taken to ensure that the health, well-being, and safety of students are maintained. A school counselor intercedes in crisis scenarios using specialized skills. A crisis may have processes and procedures that are pertinent and require immediate response, including consultation with campus and district administrators to confirm actions that were taken.

*Example:* A 4<sup>th</sup> grade male student comes to school disheveled. The school counselor observes the student and invites him to visit in the office. During the conversation, the school counselor notices bruises on the student’s arms and scratches on the ear. When inquiring about these marks, the student discloses that there are more bruises and cuts that have been inflicted by a frustrated caregiver. The school counselor immediately acts by notifying the Department of Family and Protective Services. (Reference: Family Code §32.004 authorizes counseling without parental consent for: suicide prevention, chemical addiction or dependency, or sexual, physical, or emotional abuse.)

**Responsive Services Topics.** Several topics have been identified as high priority issues at the state and local levels. A school district works with students, staff, parents, and the community to identify priorities where students will be served through the responsive services component. The following table provides examples of topics that have been identified for service provision through the responsive services component:

**Responsive Services Topics**

abuse or neglect (self/ family member)	cross cultural effectiveness	grief/loss/death and dying	study skills
academic failure/success	death of a family member or friend	harassment issues and peer relationships	substance use
attendance	deployment, transitions, and attending a new school	school-age pregnancy, teen dating, intimate partner violence/issues	suicide and self-harm threats
bullying, conflict, and harassment issues	divorce/single parent households	school attitudes and behaviors	suicide prevention, intervention, and post-vention
child abuse and neglect	emergent issues in intervention or post-vention of a traumatic event	school drop-outs and truancy	transition events (grade levels, school to work, etc.)
college or career choice, indecision, and financial aid	gang pressures or involvement	stress and anxiety	violence and school safety

In the responsive service component, the school counselor may determine that certain students require continuing support towards their educational, career, personal, and social development. As a result, the school counselor may need to provide individual counseling, small group counseling, consultation, or a referral to services outside the school or district.

Use the space below to identify and write notes on the responsive services for your campus and school counseling program. Use the list of Responsive Services Topics to guide you.

Identified Need:

Preventive; Remedial; or Crisis (circle one)

Intervention/Plan of Action:

Outcome/Follow-up:

**School Counselor Considerations.** In using response services, considerations for school counselors include knowing the level of intervention needed, inclusive of components of the Conceptual Cube Model (Figure 4.1). Understanding how to approach potentially harmful or emergency situations requires that school counselors know how to obtain as much detailed information as possible without compromising the counseling relationship. Questions that can be asked include, *“What process and procedures need to be followed?”* and *“What forms or types of documentation are required, used, shared, and stored?”*

Documentation of these events may be on standard forms from the district or state agency. The district may have a way to electronically document these incidents. Understanding the circumstance, creating time in the daily schedule to respond, working with the student in need, relying upon support staff if needed, including other professionals in the process, and follow up with parents, as appropriate, are essential.

When providing individual counseling, it is important to support the student with the identified problem and to present alternatives and possible appropriate action that can be taken. Additionally, group counseling can be beneficial to students whose needs and concerns can be addressed through relationships with other students (e.g. grief/loss, social skills, anger management, study skills, or body image groups). Consultation describes the interactive and problem-solving efforts with a parent, teacher, or administrator to address the educational, career, personal, and social needs of the student. Referral is necessary when circumstances exceed the school counselor’s role, professional knowledge, or skills. Circumstances may include crises such as suicide, violence, abuse, and/or illness. Referrals may be made to mental health, state, juvenile, or social service agencies.

Parent involvement and participation with activities in this component are essential to helping children overcome barriers to their personal, social, educational, and career development. A comprehensive school counseling program can include supplemental guidance and counseling programs supported by special funding sources such as compensatory, gifted, migrant, special, or career and technical education programs.

Under the responsive services component, a school counselor may counsel individuals or groups of students, assess individuals to identify problems, consult with teachers and parents, refer students and/or their parents, guardians, and teachers to other specialists or special programs, consult with specialists from other programs, and follow-up with students to monitor their progress toward problem resolution. If applicable, the school counselor trains and supervises peer facilitators. School counselors design, plan, and implement lessons in response to teachers' requests to address problems of specific groups.

**Roles in Responsive Services**

<b>School Counselor</b>	<b>Teacher</b>	<b>Parent</b>	<b>Administrator</b>
Understands the conceptual cube model, and has conceptualized the domains, developmental stages, competency areas, and service delivery components in the development of responsive services	Has awareness of the conceptual cube model and strategizes with the school counselor on appropriate interventions and if applicable, implements these recommendations within the classroom	Has awareness of the conceptual cube model, and has provided information to the school counselor relevant to their child's needs	Understands the conceptual cube model, has conceptualized all components, has input, and supports teacher and parent involvement in the process of prevention, remediation, and crisis scenarios
Provides individual counseling	Becomes trained to observe and report students' verbal, written, and non-verbal expressions of crises  Knows how to properly refer students to the school counselor	Gives permission for services including on-going counseling or small groups  Attends required meetings or emergency conferences	Uses topics discussed to prevent and reinforce disciplinary actions
Consults and communicates with all stakeholders	Responds to school counselor requests to consult, collaborate, create appropriate interventions	Shares/communicates with other parents and community members on the roles and responsibilities of the school counselor	Provides the emergency response plan and communication;  Be available for consultation when the media and top-

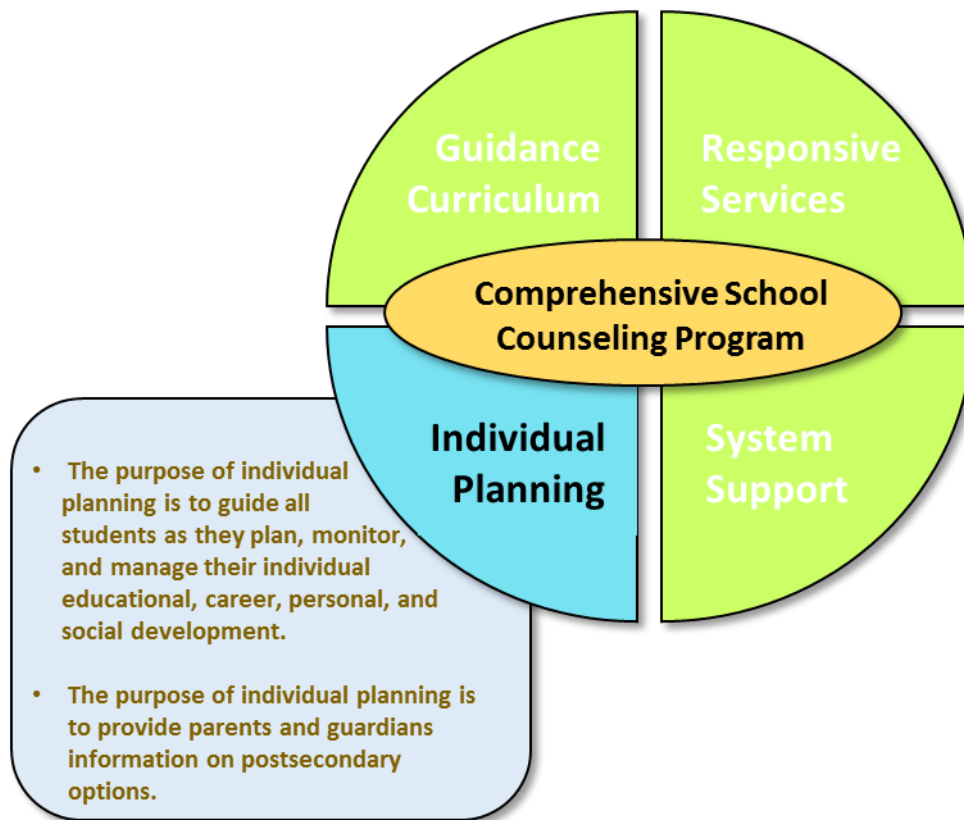
			level administrators, need to be notified  Works with the school counselor to determine counseling appropriate roles/services
Provides small group counseling	Refers student/child for help  Ensures that parent permission forms are returned	Gives permission for group counseling services and makes recommendations on topics specific to the child	Offers input on the creation of needs assessment and approves consent forms drafted by the school counselor
Collaborates with others	Provides/ensures participation in a tutorial/intervention based or extracurricular program  Shares/communicates/seek to explore the roles and supports offered by the school counselor	Serves as a parent resource to the School Counseling Advisory Committee	Serves as an administrator and resource to the School Counseling Advisory Committee
Makes in and outside of district referrals	Works with school staff, parents, and outside professionals to specify and communicates the student's problem	Implements plans of action and contact referrals made by the school counselor	Recognizes and accommodates agency professionals' needs to visit the campus to meet with the student and/or counselor
Consults with other counselors to ensure adherence to ethical and legal codes	Acknowledges counselor ethical and legal codes	Acknowledges counselor ethical and legal codes	Acknowledges counselor ethical and legal codes
Designs, plans, and implements lessons in response to teachers' requests to address problems of particular groups	Identifies and communicates with counselor on identified student need	Works with counselor and campus staff to reiterate the goals and related lessons taught through the guidance curriculum	Recognizes and supports the counselor and staff in implementing lessons that meet the social and emotional needs of students

Ensures necessary documentation is completed, shared, and stored	Completes counselor referral forms or provides factual statements regarding the situation	Requests to review copies of documentation made and provides necessary signatures	Ensures district policy and procedures are followed
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In summary, responsive services are preventive, remedial, and crisis based. Preventive responses include student interventions for those on the brink of choosing an unhealthy or inappropriate solution to their problems or unable to cope with a situation. Remedial responses include student interventions for those not coping well with problem situations or who have already made unwise choices.

Lastly, crisis responses ensure and maintain the immediate health, well-being, and safety of a student. Crisis response needs always take priority. However, if a school counselor is providing guidance lessons, facilitating a group, or meeting with a student, the campus has in place a response plan to monitor a student in crisis until the school counselor is available. It is important to identify campus personnel who can monitor and ensure that a student in crisis is placed in a safe and secure environment. A school counselor works with the campus administration to identify the responsive service needs and topics that will take priority at the campus and district level.

## Detailed Description of Service Delivery Components Individual Planning

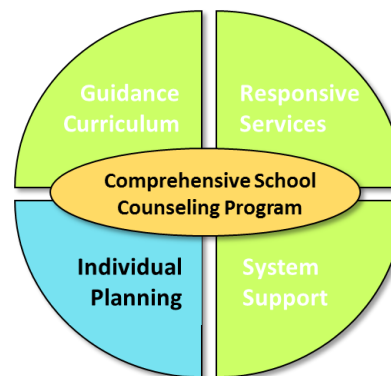




## Individual Planning

The purpose of the individual planning system is to guide all students as they plan, monitor, and manage their own educational, career, personal, and social development.

Throughout the school year, efforts are made to meet with each student individually or in groups. Schools can systematically use a variety of resources – staff, information, and activities – and focus these resources on students to assist them in developing and implementing personalized plans.



Schools acknowledge cultural considerations (inclusive of parent perspectives and value systems), advocate for special populations (e.g., gifted and talented, at-risk, low-socioeconomic, second language learners, questioning youth), while considering individual needs such as multiple intelligences, academic implications, arts, club membership, extra-curricular talents, and specialized circumstances/services. Through the individual planning system, students can

- set challenging educational, career, personal, and social goals that are based on self-knowledge and information such as results on assessments or interest inventories;
- learn about school, the world of work, and their society;
- make plans for achieving short-, intermediate-, and long-term goals;
- communicate the significance of their culture and family values during this process;
- select future preferences, such as pursuing a trade, technical field, career, or college options;
- analyze how their strengths and weaknesses enhance or hinder the achievement of their goals;
- assess their current progress toward their goals; and
- make decisions that reflect their plans.

As part of the comprehensive school counseling program, the individual planning system includes:

- objective-based activities;
- relevant, accurate, and unbiased information;
- coordinated advisement procedures to facilitate appropriate placement decisions by students and their parents;
- state and local graduation requirements;
- trade, technical, apprenticeship programs, industries, and workforce commission information;
- career and college readiness considerations;
- an appreciation of the arts and club membership, such as music (band/orchestra), dance, choir, athletics, and theater/drama;
- career development theory; and
- developmental responses to the whole child and appropriate exploration.

**Individual Planning Topics.** Several topics have been identified at the state and local levels as relevant for school counseling services in the individual planning component. These topics should be developmentally and age appropriate, and provide information or literature that highlights topics for individual planning or counseling sessions to students, teachers, and administrators. A

school counselor works with students, staff, parents, and the community to identify student services priorities through the individual planning component.

**Sample Individual Planning Topics**

assertiveness; explicit and effective communication	financial considerations for education	inclusion of gifts and talents in arts, music, athletics, and club membership	personal and social strengths and areas needed for improvement
career options (life-style or livelihood considerations; personal fulfillment; earning potential; status considerations)	four or six-year planning	leadership skills or traits	social/societal responsibility and accountability
college options (junior or community college; universities; minor; major; graduate school or terminal degrees)	goal setting, goal attainment, and evaluation	organization and executive functioning skills	technical, trade, or apprentice programs (entrepreneur, family business, skill development)
educational and career strengths, uniqueness, or weaknesses	IEPs, modifications, accommodations, and behavioral plans (self-regulation skills or appropriate boundaries)	personal fiscal/financial awareness or management	understanding score reports from assessments and interest inventories

Use the following space to identify and write notes on the individual planning priorities for the students on your campus and school counseling program. Use the Individual Planning Topics list to guide you.

Domain:

Goals:

School Counselor Considerations:

Advocacy Efforts:

**School Counselor Considerations.** Considerations for the school counselor in individual planning should include the components of the Conceptual Cube Model (Figure 4.1). The school counselor should also consider the primary needs and desires of the student. School counselors are aware of the values, beliefs, layering identities, and culture that accompany the student and understand how these diverse components affect their decision-making processes. School counselors remember that their own experiences are value-laden. Thus, making decisions on the behalf of students without their input or against their preferences is strongly discouraged. The stress of time constraints never supersedes quality goal-setting, planning, or placement practices.

Appropriate interventions that assist students in their personalized goal-setting and planning, such as exploring advanced programs or options that exceed limitations of certain courses are implemented. School counselors advocate for equitable access and placement in courses and programs for minority, disenfranchised, homeless, and other special populations. School counselors encourage career and college readiness at all grade levels, notwithstanding the need for technical, trade, or apprenticeship programs. Finally, school counselors keep in mind students' talents or gifts related to activities that are extra-curricular in nature, such as music, choir, athletics, club membership, dance, or theater.

Educational and career decision-making, planning and goal setting are primarily the responsibility of the students and their parents. Thus, parent involvement in the individual planning system is essential to students' successful development and implementation of educational and career plans. Parents are provided accurate and meaningful information in a timely manner as school-based activities are implemented.

In accordance with TEC §33.007, school counselors provide information about higher education to students and parents during the first year a student is enrolled in a high school and again during the student's senior year (See Appendix B). School counselors establish priorities for helping students make and implement personalized plans that focus on students' educational and career plans.

Examples of typical systematic opportunities for providing individual planning assistance include the interpretation of standardized test results, career development activities (e.g., Career Days), strategies provided to facilitate students' transition from one school level to the next, pre-registration for courses for the subsequent school year, and assisting students to research and secure financial aid for post-secondary education and/or training.

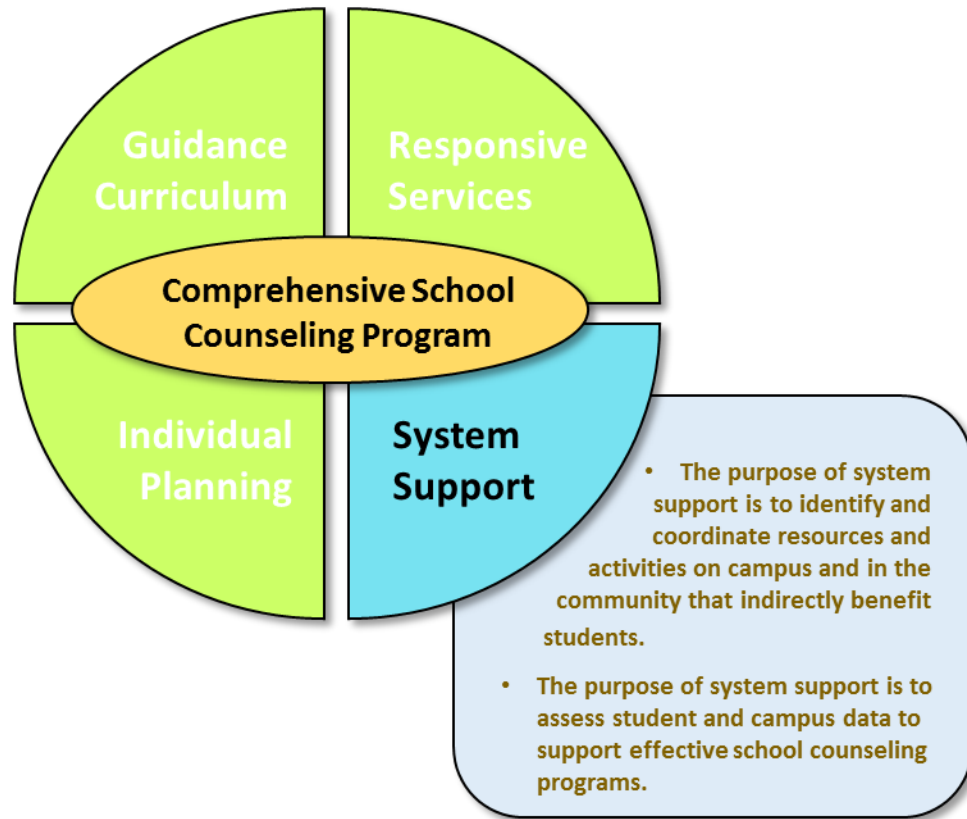
School counselors may conduct group guidance sessions and/or consult with students' advisors and parents. They have responsibility for assuring accurate and meaningful interpretation of test and other appraisal results to students, teachers, and parents or guardians. School counselors consult with those who are responsible for providing other career and educational information and the procedures whereby teachers make placement recommendations. They refer or consult regarding the procedures for referral of students with needs for special/targeted educational programs such as gifted, bilingual, or special education.

### Roles in Individual Planning

<b>School Counselor</b>	<b>Teacher</b>	<b>Parent</b>	<b>Administrator</b>
Understands the conceptual cube model, and has conceptualized the domains, developmental stages, competency areas, and service delivery components in the development of individual planning	Has awareness of the conceptual cube model and its relevance in the individual planning experience	Has awareness of the conceptual cube model, and has identified their child's abilities relevant to this model	Understands the conceptual cube model, has conceptualized all components, has input, and supports teacher and parent involvement in the individual planning process
Understands, communicate, and researches district, state, and federally suggested topics	Integrates content curriculum and TEKS with guidance curriculum, topics, or student competency areas  Utilize or reinforces topics discussed in guidance curriculum within daily classroom lessons or operations	Reads and acknowledges correspondence sent home  Reiterates and incorporates topics at home that were discussed in school	Uses topics discussed to prevent, remediate, and reinforce disciplinary actions
Establishes an annual goal of meeting with each student assigned	Encourages students to attend their individual planning meeting	Supports their child in attending the scheduled planning meeting and initiate reflective discussions	Recognizes the time commitments required of school counselors to see each student on alphabet or grade-level assignment
Serves as a resource to students who receive specialized services	Ensures IEPs are being met, as the teacher of record, and makes suggestions to improve or advance learning as appropriate	Advocates for strengths or needs of their child  Provides consent for services	Reviews trends in data for students who are receiving specialized services and makes certain goals are achieved
Considers development, interest, academic performance, and assessment outcomes in goal	Makes recommendations for placement based on behavioral or academic excellence and performance; considers	Makes a request based on academic or behavioral support and track their child's performance	Reviews trends of general student population and make certain goals are achieved

setting with students	the need for RTI or referral for services such as 504		
Creates graduation plans that identify course selection, endorsement choice, career interests and transition plans	Mentors students toward developing their interests, and allows them to apply educational and career choices to their work in class	Expresses to their child job or career choices of family members; the appropriateness of first generation status, and maintains high expectations	Becomes involved in this process by speaking to students about the importance of career, college, trade, and apprenticeship readiness
Ensures equitable access to programs and services for all students	Supports the selection and placement of non-traditional students in advanced classes  Maintains equity among students when providing placement recommendations to school counselors  Understands context of student behavior and resists making decisions about students' placement solely based upon behavior	Advocates for their child's placement in advanced classes  Encourages their child to consider more challenging placement options  Maintains an understanding that specialized services should not always equate to lower-level classes or stagnant instructional education plans (IEPs)	Serves as a voice to district, upper level administration, and school board members about ways to increase student access  Reviews class rosters once placements and recommendations have been made related to these courses  Clearly articulates student behavioral expectations considered in course-placement decision-making.
Interprets and communicates assessment results to students, staff, and parents	Uses assessment results in instruction in ways that teach beyond the middle of instruction (average student)  Uses assessment results for the purpose of differentiated instruction	Provides their child with experiences outside of school based on assessment results and communicates/researches relevant options	Uses aggregated or collective assessment results in district, staff, and parent meetings to demonstrate school-wide outcomes, achievement, and interests

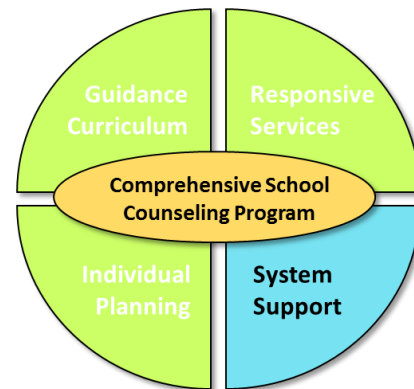
## Detailed Description of Service Delivery Components System Support



## System Support

The system support component is necessary for the ongoing administration and program management of a comprehensive school counseling program. System support is an aspect of the comprehensive school counseling program that is often overlooked or minimally appreciated (Gysbers & Henderson, 2012).

School counselors provide direct services to students through guidance curriculum, individual planning, and responsive services. To implement a comprehensive school counseling program, a school counselor must be intentional in designing and managing the program development cycle (See Section II). Whereas guidance curriculum, responsive services, and individual planning serve students directly, system support includes program management (inclusive of program data and accountability) and support services that indirectly benefit students.



System support is the foundation of the school counseling program. Without system support, the three direct service delivery components would be ineffective and inefficient. Through system support, school counselors

- consult with teachers, advisory boards or councils (administrator, community member, parent, teacher, and student member), or support specialists (licensed specialists in school psychology, academic or behavioral specialists, department chairs or leads, Communities in Schools representatives, or district personnel), along with other personnel (paraprofessionals, secretaries, aides, assistants), and volunteers (PTA/PTO/PTSO) on the needs of the students or total school program;
- provide support for parent education programs and community relations efforts;
- participate in the campus-based school improvement plans and goals;
- participate in activities to speak/advocate on the behalf of a student's academic, behavior, social, and emotional needs/development;
- conduct program audits that will inform accountability, action plans, time management, and systemic change;
- respond as a leader, consultant, and collaborator of the school counseling program, infusing methods of effective communication, advocacy, and social justice efforts;
- interpret state and local testing data to plan, create interventions, and guide students; and
- provide input from the students' perspective to policy-makers and instructional/curriculum planners.

School counselors consult with teachers and administrators on behalf of students, parents, and the guidance program and staff. School counselors may collect, summarize, and interpret data generated by the testing program. Additionally, they manage the school counseling program, pursue professional development, cooperate in the implementation of school-wide, district-wide or state-wide activities, and coordinate guidance related activities.

**Program Management Activities.** Program management activities are the indirect services including time allocated to assess, plan, evaluate, design, and implement elements of a comprehensive school counseling program.

*Example* – the school counselor develops a needs assessment (see Section III); uses the needs assessment with students, staff, and parents; gathers the assessment data; disaggregates the data; identifies the priorities; creates a weekly, monthly, and annual calendar based on priority areas (see Figure 4.3.); identifies possible guidance lessons; assesses knowledge through a pre-assessment; implements the guidance lesson; concludes a lesson(s); conducts post-assessments; gathers data; completes analysis and reviews results; publishes results; and finally identifies the next steps that will be taken in the future to maximize student performance.

Management activities are required to assure the delivery of high quality school counseling programs. These activities include

- school counseling program development and management;
- school counselor designed and implemented staff development;
- professional development activities (the school counselor is the participant);
- community outreach and psychoeducation;
- consultation with teachers, parents, and administrators regarding programs, interventions, needs, counselor roles and responsibilities, program service provision;
- collaboration with stakeholders to develop a school counseling advisory board that provides feedback and support to the school counselor regarding the school counseling program; and
- development of appropriate written policies, procedures, and guidelines that will ensure a comprehensive school counseling program model is implemented to increase school improvement and student success.



**Figure 4.3.  
Sample Monthly Calendar**

Month	Guidance Curriculum	Responsive Services	Individual Planning	System Support
<b>September</b>	<ul style="list-style-type: none"> <li>➤ <b>High School: Interpersonal Effectiveness</b> (Decision Making, Goal Setting, Planning, Problem-solving skills)               <ul style="list-style-type: none"> <li>• Lessons focus on time management, study skills, problem solving</li> </ul> </li> <li>➤ <b>Elementary/Middle/Junior High: Interpersonal Effectiveness</b> (Decision Making, Goal Setting, Planning, Problem-solving skills)               <ul style="list-style-type: none"> <li>• Lessons focus on developing interpersonal relationships</li> </ul> </li> <li>➤ Guidance Curriculum/Awareness Months: German, Hispanic, and African American heritage; Self-Awareness; Self-Improvement</li> </ul>	<ul style="list-style-type: none"> <li>➤ Individual counseling</li> <li>➤ Screen and interview students for small groups</li> <li>➤ Receive referrals from parents, teachers, and administrators for child’s academic or personal struggles</li> <li>➤ Receive student self-referrals</li> <li>➤ Provide preventative, remedial, or crisis interventions</li> <li>➤ Parent/teacher/administrator/ other stakeholder consultation and collaboration</li> <li>➤ Provide referrals to outside sources as needed</li> </ul>	<ul style="list-style-type: none"> <li>➤ Goal setting (Career, Educational, Personal, and Social)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Coffee with the counselor</li> <li>➤ Counselor weekly meetings</li> <li>➤ Staff workshop, trainings, and in-services</li> <li>➤ Evaluating and collecting data on program effectiveness</li> </ul>
	<p><b>Domains:</b> <i>Personal and Social</i></p> <p><b>Developmental Stages:</b> <i>Primary, Int., Middle, JH, HS</i></p> <p><b>Student Competency Areas:</b> <i>Interpersonal Effectiveness</i></p>	<p><i>Educational and Social</i></p> <p><i>Primary, Int., Middle, JH, HS</i></p> <p><i>Interpersonal Effectiveness</i></p>	<p><i>Educational, Career, Personal, and Social</i></p> <p><i>Primary, Int., Middle, JH, HS</i></p> <p><i>Interpersonal Effectiveness</i></p>	<p><i>Educational, Career, Personal, and Social</i></p> <p><i>Primary, Int., Middle, JH, HS</i></p> <p><i>Interpersonal Effectiveness</i></p>

**Data Analysis and Accountability Services.** Data is used to evaluate and demonstrate the effectiveness of the school counseling program in measurable terms. School counselors analyze school and school counseling program data to determine how students are different as a result of the school counseling program (ASCA, 2012). School counselors use data to show the impact of the school counseling program on student achievement, attendance, and behavior. Data is used to analyze school counseling programs, to help guide future school counseling program action, and improve future results for all students. To accurately indicate the impact of the school counseling program, the school counselor should collect and analyze three different forms of data: process, perception, and student outcome or achievement data.

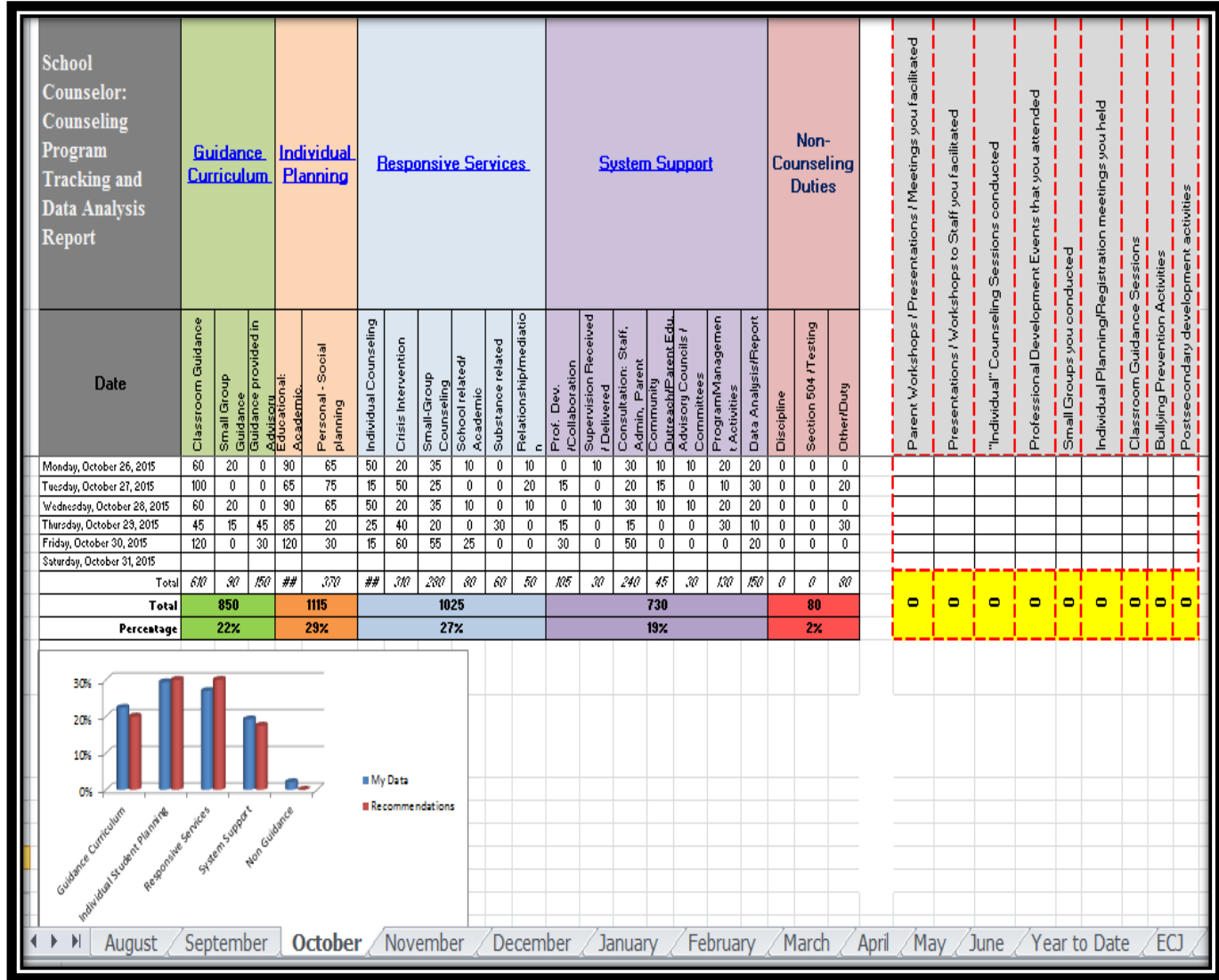
**Process Data.** School counselors use process data to evaluate and provide evidence of school counselors' allocation of time within the four service delivery components and non-counseling duties. Process data describes activities conducted in the service delivery components of the school counseling program. Additionally, process data can be used to track and indicate the number of students who have participated in a school counseling activity.

**The School Counselor: Counseling Program Tracking and Data Analysis Report** (Figure 4.4.) is provided as a template to support the school counselor in developing, monitoring, and organizing the school counseling program. School counselors may use this template to identify how they are allocating time and where they are providing services to students. Based on data results (weekly, monthly, or annually), school counselors are able to initiate a plan of action in order to reallocate time and balance the school counseling program. If school counselors identify that there is a disproportionate amount of time being allocated to non-counseling duties and/or indirect services, they may modify the data analysis template to more intentionally focus on the areas requiring change (e.g., the non-counseling duty column may be adjusted to measure the additional duties that the school counselor intends to measure).

*Process Data Examples:*

- Five small group meetings were conducted for 40 students from an eighth-grade class.
- 30 percent of the school counselors' time was allocated to guidance curriculum, whereas 20 percent of the time was allocated to system support, 30 percent to responsive services, 10 percent to individual planning, and 10 percent to non-counseling duties.

**Figure 4.4.**  
**The School Counselor: Counseling Program Tracking and Data Analysis Report**



**Perception Data.** Perception data allows school counselors to measure the knowledge and understanding of stakeholders through pre- and post-assessments based on the intervention or service provided. Perception data measures knowledge attained or attitudes and beliefs changed through the measured modification of knowledge/attitude/belief as reflected in pre- and post-assessment tools.

*Perception Data Examples:*

- Pre- and post-assessment data and results indicating change in knowledge/understanding
- Needs assessments (student, staff, parent, and administrator) (see Section III)
- Feedback and opinions from participants in a school counseling based intervention

**Student Outcome Data.** The school counselor uses student outcome data to evaluate, discuss, and promote the impact the school counseling program or intervention had on student development. Outcome data examples include grade point averages, promotion and attendance rates, and discipline referrals. Based on the multitude of student outcome data measures, three categories are recommended for focus on student outcome data: achievement, attendance, and behavioral categories.

*Student Outcome Data Examples:*

- Achievement – Based on individual and academic support planning, a 9<sup>th</sup> grade student's GPA increased from 2.7 to 3.1 between the 6<sup>th</sup> and 18<sup>th</sup> week of school.
- Attendance – The 7<sup>th</sup> grade average attendance rate increased from 90.1 percent to 91.1 percent in the first quarter of school after classroom guidance lessons were implemented which addressed goal setting and motivation to achieve.
- Behavioral – Ms. Smith sent five of her 2<sup>nd</sup> grade student to participate in a small group that addressed interpersonal effectiveness topics. As a result, these five students had a 40 percent decrease in behavioral referrals (post-intervention).

A school counselor manages the school counseling program and uses data to aid the growth and continued development of the school counseling program. School counselors use data to identify school counseling program goals; monitor student progress; assess and evaluate programs; and demonstrate school counseling program effectiveness (Kaffenberger & Young, 2013). More specifically, ASCA (2012) asserts data assists school counselors in

- monitoring student progress;
- identifying student need (academic, behavior);
- identifying impediments to learning;
- understanding factors influencing student behavior;
- identifying and closing achievement gaps;
- assessing and evaluating services and effectiveness of activities within the school counseling program;
- determining services to students that need to be improved, modified, or changed;
- educating stakeholders about the comprehensive school counseling program; and
- advocating for additional resources to increase program effectiveness.

After determining the category of data that will be reviewed, school counselors efficiently use the data by disaggregating it to determine how all student groups are performing in comparison to each other (as well as in comparison to the entire student population). While not a fully inclusive list, data can be disaggregated by

- gender;
- race/ethnicity;
- free and reduced/socio economic/at-risk;
- language of origin;
- special populations (Special education, Section 504, etc.), or
- grade level.

**Professional and Program Development.** In addition to efforts to substantiate the effectiveness of the comprehensive school counseling program, the professional development efforts taken by professional school counselors for themselves and the school counseling program are also important components. Thus, school counselors seek opportunities to continually improve and

enhance their professional skills. They participate in district appropriate staff development planned to address their knowledge and skill development, attend professional conferences and workshops, and take advantage of continuing graduate and online courses. School counselors engage in their research and development and contribute to professional literature (Gysbers and Henderson, 2012).

School counselors are motivated to share data results addressing school counseling program effectiveness. They use resources available to inform stakeholders of school counseling program evaluation results as well as school counseling program plans and events through school, district, and community newsletters, presentations and the local media.

**Support Services.** System support includes other indirect services that are planned and benefit students. Appropriate support services use school counselors' professional training and expertise effectively. Through these services, the mission of the comprehensive school counseling program is present in multiple other campus and community activities that support students' educational, career, personal and social well-being. Examples of activities include school counselors' participation in school, district, and community committees and advisory boards, consultation sessions with administrators and other stakeholders, teacher professional development, and parent education. Through these activities, school counselors advocate for an understanding of students' developmental stages and related needs. School counselors take heed to assure their involvement in support services does not negatively impact the provision of direct services to students, and that their fair share of time to support activities is equal to other members of the school community (Gysbers and Henderson, 2012).

**School Counselor Consideration.** System support is defined as work within the system, and requires combined time and commitment to establish each moving part (everyone's role and responsibility) of a comprehensive school counseling program. When addressing system support, the school counselor should consider the components of the Conceptual Cube Model (Figure 4.1.). School counselors should know how the total school program is a responsibility shared by many stakeholders, and that system support entails program management (program implementation cycle and assessing services rendered through the delivery components); collaboration, consultation, effective communication, advocacy and social justice promoters, and leaders through the use of stakeholders, support specialists, other personnel, and community members.

The use of data in decision-making is a part of transforming the school counseling profession (Erford, 2015) and heightens the school counselor and program's accountability. It is critical to maintain perspective and priorities, all of which help to reduce decisions being made based on feelings, preferences, or historical practices (e.g. we have always done it this way; so therefore, we have no need to change our approach). In fact, the use of data tends to be more in alignment with administrative practices, and can be difficult to argue against when used as a basis to implement, revise, discontinue, or offer alternative programs and services. Data should be conceptualized, interpreted, and coalesced with research and statistics when possible.

School counselors manage their programs and disseminate literature to all stakeholders about the program's mission, goals, programs, and services. They recognize the delivery of services is a holistic and collective effort of all invested stakeholders. Overall, school counselors pursue professional development and seek areas of specialization in school counseling for personal, professional, and program improvement efforts; advocate for the use of their earned state,

personal, and compensatory time to attend these conferences, or workshops; are aware of and maintain recommended percentages of allocated time for optimal program balance; and work to support fair-share responsibilities while eliminating the amount of their job responsibilities that are related to non-counseling specific duties.

**Other personnel supporting the school counseling program.** It is important to note that the school counselor works collaboratively with school staff, parents, and administration to ensure student needs are met. Other school staff may contribute to the overall implementation and sustainability of the comprehensive school counseling program. While the school counselor, teacher, parent, and administrator’s roles have been identified in each component, it should be noted that additional school staff can support the overall program. The school counselor and school counseling program should involve the following contributing members: paraprofessionals, secretaries, aids, assistants, technicians, and other related support specialists (nurses, librarians, school psychologists, and social workers). Additionally, the business, trade, parent organizations (PTA/PTO/PTSO), and volunteer community should be considered when designing and implementing a campus-wide school counseling program.

**Roles in System Support**

School Counselor	Teacher	Parent	Administrator
<b>Program Management</b>			
Understands the conceptual cube model, the domains, developmental stages, competency areas, and service delivery components, and the relationship with system support as an indirect service	Has awareness of the conceptual cube model and how to integrate the conceptual cube model and system support to apply elements of it and establish indirect services	Has awareness of the conceptual cube model, and provides insight on how to integrate the conceptual cube and system support from the perspective of their child, as a stakeholder, and community member for indirect services	Understands the conceptual cube model, has conceptualized all components, has input, and requires that all staff, support specialists, and other personnel are included in the delivery of indirect services
Establishes an advisory board or council to plan and manage the program implementation cycle in a comprehensive and developmental counseling program: organizes, plans, designs, implements, evaluates, and shares results	Serves as a member of the school counselors advisory board or council  Has perspective of a classroom teacher and serves intricately in each phase of the implementation cycle  Utilizes opportunities to consult, collaborate, design,	Serves as a member of the school counselor’s advisory board or council from the perspective of a parent and serves intricately in each phase of the implementation cycle	Serves as a member of the school counselors advisory board or council from an administrator’s perspective and serves intricately in each phase of the implementation cycle  Utilizes opportunities to

	and implement through content areas		consult, collaborate, and provide leadership outlets for the school counselor to help meet the needs of students
Researches, develops, revises, and shares approaches for delivery components (guidance curriculum, individual planning, and responsive services through system support	Shares thoughts about how teachers can support each delivery component and clearly helps to establish teacher roles and curriculum integration within each delivery component	Shares thoughts about how parents and community members can support each delivery component and clearly helps to establish these roles within each delivery component	Shares thoughts about how all stakeholders can support each delivery component and clearly help to establish all roles, including their own, within each delivery component
Clearly communicates the roles and responsibilities of the school counselor	Shares/communicates with parents and community regarding the roles and responsibilities of the school counselor	Shares/communicates with parents and community regarding the roles and responsibilities of the school counselor	Communicates and reiterates to all the role and responsibilities of the school counselor and evaluates the role (e.g. similar to the process of providing teaching assignment) annually
Includes research (seminal and current), statistics, and evidence-based practices to reference with the use and evaluation of campus data and trends	As an advisory board or council member, provides seminal and current research, statistics, and evidence-based practices that substantiates or generates curiosity about programming or services	As an advisory board or council member, provides experiences and voice to add meaning in the evaluation of campus data and trends	Emphasizes periodically and evaluates annually the school counselors' synthesis of research, statistics, and evidence based practices as a basis for the evaluation of campus data

Uses multiple forms of data to inform and identify needs, evaluate, or audit the comprehensive program	Incorporates performance rates/class statistics as forms of data which translate into identification of students' needs and services	Reviews their child's report cards, IEPs, assessment results, interest or career inventories, and self-reported data as a basis for requesting programs or services	Requires the use of multiple data sets to inform or guide decision making related to student programming or counseling services
Produces literature and newsletters that include program information as tailored to the conceptual cube model, calendars, services rendered, contact and referral information	Reads and shares literature that includes program information and provides feedback to the school counselor in order to eliminate conflicts in time or information	Reads and shares literature that includes program information with child and community members and provides feedback	Designs a timely feedback and an approval process for literature the school counselor(s) wish to publish
<b>Support Services</b>			
Creates needs assessments	Responds to counseling program needs assessments and collects inquiries for the school counselor in order to provide feedback in shaping the school's counseling program	Responds to counseling needs assessments in order to provide feedback in shaping the schools counseling program	Responds, participates, and helps design the counseling needs assessments in order to provide feedback for shaping the school's counseling program
Provides professional development to school-wide staff at the beginning of and throughout a school year	Participates in professional development opportunities that expand knowledge base of relevant counseling topics, and addresses the educational, career, personal, and social wellbeing of students	Participates in psycho/educational development and parent workshops, and opportunities that expand their knowledge base of relevant counseling topics that address the educational, career, personal, and social wellbeing of students	Supports the school counselor in implementing development opportunities for all that expand their knowledge base of relevant counseling topics, and that address the educational, career, personal, and social wellbeing of students



Increases awareness through public relation and community outreach through fundraising, grant writing, donations, newsletter, seeking volunteers, local business, and guest speakers for the Texas Model for Comprehensive School Counseling Programs	Uses assessment results in order to request the school counselor's support through the Texas Model for Comprehensive School Counseling Program	Encourages relationships, identifies talent/skills, and creates partnerships with the school counseling department and other parents who are business owners and/or can serve as a resource in support of the Texas Model for Comprehensive School Counseling Programs	Provides needs-based information to the school counselor, such as tax-ID, and rationale for requesting support or assistance from the community, and endorses the correspondence sent to the public or community
Works with all stakeholders, including support specialists, other personnel, community volunteers, and agencies for the benefit of students and to help reduce stigmas associated with counseling by encouraging their appropriate use of these services when needed	Uses the school counselor as a resource to obtain referral information and counseling services not only for students, but as referrals to address personal circumstances that impedes optimal functioning and health	Helps reduce negative stigmas associated with school counseling or mental health services and supports healing within their child, themselves, or their family system	Encourages the use of the counseling department to appropriately address needs of all stakeholders to reduce stigmas and encourage educational, career, personal, and social wellness
Interprets assessment results (working with students, staff, and parents to communicate the findings and identifying student needs)	Works with school counselors to identify student needs and interventions to support student development and incorporate accommodations or modifications for students they are assigned to teach	Reaches out and seeks clarity about assessment results and supports their child in need of interventions or revision of an IEP (i.e. test anxiety) prior, during, and after an assessment, and seeks out services beyond the educational setting	Supports school counselors in their abilities to interpret assessment results and influences how this information will be utilized and communicated to parents and other stakeholders
Exceeds state-recommended continuing education requirements and seeks professional development, advance or terminal degrees, and areas of specialization	Requests information obtained during professional development workshops that is advantageous for the teacher, students, and their parents/families	Requests information that is advantageous to them, their child and family, other parents/families	Supports school counselors locally and at district levels in maintaining their professional identity and training; supports and advocates for school counselors' use of earned local, personal, state, or

			compensatory time to attend conferences, professional development workshops, or to pursue an advanced or terminal degree for career advancement
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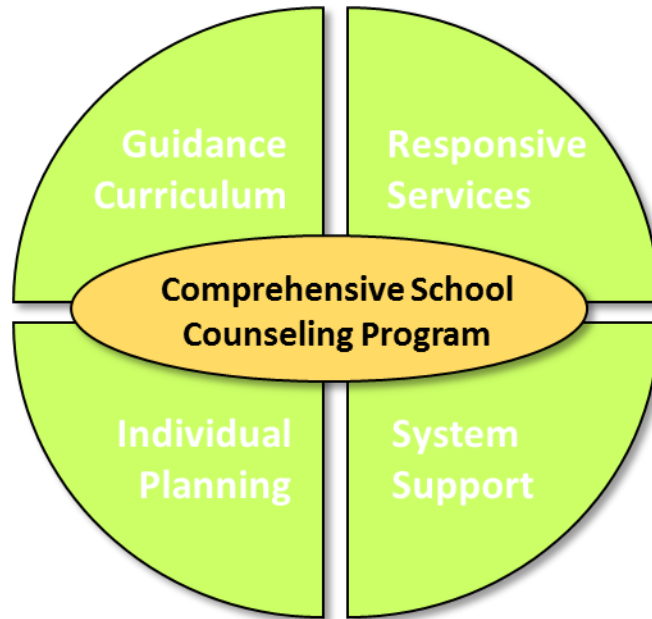
**System Support versus Non-Counseling Duties.** System support services include management activities that indirectly benefit students. Program management activities are required to assure the delivery of a comprehensive school counseling program. It is important to clearly articulate the difference between system support, fair share, and non-counseling duties. Based on the needs and expectations of the students, parents, staff, and administrators, school counselors may be included in *fair share* duties.

Fair share is an effort to support the campus needs. Administrators and school counselors should ensure that fair share duties do not interfere with the direct school counseling services that students require. It is imperative to be aware of, and monitor, fair share duties so that they do not develop into non-counseling duties, thus limiting a student’s access to direct school counseling services.

*Example:* A school counselor is asked to assign and implement disciplinary actions - the school counselor is assigned by the campus administrator to work with a student who is chronically disruptive in class by helping the student develop and implement behavior management strategies rather than assigned to oversee in-school suspension.

OVERVIEW OF THE FOUR SERVICE DELIVERY COMPONENTS OF COMPREHENSIVE SCHOOL COUNSELING PROGRAMS - TEC §33.005			
GUIDANCE CURRICULUM	REPONSIVE SERVICES	INDIVIDUAL PLANNING	SYSTEM SUPPORT
Provides guidance content to teach all students how to develop transferable skills for daily living	Addresses students' concerns that impact their educational, career, personal, and social development	Assists students in planning and managing their individual educational, career, personal, and social development	Includes indirect student services of program management, support activities beneficial to students, and program accountability activities
<u>Curricular Topics Addressed:</u>	<u>Sample Topics Addressed:</u>	<u>Sample Topics Addressed:</u>	<u>Sample Topics Addressed:</u>
Intrapersonal Effectiveness	Academic concerns	Educational: strengths, uniqueness, challenges, and academic planning,	Program Management: conduct needs assessment and plan program accordingly; plan guidance lessons
Interpersonal Effectiveness	Attendance	Career: career interests, options and training, interest inventory interpretation and application	Support Activities: provide relevant parent education and teacher professional development; serve on school advisory team
Post-secondary Planning and Career Readiness	Bullying, conflict, harassment	Personal: strengths and talents, leadership skills, and assertiveness	Program Accountability: collect and report data to support program effectiveness; seek professional development based on program needs
Personal Health and Safety	Child abuse and neglect	Social: communication skills, social assets, responsibility and accountability	
	Cross-cultural conflict		
	Grief/loss/death issues		
	School attitudes/behaviors		
	Suicide/self-harm		
<u>Sample Counselor Domains:</u>	<u>Sample Counselor Domains:</u>	<u>Sample Counselor Domains:</u>	<u>Sample Counselor Domains:</u>
Advocacy	Advocacy	Advocacy	Advocacy
Assessment	Assessment	Assessment	Leadership
Coordination	Consultation	Consultation	Professional Standards
Guidance	Coordination (Referral)	Guidance	Professional Behavior
Leadership	Counseling		Program Management

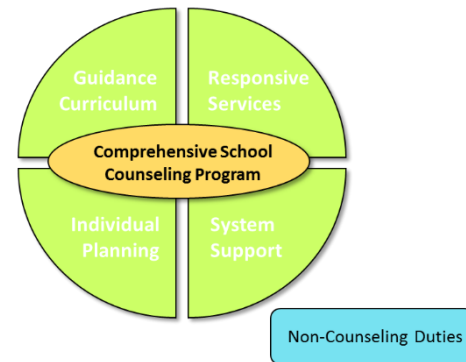
## Non-Counseling Duties



Non-Counseling Duties

## Non-Counseling Duties

Non-counseling duties refer to any activity or duty not related to the development, implementation, or evaluation of the comprehensive school counseling program (ASCA, 2012). Non-counseling duties are most clearly defined in four categories: student supervision; instruction; administrative; and clerical functions (Gysbers and Henderson, 2012). Often the non-counseling related duties can be designated to another staff member.



The duties of a school counselor are articulated at national, state, and local/district levels, and across all levels. It is clear the role of the school counselor is to maintain, support, intervene, and remediate in the educational, career, personal, and social wellness and mental health of students in the educational system.

Non-counseling duties take valuable time from implementing a school counseling program that meets the needs of all students. Consider these steps for the reassignment of non-counseling duties.

- Identify tasks school counselors are currently responsible for that do not align with the appropriate duties of a school counselor (see appropriate and inappropriate activities for school counselors below).
- Use data (Figure 4.4.) from the School Counselor: Counseling Program Tracking and Data Analysis Report or estimate the amount of time in hours the non-counseling duties take away from implementation of the school counseling program.
- Consider whether the tasks need to be completed and how else the tasks might be completed, including the use of technology for increased efficiency.
- Determine what school counseling activities would replace these tasks if they were removed, and estimate the impact on students.
- Express willingness to be a part of a plan for successful transfer of the tasks to staff who have skills to complete them, keeping in mind that other staff members may already have a large list of responsibilities as well.
- Recognize that reassigning tasks may take time. (Gysbers and Henderson, 2012)

School administrators may often lack knowledge regarding the school counselors' duties, therefore they tend to assign counselors non-counseling activities such as lunch duty, discipline, or test administration (Baker, 2001). It could also be that smaller school districts have different challenges than the larger ones, which should prompt a negotiation of these needs and allocation to other professionals on the campus or in the district.

It is essential that school counselors are proactive in organizing, planning, designing, implementing, evaluating, and communicating the school counseling program model to educate administrators about the school counselors' role as leaders, advocates, and systemic change agents. School counselors must demonstrate how their programs contribute to student achievement and positive school behaviors (Borders, 2002).

**School Counselor Consideration.** A non-counseling duty is a responsibility usually assigned by campus administrators. There are inherent differences in fair-share and non-counseling duties. School counselors should understand that fair-share duties are welcome, do not interfere with the direct school counseling services that students require, and should be reasonable. Thompson (2012) states, "...school counselors often assume the legacy of 'being all things to all people' and ultimately lose sight of their own priorities" (p. 476).

School counselors know that one viable explanation for role confusion or misunderstanding may be that a school counselor's assignment or participation in a non-counseling related activity (cause) is a direct outcome of the school counselor's loss of identity on a campus or within a school district (effect) (i.e. "*I don't know what my school counselor spends his or her time doing*"). Furthermore, non-counseling duties are not included as part of a school counselor's duties in the ASCA (2012) *Ethical Standards for School Counselors*. All activities provided by the school counselor should correlate with the total school counseling program's mission and goals.

**Roles in Non-Counseling Duties**

<b>School Counselor</b>	<b>Teacher</b>	<b>Parent</b>	<b>Administrator</b>
Maintains, promotes, and communicates school counselor identity, role, and responsibility, which are not inclusive of non-counseling duties; supports through efforts of leadership, advocacy, and fair-share; and remains a systemic change agent	Supports school counselors in maintaining their identity through the need of services for all stakeholders included as a part of the total school counseling program	Visits with and requires the availability of the school counselor to address their child's concerns  Knows that an interruption of their meeting because a school counselor has been assigned to hall or lunch duty is inappropriate	Knows the, roles, responsibilities, and appropriate versus non-appropriate duties for school counselors, thus supporting their professional identity  Educates stakeholders to change impressions of the role and responsibilities of the school counselor at their campus

<b>Examples of Appropriate Activities for School Counselors</b>	<b>Examples of Inappropriate Activities for School Counselors</b>
<ul style="list-style-type: none"> <li>▪ Planning individual student academic programs</li> <li>▪ Interpreting cognitive, aptitude and achievement tests</li> <li>▪ Providing counseling to students who are tardy or absent</li> <li>▪ Providing counseling to students who have disciplinary problems</li> <li>▪ Providing counseling to students regarding appropriate school dress</li> <li>▪ Collaborating with teachers to present school counseling core curriculum lessons</li> <li>▪ Analyzing grade-point averages in relationship to achievement</li> <li>▪ Interpreting student records</li> <li>▪ Providing teachers with suggestions for effective classroom management</li> <li>▪ Ensuring student records are maintained as required by state and federal regulations</li> <li>▪ Helping the school principal identify and resolve student issues, needs and problems</li> <li>▪ Providing individual and small-group counseling services to students</li> <li>▪ Advocating for students at individual education plan meetings, student study teams and school attendance review boards</li> <li>▪ Analyzing disaggregated data</li> </ul>	<ul style="list-style-type: none"> <li>▪ Coordinating paperwork and data entry of all new students</li> <li>▪ Coordinating cognitive, aptitude and achievement testing programs</li> <li>▪ Signing excuses for students who are tardy or absent for reasons other than time spent with school counselor</li> <li>▪ Performing disciplinary actions or assigning discipline consequences</li> <li>▪ Teaching classes when teachers are absent</li> <li>▪ Computing grade-point averages</li> <li>▪ Maintaining student records</li> <li>▪ Supervising classrooms or common areas (duty)</li> <li>▪ Keeping clerical records</li> <li>▪ Assisting with duties in the principal's office</li> <li>▪ Providing therapy or long-term counseling in schools to address psychological disorders</li> <li>▪ Coordinating school wide individual education plans, student study teams and school attendance review boards</li> <li>▪ Serving as a data entry clerk</li> </ul>

*Adapted from Campbell, C.A. & Dahir, C.A. (1997) Sharing the vision: The ASCA national standards for school counseling programs, Alexandria, VA: American School Counseling Association.*

## Program Balance

Program balance refers to the allocation of resources to each of the comprehensive school counseling program components during an entire year. As with other educational programs, the basic resources are the time and talent of school counselors. Other resources include the time and talent of other professional and paraprofessional staff, materials, and equipment.

A comprehensive school counseling program includes all four service delivery components, but the relative emphasis of each component will vary from district to district, perhaps from campus to campus, depending on the developmental and assessed needs of the students served. Each campus and district should design the school counseling program with conscious decisions about the allocation of resources (The process for accomplishing this task is more thoroughly described in Section III).

Some general recommendations can be made, however, about appropriate program balance. Although each campus and district needs to establish its own balance reflecting its own local priorities, the developmental ages of students dictate different program designs at different school levels. History has shown some consistencies in decisions regarding program balance:

- The balance between the developmental guidance components shifts as students mature and accept more responsibility for their own growth and development.
- The guidance curriculum is a larger program component at the elementary level than at the secondary level.
- The individual planning system is larger at the secondary level than at the elementary level.
- The needs for responsive services and system support stay fairly constant; thus, these two program components maintain a similar share of the program throughout.
- The system support component, representing indirect services to students, is consistently the smallest of the four service delivery components emphasizing the importance of direct counseling services.

As discussed in Section III, in order to identify the right school counseling program design and to assess whether change in the current program is needed, campus and district personnel must

- quantify the balance of the current school counseling program;
- consider the recommendations that are provided on the following pages; and
- decide on the balance that fits their students' and community's needs.

Graph worksheets for displaying each of these program designs for each level-elementary, middle/junior high, and high schools-are included at the end of this section. The center circle on each worksheet displays the state's recommended program balance for that school level. These are generalizations, and as stated above, an appropriate local design for school counseling programs should be based on local rationale.

Once the appropriate balance among the four service delivery components has been established, it is necessary to consider component percentages with the program's adopted school counselor-to-student ratio for the provision of services. To assist in understanding how desired component percentages and counselor-to-student ratios work hand in hand, planning for the fictitious Texas Middle School comprehensive school counseling program will be used. The



program at Texas Middle School is committed to making 100 % of school counselor time accessible to or working on behalf of students.

**Assumptions about the Program.** Assume that Texas Middle School has a student enrollment of 1,039 students. There are 374 students in sixth grade, 351 students in seventh grade, and 314 students in eighth grade. The school day consists of seven (7) 55-minute class periods and an average class size of 25 students. With a five-day school week in place, this provides school counselors with 35 periods, or *activity slots* per week through which students have access to counseling program services (7 daily periods x 5 days = 35 periods or activity slots of 100 percent access to program services). Additionally, the program is committed to a school counselor to student ratio of 1:350.

**Desired Program Balance.** Texas Middle School counseling staff has used the process described in Section III and has determined the following desired program balance in column one. The weekly available activity slots to the program are documented in the second column, and multiplied with the program balance percentages to determine the number of activity slots committed to each component weekly (column three).

Desired Program Balance	Weekly Activity Slots x Component %	Activity Slots per Components
Guidance Curriculum-35%	35 activity slots x 35% =	12.25 weekly activity slots
Responsive Services-40%	35 activity slots x 40% =	14 weekly activity slots
Individual Planning-15%	35 activity slots x 15% =	5.25 weekly activity slots
System Support-10%	35 activity slots x 10% =	3.5 weekly activity slots

**School Counselor-to-Student Ratio Implication.** Texas Middle School’s school counselor to student ratio is 1:350. School counselors have caseloads assigned by grade level. The sixth-grade school counselor’s assignment will be used to illustrate how caseload impacts service delivery.

**Guidance Curriculum.** The sixth-grade school counselor has a caseload of 374 students, and the adopted ratio is 1:350. Guidance curriculum activities are delivered through different curricular classrooms each week, with classes averaging 25 students. By dividing the 350 student ratio by 25 students per class, the counselor can deliver guidance curriculum to all students weekly by using the 12.25 activity slots available. However, with an actual caseload of 374, it will take 15 activity slots per week (14.96) to deliver guidance curriculum services to all students. The school counselor will have to determine how to best structure services in this component. For example, the counselor may choose to combine two neighboring smaller than average classes together, or use a larger than average class (e.g., physical education or large elective class). If guidance curriculum is a high priority need, the school counselor may choose to use fractions of percentages in the other components to assure all students are served equally. Other creative approaches can be utilized to resolve this programmatic need.

**Responsive Services.** The table above indicates that 14 activity slots are needed to provide responsive services to the 6<sup>th</sup> grade students at Texas Middle School. If the school counselor uses the activity slots to deliver only individual counseling on a six weeks' basis, only 22.5 percent of the sixth-grade students needing responsive services will be served. If the school counselor was to use nine activity slots for groups with an average of six students per group, and reserves the remaining five activity slots for individual counseling, 16 percent of the 374 sixth grade students could receive responsive services. Therefore, it is important to consider how to best deliver needed services so that the most students are impacted.

**Individual Planning.** Approximately five activity slots are reserved for individual planning services on a weekly basis. An assumption that will be made to determine the amount of time available for individual planning services to each student is that of a 36-week school year. The 5 activity slots weekly x 36 weeks a year = 180 activity slots per year. The 180 yearly activity slots x 55 minutes per activity slot = 9900 total minutes yearly for individual planning activities. By dividing the 9900 total minutes by the 374 students in sixth grade, the school counselor can determine that there are 26 minutes of individual planning time for each student in the case load.

**System Support.** The program balance calculated for Texas Middle School indicates 3.5 slots available weekly for system support activities. This time would be used for program management, professional development, staff development presentations, parent education, and spokesperson and advocate to other groups about students and the comprehensive school counseling program, among other appropriate activities identified in this section.

**Visual Impact of a Balanced Program and 1:350 Ratio.** It may be helpful to see a visual representation of a weekly calendar of activities that represents the Texas Middle School Comprehensive Counseling program that enjoys 100 percent of school counselor time dedicated to students, and a school counselor ratio of 1:350. Note that in the calendar below, the school counselor did give percentages of activity slots to guidance curriculum activities, and combined two smaller classes for guidance curriculum presentations on Friday. Decisions about when activities are held in the day are made in consultation with teachers, administrators, and other staff members. It must also be assumed that the school counselor has reserved time for daily lunch, and that the time duration for each activity slot would be indicated on the calendar.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Responsive Services-Ind.	Responsive Services-Group	Guidance Curriculum	Responsive Services-Group	Responsive Services-Ind.
Guidance Curriculum	Responsive Services-Ind.	Guidance Curriculum	Responsive Services-Group	Responsive Services-Group
Guidance Curriculum	Individual Planning	Responsive Services-Ind.	Individual Planning	Guidance Curriculum
Responsive Services-Group	Responsive Services-Group	Responsive Services-Group	Responsive Services-Ind.	Responsive Services-Group
Guidance Curriculum	Guidance Curriculum	Individual Planning	Guidance Curriculum	Responsive Services-Group
Individual Planning	Guidance Curriculum	Guidance Curriculum	Guidance Curriculum	Individual Planning
System Support	Guidance Curriculum	System Support	Guidance Curriculum	System Support

**The Impact of an Imbalanced Program and Increased Counselor-to-Student Ratio.** The use of Texas Middle School comprehensive school counseling program presents a somewhat ideal situation for illustrating the impact of counselor-to-student ratio on a program that is committed 100 percent of the school counselor's time with or on behalf of students. Changes to the counselor-student ratio, or minimizing the percent of school counselor time to the comprehensive school counseling program specified in Texas Education Code §33.005 can greatly impact the school counselor's ability to deliver needed services to those for whom the program is intended. By contrast, consider a program that commits to 80 percent of school counselor's time to comprehensive school counseling program components, with the remaining 20 percent (one day a week) of time given to non-counseling activities. Consider also that the ratio has been increased to 1:550. Rather than 35 weekly activities (100 percent of time), the school counselor now has 28 activities (80 percent of time) available for program activities in the four delivery components.

Desired Program Balance	Weekly Activity Slots x Component %	Activity Slots per Components
Guidance Curriculum-25%	35 activity slots x 25% =	8.75 weekly activity slots
Responsive Services-30%	35 activity slots x 30% =	10.5 weekly activity slots
Individual Planning-15%	35 activity slots x 15% =	5.25 weekly activity slots
System Support-10%	35 activity slots x 10% =	3.5 weekly activity slots
Non-Counseling Duties-20%	35 activity slots x 20%=	7 weekly activity slots

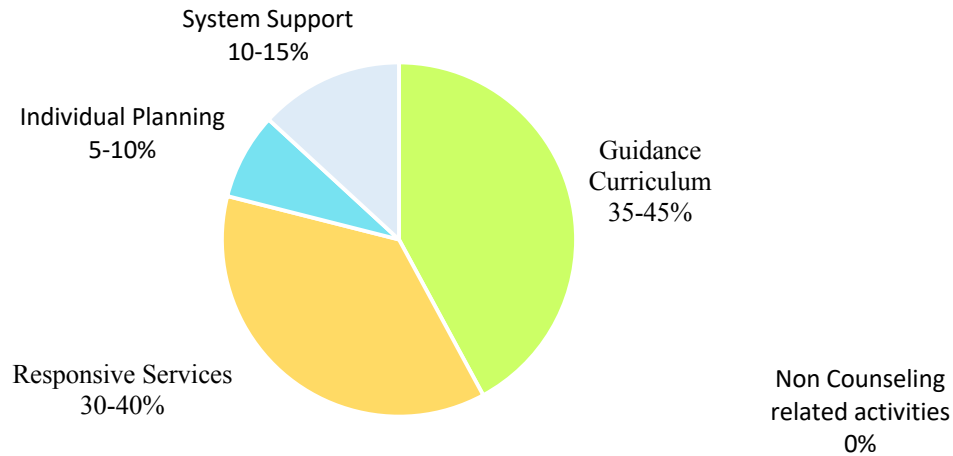
By repeating the calculations in the original scenario, and with a school counselor caseload of 1:550, it would require 22 activity slots to deliver guidance curriculum sessions to all sixth-grade classes. With an average of 9 activity slots per week, it would now require the school counselor approximately 2.5 weeks to meet with every class of students for a particular topic before beginning a new cycle of class sessions. In using similar ratios for responsive services activities, reserving approximately 7 activity slots for groups of six students and the remaining four activity slots for individual counseling, only 8 percent of the 550 increased caseload of sixth grade students could receive responsive services in a six weeks-time period. Though the percentage of time for individual planning activities did not change, with an increased caseload of 1:550, each student would only receive approximately 18 minutes a year for related services in this component. Time for system support activities would also be taxed as responsibilities for increased number of students would mean increased program planning and support activities with increased numbers of people and entities.

**Visual Impact of an Imbalanced Program and 1:550 Ratio.** It is also helpful to see a visual representation of a weekly calendar of activities that represents the Texas Middle School Comprehensive School Counseling Program that uses only 80 percent of its school counselor time for student directed activities, and has a school counselor to student ratio of 1:550. The calendar was developed using the same processes as before, but new calculations were required because of the 20 percent program time given to non-counseling duties and an increased ratio of 1:550. As this calendar illustrates, non-counseling duties and high ratios result in decreased opportunities for the school counselor to deliver program services that address identified student and community assessed needs.

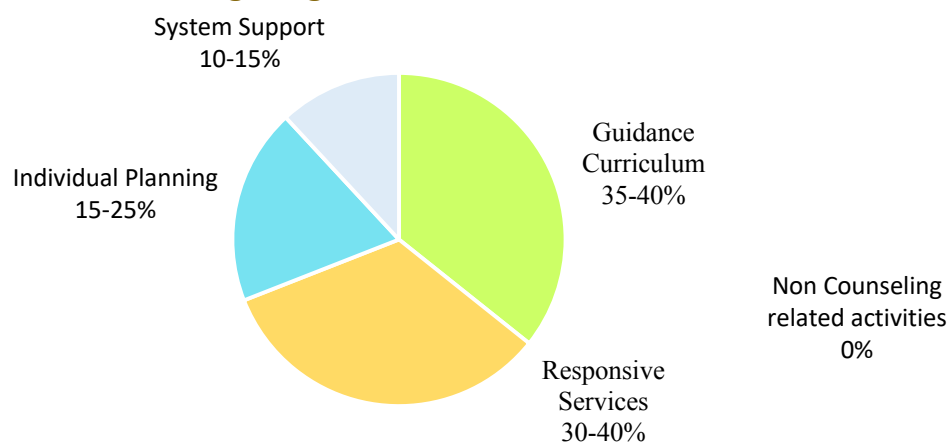
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Responsive Services-Ind.	Non-Counseling Duties	Guidance Curriculum	Non-Counseling Duties	Responsive Services-Ind.
Guidance Curriculum	Responsive Services-Ind.	Guidance Curriculum	Responsive Services-Group	Responsive Services-Group
Responsive Services-Group	Individual Planning	Responsive Services-Ind.	Individual Planning	Guidance Curriculum
Non-Counseling Duties	Responsive Services-Group	Non-Counseling Duties	Responsive Services-Group	Non-Counseling Duties
Guidance Curriculum	Guidance Curriculum	Individual Planning	Guidance Curriculum	Responsive Services-Group
Individual Planning	Guidance Curriculum	Guidance Curriculum	Guidance Curriculum	Individual Planning
System Support	Non-Counseling Duties	System Support	Non-Counseling Duties	System Support

## Recommended Program Balance Service Distribution

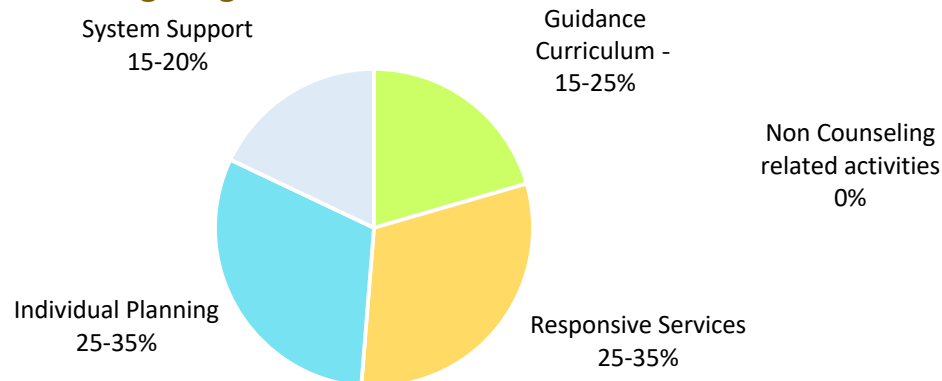
### Elementary School Counseling Program -



### Middle School Counseling Program

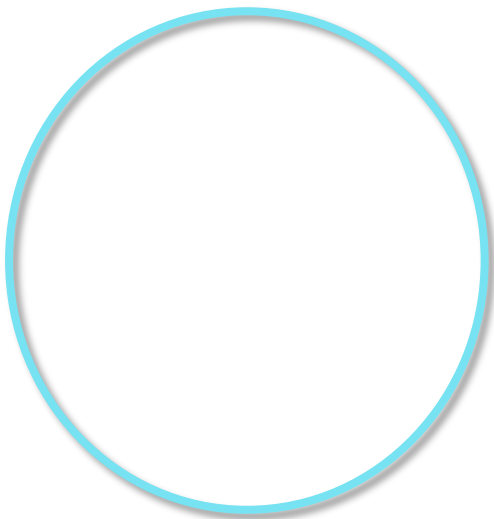


### High School Counseling Program



## Recommended Percentages for Program Balance Service Distribution

Service Delivery Components	Elementary	Middle School	High School
Guidance Curriculum	35%-45%	35%-40%	15%-25%
Individual Planning	5%-10%	15%-25%	25%-35%
Responsive Services	30%-40%	30%-40%	25%-35%
System Support	10-15%	10%-15%	15%-20%



### Current District Program Percentages

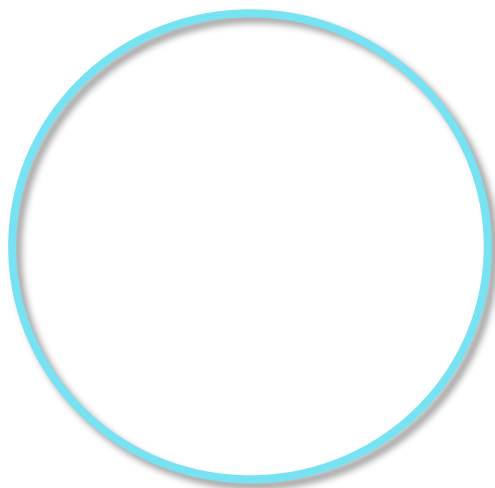
\_\_\_\_\_ Guidance Curriculum

\_\_\_\_\_ Responsive Services

\_\_\_\_\_ Individual Planning

\_\_\_\_\_ System Support

\_\_\_\_\_ Non-School Counseling



### Desired District Program Percentages

\_\_\_\_\_ Guidance Curriculum

\_\_\_\_\_ Responsive Services

\_\_\_\_\_ Individual Planning

\_\_\_\_\_ System Support

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# **Section V**

## **Program Curriculum**



## Program Curriculum

The comprehensive school counseling program curriculum systematically and intentionally guides the planning of activities that assist all students in developing the knowledge and skills they need to enhance their educational, career, personal, and social development.

This Fifth Edition of the *Texas Model* establishes four general curricular content areas by collapsing the previous seven curricular content areas from the Fourth Edition to more accurately and efficiently organize the expanded responsibilities assigned to school counselors in the Texas Education Code since 2004. The four content areas identified are:

- Interpersonal Effectiveness
- Intrapersonal Effectiveness
- Personal Health and Safety
- Post-Secondary Education and Career Readiness

### Program Curriculum Scope

Content areas are further delineated into the knowledge and skills all students – kindergarten through 12<sup>th</sup> grade (K-12) – acquire through participation in comprehensive school counseling programs, regardless of age. Student competencies result from program expectations updated from the Fourth Edition, the incorporation of non-repetitive student competencies identified in the American School Counselor Association (ASCA) National Model, and contemporary school counseling practices. The local school counseling program curriculum is designed to help students acquire the age-appropriate competencies within the scope of the four content areas. The student competencies addressed under each of the four content areas are listed below.

#### **Intrapersonal Effectiveness**

- Positive student self-concept
- Effective executive functioning skills
- Appropriate behavior to the situation and environment

#### **Interpersonal Effectiveness**

- Effective interactions with diverse populations
- Effective and appropriate communication skills
- Recognition of personal boundaries, individual rights and privacy needs of others
- Effective conflict resolutions skills
- Development of healthy relationships

#### **Post-secondary Planning and Career Readiness**

- Motivation to succeed in personal endeavors
- Demonstration of career exploration skills
- Possession of the knowledge and skills to gather information for the purpose of postsecondary education and career planning
- Demonstration of awareness of the importance of postsecondary education
- Understanding of the relationship of academics to the world of work and to life at home and in the community

#### **Personal Health and Safety**

- Incorporation of wellness practices into daily living
- Demonstration of resiliency and positive coping skills
- Possession of assertiveness skills necessary for personal protection

In addition to the student competencies, the K-12 goals designed for each student competency are included to assist school counselors in structuring activities that address student development across the primary, intermediate, middle/junior high school, and high school age spans. The goals are provided to guide the school counselor in conceptualizing, planning, and delivering program activities that assist students with awareness, knowledge, and skills that can assist them in functioning effectively. Though program curricular goals remain the same across the grade spans, expectations, or competency indicators and students' goal accomplishments will vary depending on their different developmental stages. This feature provides the program curricular sequence.

### **Program Curriculum Sequence: Competency Indicators**

The comprehensive school counseling program serves all students, however, like the general education program, it recognizes the different needs and abilities across the K-12 developmental span. Competency indicators are differentiated for students at the primary, intermediate, middle/junior high, and high school levels. The variation of expectations based on students' developmental needs and abilities provides the program curriculum its sequence. This sequential feature provides those planning and delivering the school counseling program the ability to plan a K-12 vertical curriculum across grades in the same school or from one grade span to another. Competency indicators also offer school counselors assessable statements of learning that can be used to create accountability measures necessary to substantiate program effectiveness.

**Program Curriculum Use.** The program curriculum provides a basis from which all activities can be intentionally planned, implemented, and evaluated. Guidance lessons delivered through the Guidance Curriculum component can be designed to teach all students the necessary competencies identified through the program's needs assessment. Individual Student Planning component sessions also provide clarity of purpose by structuring related activities with the appropriate student competency, goal, and indicator to assist students in reaching desired personal goals. Responsive Services interventions can be planned with direction and purpose to assist students in overcoming personal problems and concerns that may impede school success. Finally, the program curriculum can be used to provide a common language of purpose that can unify educators, parents, and community members' efforts to support student success through the System Support component.

**Program Curriculum Organization.** The program curriculum is organized for easy use either in print or in electronic format. To present the user with a general overview of the program curriculum, the following printed pages first provide student competencies and related goals by content area (Table I). Following this information, the second table presents goals and the related competency indicators according to content area and student competency. The content area and related student competencies are located at the top center of each page. Goals related to each student competency area are located in the first column of each table along the left page margin. Competency indicators are organized by goal and specified for each grade span in columns two, three, four and five.

# I. Content Area: Intrapersonal Effectiveness

## I.A. Student Competency: Students have a positive self-concept

### Primary

- Become aware of their personal traits
- Become aware of the importance of liking themselves
- Describe themselves physically, emotionally, and intellectually
- Identify some of their strengths and limitations
- Become aware of their personal traits and characteristics that contribute to the uniqueness of each individual
- Accept and appreciate their inherent biological and physical attributes
- Identify their beliefs about themselves

### Intermediate

- Demonstrate awareness of what contributes to an accurate self-esteem
- Describe their strengths and limitations
- Describe the information they receive about themselves from standardized measures of achievement, ability, and/or interest
- Review information and explore their feelings about themselves to determine whether they think their concept of themselves is accurate
- Demonstrate understanding of how their school performance contributes to their self-esteem
- Analyze how their relationships with others affect/have affected their self-concept
- Become aware of some of their beliefs and describe how they contribute to self-concept

### Middle/Jr High

- Evaluate their progress toward the development of an accurate self-concept
- Use self-appraisal skills
- Describe how they manage school/learning as an expression of self-concept
- Analyze beliefs in relation to self-concept

### High School

- Demonstrate acceptance of themselves, including strengths and limitations
- Evaluate their strengths and limitations
- Describe how the way they manage school/career is an expression of self-concept
- Evaluate the impact of peer influence, media, and societal expectations on beliefs and self-concept

**I.A.i Goal:  
Students will have accurate self-concepts**

**I.A.ii Goal:  
Students will appreciate their uniqueness**

- Identify likenesses/differences between themselves and others
- Describe what makes them feel good about themselves
- Analyze how they feel about their own personal characteristics
- Discuss individual rights and privileges

- Demonstrate understanding that having positive feelings of self-worth is valuable
- Demonstrate a positive attitude toward themselves as unique and worthy people
- Demonstrate awareness of what contributes to feelings of self-worth
- Describe their personal standards
- Demonstrate understanding of how their personal uniqueness is affected by the educational environment

- Acknowledge, accept, and appreciate uniqueness in themselves
- Analyze what contributes to feelings of self-worth
- Analyze their personal standards
- Identify their work beliefs

- Evaluate when they take responsibility for themselves and when they do not
- Make decisions and plans based on understanding of their unique qualities
- Evaluate their personal standards
- Respect their rights

**I.A.iii Goal:  
Students will develop self-regulation skill**

- Identify their feelings
- Become aware of why managing feelings is important
- Recognize their feelings while they experience them
- Describe why it is important to take care of their emotions
- Become aware of how they manage their feelings
- Develop skills for managing feelings

- Demonstrate awareness of their feelings in various situations
- Understand ways they manage their feelings
- Identify the experiences that create strong feelings
- Identify situations where managing their feelings is difficult
- Demonstrate skills for handling emotions
- Express anger appropriately

- Analyze how they manage their feelings
- Describe the benefits of expressing their feelings to an adult

- Evaluate how they manage their feelings
- Explore different ways to manage feelings that will increase attainment of personal goals

# I. Content Area: Intrapersonal Effectiveness

## I.B. Student Competency: Students utilize effective executive functioning skills

	Primary	Intermediate	Middle/Jr High	High School
<b>I.B.i Goal:</b> <b>Students will develop effective decision-making skills</b>	<ul style="list-style-type: none"> <li>- Become aware of choices they make</li> <li>- Realize the difficulty of choosing between two desirable alternatives</li> <li>- Describe the steps in the decision-making process</li> <li>- Describe the way they make decisions</li> <li>- Become aware that some decisions are changeable, some are not</li> <li>- Become aware that some choices are made for them and some they make for themselves</li> </ul>	<ul style="list-style-type: none"> <li>- Define and explain the importance of each of the steps in the decision-making process</li> <li>- Analyze their own skills for making personal and educational decisions</li> <li>- Describe how their beliefs contribute to their decisions</li> <li>- Describe the skills necessary for making decisions and choosing alternatives in planning for and pursuing educational and tentative career goals</li> </ul>	<ul style="list-style-type: none"> <li>- Analyze the importance of each of the steps in the decision-making process</li> <li>- Evaluate their skills for making decisions</li> <li>- Analyze how past decisions influence present decisions and project how present decisions will influence future decisions</li> <li>- Accept responsibility for the decisions they have made and analyze the consequences</li> <li>- Demonstrate understanding of the concept of risk and risk-taking</li> </ul>	<ul style="list-style-type: none"> <li>- Apply the decision-making process when making real life decisions</li> <li>- Accept responsibility for the decisions they have made</li> <li>- Evaluate personal decisions they have made</li> </ul>
<b>I.B.ii Goal:</b> <b>Students will be able to develop a plan of action</b>	<ul style="list-style-type: none"> <li>- Participate in daily planning</li> <li>- Become aware of the need to use time effectively</li> <li>- Describe the steps in a planning process</li> <li>- Describe some of the planning they do</li> <li>- Develop plans for specific activities</li> <li>- Explain that achieving goals requires planning</li> <li>- Become aware of different methods for using time effectively</li> </ul>	<ul style="list-style-type: none"> <li>- Define and explain the importance of each of the steps in the planning process</li> <li>- Describe how their beliefs contribute to their planning</li> <li>- Describe how planning enhances their lives</li> <li>- Identify the need for organizational and time management skills</li> <li>- Understand the importance of planning and preparing for potential careers in the world of work</li> </ul>	<ul style="list-style-type: none"> <li>- Analyze the importance of the steps in the planning process</li> <li>- Evaluate their skills in using a planning process</li> <li>- Analyze the impact planning/lack of planning has had on their lives</li> <li>- Assess the results of some previously implemented plans</li> <li>- Analyze their time management skills and ways to improve them</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate how well they use a planning process in real life plans</li> <li>- Predict the influence planning will have on their future</li> <li>- Evaluate their use of time management skills</li> </ul>
<b>I.B.iii Goal:</b> <b>Students will be able to engage in goal setting</b>	<ul style="list-style-type: none"> <li>- Define what a goal is</li> <li>- Become aware that people set goals</li> <li>- Describe the steps in a goal-setting process</li> <li>- State some personal goals</li> <li>- Identify ways they contribute to class goals</li> </ul>	<ul style="list-style-type: none"> <li>- Define and explain the importance of each of the steps in the goal-setting process</li> <li>- Demonstrate understanding of the skills needed for goal-setting</li> <li>- Construct some personal goals</li> <li>- Describe how their beliefs contribute to their goals</li> <li>- Distinguish between short, intermediate, and long-term goals</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate the ability to set priorities</li> <li>- Analyze goals they have previously set consistently setting realistic/unrealistic goals</li> <li>- Describe what they envision as their preferred quality of life</li> <li>- Set personal short and long-term goals</li> <li>- Describe the importance of integrating their belief system into the goal-setting process</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate their ability to achieve past goals and integrate this knowledge for the future</li> <li>- Describe the importance of re-using a systematic goal-setting process when revising goals</li> <li>- Apply the goal-setting process in setting real life goals</li> <li>- Evaluate the importance of setting realistic goals and striving towards them</li> <li>- Evaluate the relationship between goal-setting and planning</li> <li>- Evaluate the importance of setting high standards and expectations</li> </ul>

# I. Content Area: Intrapersonal Effectiveness

## I.B. Student Competency: Students utilize effective executive functioning skills

	Primary	Intermediate	Middle/Jr High	High School
<p><b>I.B.iv Goal:</b>  <b>Students will be able to engage in effective problem solving</b></p>	<ul style="list-style-type: none"> <li>- Define the term "problem"</li> <li>- Identify problems</li> <li>- Identify a problem in an uncomfortable situation and describe how they can contribute possible solutions</li> <li>- Become aware that in order to solve problems effectively a systematic process is used/can be used</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate understanding of the use of a problem-solving process</li> <li>- Demonstrate understanding of their own strategies for problem-solving</li> <li>- Describe appropriate methods for managing stress</li> </ul>	<ul style="list-style-type: none"> <li>- Analyze the importance of each step in the problem-solving process</li> <li>- Expand their capacity to generate alternatives for solving problems</li> <li>- Analyze how they manage stress</li> </ul>	<ul style="list-style-type: none"> <li>- Formulate their own process for solving personal, interpersonal, and/or situational problems</li> <li>- Evaluate their use of a problem-solving process when faced with actual problems</li> <li>- Evaluate their ability to manage stress</li> </ul>

# I. Content Area: Intrapersonal Effectiveness

## I.C. Student Competency: Students behave appropriately to the situation and environment

	Primary	Intermediate	Middle/Jr High	High School
<p><b>I.C.i Goal:</b> Students will behave in a responsible manner</p>	<ul style="list-style-type: none"> <li>- Behave appropriately in the various school settings</li> <li>- Know school/classroom rules and expectations</li> <li>- Be able to follow rules and directions and complete tasks</li> <li>- Describe areas in school in which they are self-sufficient and in which they are not</li> <li>- Understand that school rules are to provide order to enhance the learning environment for everyone</li> <li>- Become aware of the differences between acceptable and unacceptable social behaviors in the various school settings</li> <li>- Become aware of their responsibilities at school</li> <li>- Become aware of their feelings concerning school rules</li> <li>- Use knowledge of school rules and expectations when faced with choices which could interfere with learning</li> </ul>	<ul style="list-style-type: none"> <li>- Adhere to class and school behavioral expectations</li> <li>- Demonstrate understanding that the environment they are in influences their behavior</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss the policies and procedures regarding appropriate behavior in the school environment</li> <li>- Demonstrate an understanding that the purpose of school rules is to guide their behavior and maintain order</li> <li>- Evaluate the ways they contribute to the educational environment</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate the consequences of unacceptable/irresponsible behavior</li> <li>- Articulate a personal theory of why people behave the way they do</li> <li>- Participate in maintaining a safe school environment</li> </ul>
<p><b>I.C.ii Goal:</b> Students will take responsibility for their own behaviors</p>	<ul style="list-style-type: none"> <li>- Identify their own behaviors</li> <li>- Accept rewards and consequences for their behavior</li> <li>- Explain the relationship between rules of conduct and their responsibilities to themselves and others</li> <li>- Use behaviors which demonstrate respect for the feelings, property, and interests of others</li> <li>- Describe the relationship between behavior and consequences</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate consideration and respect for feelings, property, and physical well-being of others</li> <li>- Become aware that their beliefs affect their behaviors</li> <li>- Identify personal behavioral beliefs and those of their basic group</li> <li>- Identify behaviors that illustrate respect for themselves and others</li> <li>- Identify and demonstrate social behaviors which encourage acceptance by others</li> <li>- Describe how emotions affect their behavior</li> <li>- Recognize that judgments are made on observed behaviors and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>- Analyze the consequences of using appropriate/inappropriate behaviors in various environments</li> <li>- Analyze how their behaviors affect others' behaviors, emotions, and decisions</li> <li>- Identify how their beliefs affect their attitudes and behaviors</li> <li>- Behave so as to demonstrate respect for others</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate how taking responsibility for their own actions enhances their lives</li> <li>- Understand the tendency toward reciprocity of behavior between individuals</li> <li>- Accept responsibility for adhering to the goals of a group</li> </ul>



# I. Content Area: Intrapersonal Effectiveness

## I.C. Student Competency: Students behave appropriately to the situation and environment

### Primary

- Know and follow the rules
- Describe situations where they have no control, some control, or almost total control over themselves

### Intermediate

- Maintain control over themselves
- Demonstrate personal behavior that recognizes human work and dignity in relating to others
- Become aware of situations that produce a variety of behaviors

### Middle/Jr High

- Analyze when they do/do not control themselves
- Analyze their behaviors that express recognition of human worth and dignity in relating to others
- Analyze how they behave in a variety of situations
- Compare/contrast the consequences that occur when they are/are not self-disciplined

### High School

- Evaluate the benefits of being self-disciplined
- Maintain self-discipline and rational behavior in dealing with emotional conflicts and stress

**I.C.iii Goal:**  
**Students will**  
**develop self-**  
**management skills**

## II. Content Area: Interpersonal Effectiveness

### II. A. Student Competency: Students interact effectively with a diverse population

	Primary	Intermediate	Middle/Jr High	High School
<p><b>II. A. i. Goal:</b> Students will appreciate their own culture</p>	<ul style="list-style-type: none"> <li>- Express pride in their families</li> <li>- Become aware that happiness can come from feeling secure in their own family &amp; cultural group</li> <li>- Recognize the traditions/beliefs of their culture</li> </ul>	<ul style="list-style-type: none"> <li>- Identify groups to which they belong because of their background, their family, and their heritage</li> <li>- Identify the cultural practices their families appreciate and how they affect their feelings of self-worth</li> <li>- Discuss their own culture open and honestly with others</li> <li>- Describe their own culture's customs and expectations</li> </ul>	<ul style="list-style-type: none"> <li>- Be able to define culture</li> <li>- Identify characteristics of the groups to which they belong because of their background, their family, and their heritage</li> <li>- Analyze the cultural practices their families appreciate and how they affect their feelings of self-worth</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate an understanding of the elements that result in diversity among individuals and groups</li> <li>- Evaluate their participation in groups to which they belong because of the background, their family and their heritage</li> <li>- Evaluate their culture's practices and how they affect their feelings of self-worth</li> </ul>
<p><b>II. A. ii. Goal:</b> Students will respect others as individuals and accept them for the cultural membership</p>	<ul style="list-style-type: none"> <li>- Recognize there are different languages</li> <li>- Respect others as unique individuals</li> <li>- Demonstrate awareness of others' cultural membership</li> <li>- Become aware of customs and expectations of others' cultures</li> </ul>	<ul style="list-style-type: none"> <li>- Become aware that cultural heritages and traditions differ</li> <li>- Respect others' cultures by referring to their culture appropriately</li> <li>- Become aware that others are both individuals and members of cultural groups</li> <li>- Recognize, accept, respect and appreciate individual differences</li> </ul>	<ul style="list-style-type: none"> <li>- Respect the rights of others regardless of individual differences</li> <li>- Analyze what respecting others as individuals means to them</li> <li>- Analyze what respecting others as individuals means to those individuals</li> </ul>	<ul style="list-style-type: none"> <li>- Assess their beliefs regarding the rights of others regardless of individual differences</li> <li>- Evaluate how respecting others as individuals enhances interpersonal relationships</li> </ul>
<p><b>II. A. iii. Goal:</b> Students will effectively relate with others based on appreciation for differences/similarities</p>	<ul style="list-style-type: none"> <li>- Become aware of the meaning of cultural backgrounds</li> <li>- Become aware that friends may have different/similar families, beliefs, rules, and traditions</li> <li>- Identify differences/similarities between others and themselves</li> <li>- Demonstrate appreciation for difference in others</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss differences/similarities among various groups</li> <li>- Be aware of conflicts resulting from differences in values and beliefs</li> <li>- Be aware of how bias may contribute to conflict</li> <li>- Become aware of how understanding and appreciating differences improves how they feel about themselves and their relationships with others</li> <li>- Discuss how differences among people relate to the uniqueness of individuals and enriches the total group</li> </ul>	<ul style="list-style-type: none"> <li>- Analyze differences/similarities among various groups</li> <li>- Analyze conflicts resulting from differences in beliefs</li> <li>- Analyze how bias may contribute to conflict</li> <li>- Analyze how understanding and appreciating differences improves how they feel about themselves and their relationships with others</li> <li>- Analyze their own comfort in associating with people who are different from themselves</li> <li>- Demonstrate consideration and respect for individual differences</li> </ul>	<ul style="list-style-type: none"> <li>- Manage conflicts resulting from individual differences</li> <li>- Evaluate their own role in conflicts resulting from individual differences</li> <li>- Evaluate how appreciation for their own differences enhances self-esteem and social relationships</li> <li>- Analyze their comfort in associating with people who are different from themselves</li> </ul>

## II. Content Area: Interpersonal Effectiveness

### II. A. Student Competency: Students interact effectively with a diverse population

	Primary	Intermediate	Middle/Jr High	High School
<b>II. A. iv. Goal: Students will evaluate how stereotyping affects them and their relationships with others</b>	<ul style="list-style-type: none"> <li>- Understand the meaning of the term "stereotyping"</li> <li>- Describe prejudicial actions they have seen</li> </ul>	<ul style="list-style-type: none"> <li>- Be aware they should develop criteria for when to generalize and when not to</li> <li>- Become aware of the reasons why stereotypes are attached to groups and why this presents faulty logic</li> <li>- Understand how prejudicial actions they have seen are hurtful to others</li> <li>- Become aware of stereotypes that are prevalent in society</li> </ul>	<ul style="list-style-type: none"> <li>- Know criteria for when to generalize and when not to</li> <li>- Distinguish between valid generalizations and stereotyping</li> <li>- Analyze how prejudicial actions that they have seen are hurtful to individuals</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate their own culture through descriptive generalizations about themselves and others</li> <li>- Evaluate the impact of stereotyping</li> <li>- Evaluate stereotypes they still hold; describe former stereotypes and how they have changed</li> <li>- Evaluate how prejudicial actions they have seen are hurtful to individuals</li> </ul>

## II. Content Area: Interpersonal Effectiveness

### II. B. Student Competency: Students utilize effective and appropriate communication skills

	Primary	Intermediate	Middle/Jr High	High School
<b>II.B.i. Goal: Students know that communication involves speaking, listening, and nonverbal behavior</b>	<ul style="list-style-type: none"> <li>- Recognize that they listen to and speak with a variety of people</li> <li>- Describe listening and speaking skills that allow them to understand others and others to understand them</li> <li>- Become aware that good communication skills help people work well together</li> </ul>	<ul style="list-style-type: none"> <li>- List and define/describe basic communication skills</li> <li>- Analyze how communication skills affect their relationships with others</li> <li>- Be aware of non-verbal communication</li> </ul>	<ul style="list-style-type: none"> <li>- Analyze their use of basic communication skills</li> <li>- Use listening and expressive skills to manage peer pressure</li> <li>- Evaluate how listening and expressive skills help them to make decisions, set goals, and solve problems</li> <li>- Analyze how the use of communication skills contribute/hinder a group's progress toward task completion</li> </ul>	<ul style="list-style-type: none"> <li>- Analyze how beliefs affect interpersonal communication</li> <li>- Develop the communication skills needed for participating effectively within group settings</li> <li>- Analyze how they use communication skills to improve their mental health</li> <li>- Evaluate their own and others' use of communication skills in problem situations</li> </ul>
<b>II.B.ii. Goal: Students will effectively express themselves</b>	<ul style="list-style-type: none"> <li>- Verbalize ideas, thoughts, and feelings</li> <li>- Express their feelings appropriately</li> <li>- Make positive statements to/about others</li> <li>- Identify ways individuals express feelings</li> <li>- Describe ways to express the need for help</li> <li>- Become aware that independent views can be expressed in an acceptable manner</li> <li>- Speak appropriately</li> </ul>	<ul style="list-style-type: none"> <li>- Use effective communication skills to manage peer pressure</li> <li>- Express their feelings clearly and appropriately</li> <li>- Demonstrate understanding that independent views can be expressed in acceptable ways</li> <li>- Analyze how what they say affects others' actions and feelings</li> <li>- Express themselves honestly</li> <li>- Speak clearly and to the point</li> <li>- Express feelings and opinions without offending others</li> </ul>	<ul style="list-style-type: none"> <li>- Understand the theory behind assertion</li> <li>- Evaluate the effect of expressing appreciation</li> <li>- Analyze their skills at interpreting their feelings to others</li> <li>- Develop skills needed for appropriate expression of opinions, attitudes, and beliefs in groups</li> </ul>	<ul style="list-style-type: none"> <li>- Have a variety of ways to express themselves</li> <li>- Interpret their feelings</li> <li>- Use assertion skills</li> </ul>
<b>II.B.iii. Goal: Students will use communication skills to know when and how to ask for help</b>	<ul style="list-style-type: none"> <li>- Become aware of the need to be a good listener</li> <li>- Recognize that others may communicate differently than they do</li> <li>- Listen to others and repeat their ideas</li> <li>- Become aware of and accept/tolerate opinions of others in group discussions</li> <li>- Listen attentively</li> </ul>	<ul style="list-style-type: none"> <li>- Become aware of the differences in the way one listens to and speaks with friends as contrasted with those who are not close friends</li> <li>- Demonstrate concern and respect for the feelings, interest, and opinions of others</li> <li>- Distinguish between thoughts and feelings of others</li> <li>- Analyze how what others say affects their actions and feelings</li> <li>- Respect others' opinions</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciate the importance of listening in order for communication to occur</li> <li>- Analyze their own ability to listen</li> <li>- Manage the emotional reactions of others</li> </ul>	<ul style="list-style-type: none"> <li>- Understand and communicate their understanding of what another person has said</li> <li>- Use reflective listening skills</li> <li>- Interpret feelings shared by friends</li> <li>- Seek information and support from faculty, staff, family, and peers</li> </ul>

## II. Content Area: Interpersonal Effectiveness

### II.C. Student Competency: Students recognize personal boundaries, individual rights and privacy needs of others

Primary

- Understand personal boundaries

**II.C.i. Goal: Students will understand the need for personal boundaries**

Intermediate

- Describe situations in which personal boundaries should be set
- Identify and respect personal boundaries

- Recognize rights and privacy needs of self and others

**II.C. ii. Goal: Students will understand individual rights and privacy needs of others**

Middle/Jr High

- Identify the physical, social, and emotional consequences related to failure to set personal boundaries
- Identify strategies to communicate boundaries

- Develop acceptance for the individual rights and privacy needs of others

High School

- Evaluate their personal ability to set boundaries
- Describe personal level of comfort in setting boundaries

- Evaluate their personal commitment to protecting the individual rights and privacy needs of others

## II. Content Area: Interpersonal Effectiveness

### II. D. Student Competency: Students utilize effective conflict resolution skills

#### Primary

- Respect alternative points of view
- Learn to speak directly to each other
- Recognize when a cooling off period is needed
- Define and identify conflict

#### Intermediate

- Learn to listen carefully to others and accurately paraphrase their words
- Learn to speak assertively, honestly, and kindly
- Differentiate between situations requiring peer support and situations requiring adult professional help
- Negotiate a solution to the conflict

#### Middle/Jr High

- Describe how communication affects conflict resolution
- Apply communication skills to resolve conflicts
- Recognize skills to communicate negative feelings
- Understand the difference between active and passive responses to conflict

#### High School

- Identify how to handle problems constructively
- Gain insight about one's own response to conflict and apply new strategies for resolving conflict
- Evaluate the conditions that might affect the likelihood for a conflict to escalate

**II.D.i. Goal:**  
Students will develop and use conflict resolution skills

## II. Content Area: Interpersonal Effectiveness

### II.E. Student Competency: Students develop healthy relationships

#### Primary

- Describe characteristics in themselves that enable them to be a good friend
- Describe characteristics of others they enjoy being with
- Describe the processes involved in making and keeping friends
- Identify persons they care about
- Analyze what is important to persons they care about and why it is important to them

#### Intermediate

- Choose friends consistent with personal belief standards
- Distinguish between the characteristics of close friends and those persons who are not close friends
- Demonstrate understanding that, as they meet more people, they develop new friendships
- Analyze the skills needed to make and keep friends while maintaining their own standards

#### Middle/Jr High

- Distinguish between the characteristics of healthy and unhealthy relationships
- Evaluate the importance of having friendships with peers and adults
- Analyze the skills they have for maintaining friendships

#### High School

- Evaluate the effectiveness of their relationships
- Explain why they appreciate relationships and how effective relationships are maintained
- Predict how relationships will contribute to their life in the future

**II.E.i. Goal: Students will define healthy and unhealthy relationships**

**II.E. ii. Goal: Students will identify characteristics of healthy and unhealthy relationships**

- Describe the role of trust and ways to establish trust in a relationship
- Identify times they felt unsafe and how they responded
- Identify who to trust when they feel unsafe

- Identify expectations and commitments in various relationships
- Demonstrate effective communication in healthy relationships

- Develop strategies for identifying unhealthy relationships
- Develop strategies for dealing with jealousy
- Identify the importance of healthy relationships
- Make relationship choices that have a positive impact on their lives

- Demonstrate the ability to compare and contrast healthy behaviors with unhealthy behaviors in relationships
- Describe the skills, attitudes and behaviors for building, maintaining and enhancing healthy, positive relationships
- Identify strategies for dealing with significant change and loss in a relationship and for ending a relationship

# III. Content Area: Post-secondary Planning and Career Readiness

## III.A. Student Competency: Students are motivated to succeed in personal endeavors

	Primary	Intermediate	Middle/Jr High	High School
<p><b>III.A.i. Goal:</b>  <b>Students will develop their own academic potential</b></p>	<ul style="list-style-type: none"> <li>- Become aware of what learning is and that they are learners</li> <li>- Become aware of the benefits derived from learning</li> <li>- Become aware of their learning interests; describe learning that they enjoy most</li> <li>- Participate in the school setting in a positive, active way</li> <li>- Explain the benefits they derive from learning</li> <li>- Become aware of the relationship between learning and effort</li> <li>- Identify the subjects they like/dislike and in which they do well/do poorly</li> <li>- Become aware of how their interests and beliefs help motivate them in the school setting</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the benefits they derive from learning</li> <li>- Relate their learning abilities to the subjects they are studying</li> <li>- Assume responsibility for their own learning</li> <li>- Demonstrate understanding of the importance of giving maximum effort in school</li> <li>- Become aware that success and failure are parts of life and learning</li> <li>- Identify the subject matter which they like/dislike and in which they do well/do poorly</li> <li>- Apply methods for using motivation and interest for the purpose of modifying weaknesses and limitations while maintaining and improving strengths</li> <li>- Express pride in their intellectual accomplishments</li> <li>- Apply learned study skills successfully</li> <li>- Understand how using a variety of learning styles can improve their school performance</li> </ul>	<ul style="list-style-type: none"> <li>- Analyze what contributes to their feelings of competence and confidence</li> <li>- Analyze the impact of their preferred learning style, their study skills, and habits on their school performance</li> <li>- Analyze the benefits they derive from learning</li> <li>- Analyze how their current educational performance will enhance/hinder their achieving desired goals</li> <li>- Express the importance of developing their academic potential</li> <li>- Understand the attitudes necessary for success in work and learning</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate the benefits they derive from learning</li> <li>- Evaluate ways they presently learn and predict how learning may continue in the future</li> <li>- Explain what motivates individuals</li> <li>- Analyze/evaluate what motivates them</li> <li>- Express positive attitudes toward work and learning</li> <li>- Evaluate how the use of various learning styles improves their school performance</li> <li>- Predict how their feelings of competence and confidence will help them in the future</li> </ul>
<p><b>III.A.ii. Goal:</b>  <b>Students will take advantage of their educational opportunities</b></p>	<ul style="list-style-type: none"> <li>- Become aware of the skills and attitudes needed to achieve in school</li> <li>- Describe the school and the adults who are there to help them</li> <li>- Participate in school activities</li> <li>- Explain their likes and dislikes about school</li> <li>- Become aware of the influence of school on all aspects of their lives</li> <li>- Feel satisfaction from their school achievement</li> <li>- Become aware of the school as both a work setting and a place of academic learning, and of the relationships between education and work</li> <li>- Become aware that performance in school is related to performance in adult roles</li> </ul>	<ul style="list-style-type: none"> <li>- Describe good study skills/habits which contribute to success in school</li> <li>- Identify ways they may handle sources of school frustration</li> <li>- Demonstrate awareness of the importance of educational achievement to career opportunities</li> <li>- Identify educational opportunities available to them in middle/junior high school</li> <li>- Identify school subject matter as related to potential careers</li> </ul>	<ul style="list-style-type: none"> <li>- Identify graduation requirements available in high school are important to them</li> <li>- Describe the variety of opportunities available in the school setting</li> <li>- Analyze the relationship between educational achievement and potential career opportunities</li> <li>- Predict how they will use knowledge from certain subjects in future life and work experiences</li> <li>- Understand the cost associated with postsecondary education is dependent upon the educational pathway chosen</li> <li>- Understand postsecondary education requires resources</li> </ul>	<ul style="list-style-type: none"> <li>- Assume responsibility for meeting graduation requirements</li> <li>- Predict how they will use knowledge from school in future life and work</li> <li>- Explain the relationship between educational achievement and career planning, training, and placement</li> <li>- Evaluate how they have used the educational opportunities available in school</li> <li>- Demonstrate knowledge of the financial aid process</li> <li>- Identify different types of financial aid (loans, scholarship, grants, etc.)</li> </ul>



## III. Content Area: Post-secondary Planning and Career Readiness

### III.A. Student Competency: Students are motivated to succeed in personal endeavors

	Primary	Intermediate	Middle/Jr High	High School
<b>III.A.iii. Goal: Students will identify attitudes and behaviors that lead to successful learning</b>	<ul style="list-style-type: none"> <li>- Become aware of their learning interests, describe learning that they enjoy most</li> </ul>	<ul style="list-style-type: none"> <li>- Communicate enjoyable attitudes and behaviors and relate those to the school experience</li> </ul>	<ul style="list-style-type: none"> <li>- Identify connections between positive attitudes and behaviors, educational experiences, and the world of work</li> </ul>	<ul style="list-style-type: none"> <li>- Identify career options that will nurture positive learning experiences and academic interests</li> </ul>
<b>III.A. iv. Goal: Students will develop leadership skills</b>	<ul style="list-style-type: none"> <li>- Take turns as class leaders</li> <li>- Describe the responsibilities of identified school/community leaders</li> <li>- Identify group roles</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the qualities of people they perceive to be effective leaders</li> <li>- Recognize their leadership skills and qualities and those of others</li> <li>- Describe the consequences of taking responsibility</li> </ul>	<ul style="list-style-type: none"> <li>- Analyze their leadership skills and qualities</li> <li>- Analyze when they take/do not take responsibility</li> </ul>	<ul style="list-style-type: none"> <li>- Recognize leadership qualities in others and in themselves</li> <li>- Demonstrate their ability to handle responsibility</li> </ul>

# III. Content Area: Post-secondary Planning and Career Readiness

## III. B. Student Competency: Students demonstrate career exploration skills

	Primary	Intermediate	Middle/Jr High	High School
<p><b>III. B.i. Goal:</b> Students will identify career opportunities that allow them to fulfill their potential</p>	<ul style="list-style-type: none"> <li>- Describe a job they might want to do "when they grow up"</li> <li>- Recognize a variety of jobs that people do in their school/community</li> <li>- Describe their responsibilities at home and which tasks they prefer</li> </ul>	<ul style="list-style-type: none"> <li>- Become aware that school is part of the preparation for a potential career</li> <li>- Identify the importance of all work that contributes to society</li> <li>- Demonstrate understanding of what is meant by "work ethic"</li> <li>- Demonstrate awareness of the relationship between leisure time activities, work, and education</li> <li>- Describe their quality of life and factors that influence those qualities of life</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the importance of basic skills for achieving desired lifestyle, standard of living, and occupational choices</li> <li>- Analyze past achievements in relation to possible career choices</li> <li>- Describe the process of career exploration and planning</li> <li>- Identify how their personal interest match with or are expressed through hobbies, extracurricular activities, and initial work experiences, and career choices</li> <li>- Analyze societal attitudes and beliefs toward work and their own attitudes</li> </ul>	<ul style="list-style-type: none"> <li>- Analyze the relationship between career choices and quality of life</li> <li>- Understand and appreciate the rewarding aspects of their work</li> <li>- Identify personal reasons for their selection of a career</li> <li>- Describe how societal needs and functions influence the nature and structure of work</li> </ul>
<p><b>III. B. ii. Goal:</b> Students will make connections between personal skills, interests and abilities, and career choices</p>	<ul style="list-style-type: none"> <li>- Identify personal skills, interests, and abilities that may affect career choice</li> </ul>	<ul style="list-style-type: none"> <li>- Explore how their personal skills, interests, and abilities can impact their career choices</li> </ul>	<ul style="list-style-type: none"> <li>- Link personal skills, interest and abilities with future career choices</li> </ul>	<ul style="list-style-type: none"> <li>- Choose future careers based on personal skills, interests, and abilities</li> </ul>
<p><b>III. B.iii. Goal:</b> Students will understand and explore their expanding world views</p>	<ul style="list-style-type: none"> <li>- Explore their world views</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the effect of work on lifestyle</li> <li>- Understand that work is an important and satisfying means of personal expression</li> </ul>	<ul style="list-style-type: none"> <li>- Learn about the variety of traditional and nontraditional occupations</li> <li>- Describe traditional and nontraditional career choices and how they relate to career choice</li> <li>- Understand the importance of equity and access in career choice</li> </ul>	<ul style="list-style-type: none"> <li>- Learn to respect individual uniqueness in the workplace</li> <li>- Understand how changing economic and societal needs influence employment trends and future training</li> <li>- Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions</li> </ul>

## III. Content Area: Post-secondary Planning and Career Readiness

**III.C. Student Competency: Students possess the knowledge and skills to gather information for the purpose of postsecondary education and career planning**

**Primary**

- Become aware of different types of jobs

**Intermediate**

- Define and explain what different careers entail

**Middle/Jr High**

- Learn to use the Internet to access career-planning information

**High School**

- Analyze research and information resources to obtain career information
- Use assessment results in educational planning

**III.C.i. Goal: Students will develop skills to locate, evaluate and interpret career information**

- Become aware that people set career goals
- Describe the steps in a goal-setting process for career
- State some career goals

- Define and explain the importance of each of the steps in the goal-setting process
- Demonstrate understanding of the skills needed for goal-setting and construct some career goals
- Describe how their beliefs contribute to their career goals
- Distinguish between short-, intermediate-, and long-term career goals

- Demonstrate the ability to set priorities for their career goals
- Analyze career goals they have previously set
- Analyze the consequences of consistent setting
- Analyze realistic/unrealistic career goals
- Set some career short- and long-term goals
- Describe the importance of integrating their belief system into the career goal-setting process
- Demonstrate awareness that education and training are needed to achieve career goals

- Assess their ability to achieve past goals and integrate this knowledge for future career goals
- Describe the importance of re-using a systematic goal-setting process when revising goals
- Evaluate how well they use a goal-setting process in setting real-life career goals
- Evaluate the importance of setting realistic career goals and striving toward them
- Evaluate the relationship between career goal-setting and planning
- Evaluate the importance of setting high standards and expectations in career goals
- Apply knowledge of aptitudes and interests to goal setting

**III.C. ii. Goal: Students will learn how to apply goal-setting skills in career**

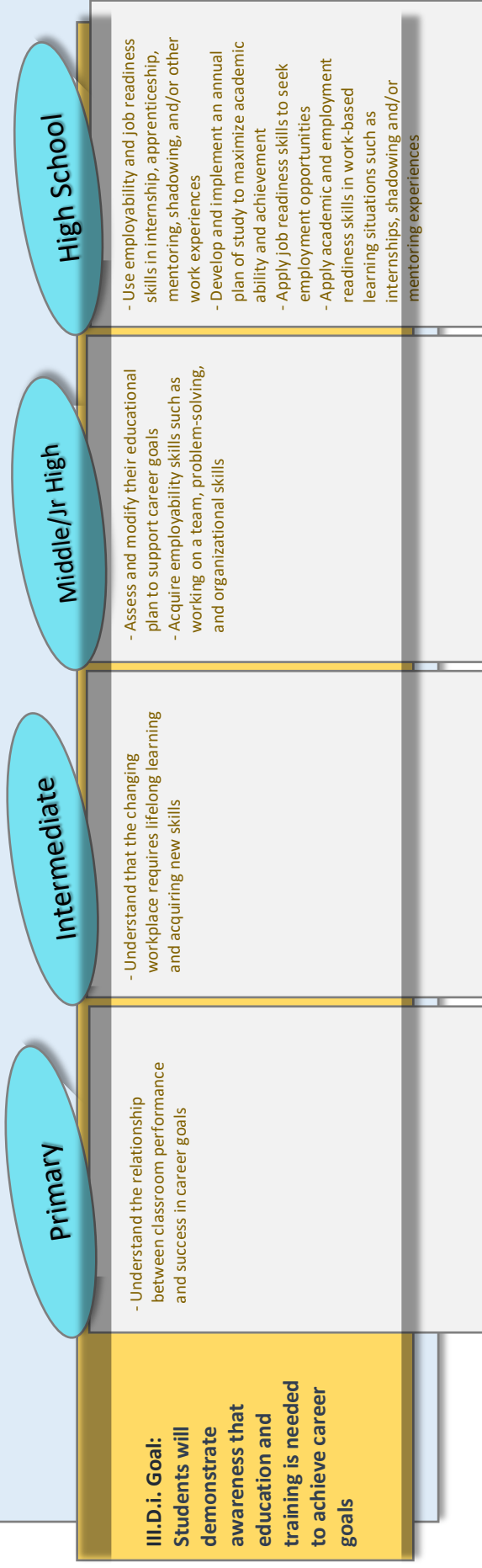
## III. Content Area: Post-secondary Planning and Career Readiness

III. C. Student Competency: Students possess the knowledge and skills to gather information for the purpose of postsecondary education and career planning

	Primary	Intermediate	Middle/Jr High	High School
<p><b>III. C.iii. Goal:</b>  <b>Students will apply decision-making skills to career planning, course selection and career transition</b></p>	<ul style="list-style-type: none"> <li>- Become aware of the choices they make in careers</li> <li>- Describe the steps in a decision-making process towards career goals</li> <li>- Describe the ways they make decisions towards career choices</li> </ul>	<ul style="list-style-type: none"> <li>- Define and explain the importance of each of the steps in the decision-making process towards career choices</li> <li>- Analyze their own skills for making career and educational decisions</li> <li>- Describe how their beliefs contribute to their career decisions</li> <li>- Describe the skills necessary for making decisions and choosing alternatives in planning for and pursuing educational and tentative career goals</li> </ul>	<ul style="list-style-type: none"> <li>- Analyze the importance of each of the steps in the decision-making process towards career choices</li> <li>- Evaluate their skills for making decisions towards career choices</li> <li>- Analyze how past decisions influence present and project how present decisions will influence future career decisions</li> <li>- Accept responsibility for career decisions they have made and analyze the consequences</li> <li>- Use problem-solving and decision-making skills to assess progress toward educational/career goals</li> <li>- Demonstrate skills necessary for making decisions and choosing alternatives in planning for and pursuing educational and tentative career goals</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate how well they use the decision-making process when making real-life career decisions</li> <li>- Accept responsibility for decisions they have made towards career goals</li> <li>- Evaluate some career decisions that they have made</li> <li>- Demonstrate skills necessary for making decisions and choosing alternatives in planning for and pursuing educational and career goals</li> <li>- Base future educational/training/employment plans on analysis of their academic experiences</li> <li>- Describe the steps they need to take in order to attain their postsecondary plans</li> </ul>
<p><b>III. C. iv. Goal:</b> <b>Students will demonstrate knowledge of the career-planning process</b></p>	<ul style="list-style-type: none"> <li>- Participate career planning</li> <li>- Become aware of the need to use time effectively for career planning</li> <li>- Describe the steps in a planning process towards career choices</li> <li>- Describe some of the planning they do for career</li> </ul>	<ul style="list-style-type: none"> <li>- Understand the importance of planning and preparing for their future careers in the world of work</li> <li>- Become aware of different methods for using time effectively</li> <li>- Develop plans for specific career planning activities</li> <li>- Explain that achieving career goals requires planning</li> </ul>	<ul style="list-style-type: none"> <li>- Develop and maintain a career-planning portfolio</li> </ul>	<ul style="list-style-type: none"> <li>- Select course work that is related to career interests</li> <li>- Develop and implement an annual plan of study to maximize academic ability and achievement</li> </ul>

### III. Content Area: Post-secondary Planning and Career Readiness

#### III.D. Student Competency: Students will demonstrate awareness of the importance of postsecondary education



## III. Content Area: Post-secondary Planning and Career Readiness

III. E. Student Competency: Students will understand the relationship of academics to the world of work and to life at home in the community

	Primary	Intermediate	Middle/Jr High	High School
<p><b>III.E. i. Goal:</b> Students will develop a positive attitude toward work and learning</p>	<ul style="list-style-type: none"> <li>- Understand the relationship between learning and work</li> <li>- Develop a positive attitude toward work and learning</li> </ul>	<ul style="list-style-type: none"> <li>- Develop hobbies and vocational interests</li> <li>- Understand the need to balance between work and leisure activities</li> </ul>	<ul style="list-style-type: none"> <li>- Seek co-curricular and community experiences to enhance the school experience</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life</li> <li>- Learn about the rights and responsibilities of employers and employees</li> <li>- Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace</li> </ul>
<p><b>III.E. ii. Goal:</b> Students will understand the relationship between educational achievement and career success</p>	<ul style="list-style-type: none"> <li>- Identify personal preferences and interests influencing career choice and success</li> </ul>	<ul style="list-style-type: none"> <li>- Explain how work can help to achieve personal success and satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>- Understand that school success is the preparation to make the transition from student to community member</li> <li>- Identify post-secondary options consistent with interests, achievement, aptitude, and abilities</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals</li> <li>- Understand how school success and academic achievement enhance future-career and vocational opportunities</li> </ul>

## IV. Content Area: Personal Health and Safety

### IV.A. Student Competency: Students incorporate wellness practices into daily living

	Primary	Intermediate	Middle/Jr High	High School
<b>IV.A.i. Goal: Students will understand wellness as an element of healthy functioning</b>	<ul style="list-style-type: none"> <li>- Identify healthy activities to do when alone</li> <li>- Identify things that are healthy and unhealthy</li> </ul>	<ul style="list-style-type: none"> <li>- Become aware of the need to have time for themselves</li> <li>- Become aware of the positive and negative effects of healthy and unhealthy choices</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the benefits they derive from taking time for themselves</li> <li>- Describe methods they use in caring for their physical, intellectual, and emotional health</li> <li>- Distinguish between things that are helpful and those that are harmful to their physical, intellectual, and emotional health</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate the benefits of taking time for themselves</li> <li>- Identify their personal limits and boundaries necessary for good self-care</li> </ul>
<b>IV.A. ii. Goal: Students will learn techniques for managing stress</b>	<ul style="list-style-type: none"> <li>- Define stress</li> <li>- Describe feelings related to stress</li> <li>- Demonstrate understanding of stress and conflict and ways of managing these feelings/situations</li> </ul>	<ul style="list-style-type: none"> <li>- Identify things that cause stress</li> <li>- Understand that personal decisions can result in stress</li> <li>- Describe appropriate methods for managing stress</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the benefits derived from effective stress management</li> <li>- Identify internal/external factors that create stress in their lives</li> <li>- Analyze how they manage stress</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate the benefits derived from effective stress management</li> <li>- Identify the extent to which they can control the internal/external factors which create stress in their lives</li> <li>- Evaluate their ability to manage stress</li> </ul>

## IV. Content Area: Personal Health and Safety

### IV. B. Student Competency: Students demonstrate resiliency and positive coping skills

	Primary	Intermediate	Middle/Jr High	High School
<b>IV. B. i. Goal:</b> <b>Students will effectively manage change</b>	<ul style="list-style-type: none"> <li>- Describe how they are different this year than the previous year</li> <li>- Summarize what they can/cannot control in their lives</li> <li>- Identify changes that have occurred in themselves</li> </ul>	<ul style="list-style-type: none"> <li>- Analyze ways they have/do not have control over their environment</li> <li>- Identify ways they have control over themselves and their quality of life</li> <li>- Demonstrate understanding of changes that have occurred in themselves and in their peers</li> <li>- Demonstrate understanding of changes that have occurred in their environment</li> </ul>	<ul style="list-style-type: none"> <li>- Analyze how life roles, settings, and events impact the quality of life</li> <li>- Identify internal/external factors that have caused their beliefs, interests, and capabilities to change</li> <li>- Demonstrate understanding that the future world of work may be much different than the present one</li> <li>- Demonstrate understanding that a changing world demands lifelong learning</li> </ul>	<ul style="list-style-type: none"> <li>- Analyze their feelings when wanted/unwanted changes occur</li> <li>- Analyze how their beliefs, interests, and capabilities have changed and are changing</li> <li>- Analyze how career concerns change a situation and that roles change</li> <li>- Assess the interactive ethics of life roles, settings, and events, and how those make up their quality of life</li> <li>- Assess the effects of important events, both those that can and cannot be controlled, upon quality of life</li> <li>- Demonstrate understanding of the need for personal and occupational flexibility in an ever-changing world</li> <li>- Explain how a changing world demands lifelong learning</li> </ul>
<b>IV. B. ii. Goal:</b> <b>Students will effectively manage transitions</b>	<ul style="list-style-type: none"> <li>- Describe how their present school environment differs from the one they were in previously</li> <li>- Describe how the people who are available can help them when needed</li> <li>- Find strategies for feeling secure in a new class or school</li> <li>- Become aware of changes that will occur as they continue through school</li> </ul>	<ul style="list-style-type: none"> <li>- Analyze their thoughts and feelings about the transition to middle school/junior high school</li> <li>- Analyze the changes they have made in adapting to the new requirements of each educational year</li> <li>- Describe the people who are available to help them when needed</li> </ul>	<ul style="list-style-type: none"> <li>- Analyze/evaluate how changes in the school environment have affected them</li> <li>- Describe the people who are available to help them when needed</li> <li>- Explain how they have adjusted/adapted without giving up their beliefs and standards</li> <li>- Analyze how they have managed transitions in the past</li> </ul>	<ul style="list-style-type: none"> <li>- Predict how they will manage the change in their lives that will occur after leaving high school</li> <li>- Anticipated changes they will experience as they enter postsecondary experiences</li> <li>- Summarize how planning will help them make the transition</li> </ul>



## IV. Content Area: Personal Health and Safety

### IV. C. Student Competency: Students possess assertiveness skills necessary for personal protection

	Primary	Intermediate	Middle/Jr High	High School
<b>IV.C.i. Goal:</b> Students will demonstrate the ability to set boundaries for physical, social, and emotional protection	<ul style="list-style-type: none"> <li>- Understand safe and unsafe touch</li> <li>- Understand the difference between good secrets and bad secrets</li> <li>- Differentiate between telling and tattling</li> <li>- Identify adults who are available to help</li> </ul>	<ul style="list-style-type: none"> <li>- Describe feelings associated with safe and unsafe touch</li> <li>- Describe appropriate responses to good and bad secrets</li> <li>- Identify appropriate situations in which to involve an adult</li> <li>- Understand the importance of involving an adult in matters related to safety and personal protection</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the connection between unsafe touch and abuse and violence</li> <li>- Explain the connection between trust and breach of confidentiality/gossip</li> <li>- Understand the consequences of failure to request adult assistance</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate the consequences of abuse and violence in personal relationships</li> <li>- Evaluate the harmful effects of breach of confidentiality/gossip</li> <li>- Recognize personal limitations in responding to critical situations</li> </ul>
<b>IV.C. ii. Goal:</b> Students will demonstrate an appreciation for the rights of others to have a physically, emotionally, and socially safe environment	<ul style="list-style-type: none"> <li>- Understand respect</li> <li>- Understand kind and unkind behaviors</li> <li>- Identify feelings associated with being excluded</li> </ul>	<ul style="list-style-type: none"> <li>- Identify respectful and disrespectful behaviors</li> <li>- Understand the difference between rudeness and bullying</li> <li>- Understand the different roles related to bullying</li> <li>- Describe appropriate responses to bullying</li> <li>- Identify behaviors that are considered to be bullying behaviors</li> </ul>	<ul style="list-style-type: none"> <li>- Identify the benefits of demonstrating respect for others</li> <li>- Identify the personal effects of bullying behavior</li> <li>- Understand cyberbullying</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate their own level of respect related to interaction with others</li> <li>- Identify the effects of bullying on the environment</li> <li>- Evaluate the social and emotional effects of cyberbullying</li> </ul>



# APPENDICES



## Appendix A

### Texas Administrative Code

**TITLE 19** EDUCATION

**PART 7** STATE BOARD FOR EDUCATOR CERTIFICATION

**CHAPTER 239** STUDENT SERVICES CERTIFICATES

**SUBCHAPTER A** SCHOOL COUNSELOR CERTIFICATE

**RULE §239.15 Standards Required for the School Counselor Certificate**

(a) School Counselor Certificate Standards. The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and by the State Board for Educator Certification as the basis for developing the examination required to obtain the School Counselor Certificate. The standards also serve as the foundation for the professional growth plan and continuing professional education activities required by §239.25 of this title (relating to Requirements to Renew the Standard School Counselor Certificate).

(b) Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base. The certified school counselor must know and understand:

- (1) the history and philosophy of counseling;
- (2) counseling and consultation theories and practices;
- (3) career development theories and practices;
- (4) the roles and responsibilities of a comprehensive school counseling program that emphasizes college and career readiness and postsecondary options for all students, including college admissions, college financial aid resources, application procedures, and workforce and career opportunities;
- (5) assessment principles and procedures, including the appropriate use of tests, test interpretation, and test results;
- (6) changing societal trends, including demographic, economic, and technological tendencies, and their relevance to school counseling;
- (7) environmental, social, and cultural factors that affect learners' development and the relevance of those factors to educational, career, personal, and social development, along with comprehensive school counseling programs;
- (8) learners' developmental characteristics and needs and their relevance to educational and career choices;
- (9) legal and ethical standards, practices, and issues and the importance of commitment to and implementation of ethical principles;
- (10) the characteristics and educational needs of special populations;
- (11) techniques and behavioral interventions to assist teachers with classroom management;

- (12) the integration of a school counseling program, the Texas College and Career Readiness Standards, and academic curricula;
- (13) the roles and responsibilities of a comprehensive school counseling program that is responsive to all students;
- (14) counseling-related research techniques and practices;
- (15) developing and teaching best practices on leadership skills;
- (16) how cultural factors and group membership impact individual students;
- (17) the comprehensive school counseling program model;
- (18) how to utilize various forms of technology and how inappropriate use could be professionally and personally harmful; and
- (19) an understanding of systems, including family dynamics and school environments.

(c) Standard II. Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner as outlined in *The Texas Model for Comprehensive School Counseling Programs*. The certified school counselor must:

- (1) develop processes and procedures for planning, designing, implementing, and evaluating *The Texas Model for Comprehensive School Counseling Programs*;
- (2) provide a proactive, comprehensive, developmental school counseling program based on the needs of students, as set forth in *The Texas Model for Comprehensive School Counseling Programs*;
- (3) counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs;
- (4) consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance his or her work with students;
- (5) coordinate resources, referrals, and follow-up procedures for students within the school and community;
- (6) demonstrate proficiency in teaching small and large groups by actively engaging students in the learning process;
- (7) participate in the selection, use, and interpretation of assessments and assessment results;
- (8) use multiple sets of information and data to make decisions about students, programs, and services;
- (9) use counseling-related research techniques and evidence-based practices to address student needs;
- (10) advocate for a comprehensive school counseling program that is responsive to all students;
- (11) facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, personal, and social goals based on various types of information;
- (12) maintain proficiency in counseling and campus-related technology; and
- (13) use varied sources of information, resources, and practices to counsel students about postsecondary opportunities and college and career readiness.

(d) Standard III. Learner-Centered Process: The certified school counselor participates in the development, monitoring, revision, and evaluation of a campus based on *The Texas Model for Comprehensive School Counseling Programs* that promotes learners' knowledge, skills, motivation, and personal growth. The certified school counselor must:

- (1) collaborate with others in the school and community to implement a guidance curriculum that promotes learners' development in all domains, including cognitive, social, and emotional areas;

- (2) facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, personal, and social goals based on various types of information;
- (3) use both preventive and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change;
- (4) implement effective referral procedures to facilitate the use of special programs and services;
- (5) act as a consultant to help learners achieve success inside and outside of school;
- (6) advocate for a comprehensive school counseling program and recognize the required time commitment to fully apply the program implementation cycle;
- (7) create a program mission, goal, and services in alignment with the school mission and campus improvement plan;
- (8) create and disseminate literature or newsletters to all stakeholders that describe the comprehensive school counseling program and reduce negative stigmas associated with receiving counseling services in a school-based program;
- (9) establish an advisory council or board with membership of all stakeholders (student, parent, teacher, administrator, community member, other personnel, and support specialists);
- (10) increase public relations and awareness through community outreach, such as fundraising, grant writing, donations, volunteerism, local businesses, and use of public or guest speakers;
- (11) provide school-wide professional development and parent workshops throughout the school year;
- (12) support participation in fair-share responsibilities versus non-counseling related duties;
- (13) know district, state, and federal initiatives that are to be reflected in a comprehensive school counseling program; and
- (14) develop practices to promote learners' knowledge about college and career readiness processes necessary to pursue postsecondary opportunities.

(e) Standard IV. Learner-Centered Equity and Excellence for All Learners: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people. The certified school counselor must:

- (1) understand learner differences, including those related to cultural background, gender, race, ethnicity, socio-economic levels, academic ability, and learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners;
- (2) advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across all cultures, genders, ethnicities, and learning styles;
- (3) facilitate learning and achievement for all students to ensure services that cover an array of exceptionalities, including special populations, by promoting a cooperative, inclusive, purposeful learning environment;
- (4) take a positive, strength-based approach that builds on commonalities versus differences in all learners;
- (5) understand how environment and behavior may impact or influence individual learners;
- (6) ensure equitable access to programs and services for all students;
- (7) understand how family values, group membership, and culture intersect;
- (8) acknowledge learners' gifts, strengths, and extracurricular talents when considering programs and services;
- (9) increase students' awareness and include their voices regarding educational and individualized plans; and

(10) ensure equitable access and exposure to postsecondary opportunities and college and career readiness information and resources for students and parents/guardians.

(f) Standard V. Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must:

- 1) demonstrate effective communication through oral, written, and nonverbal expression;
- 2) use knowledge of group dynamics and productive group interaction;
- 3) support responsive interventions by effectively communicating with parents/guardians, teachers, administrators, and community members;
- 4) facilitate learners' access to community resources;
- 5) develop and implement strategies for effective internal and external communications;
- 6) facilitate parent/guardian involvement in their children's education;
- 7) develop partnerships with parents/guardians, businesses, and other groups in the community to facilitate learning;
- 8) work effectively as a team member to promote positive change for individuals, groups, and the school community;
- 9) take a positive, strength-based approach that verbalizes commonalities versus differences in all learners;
- 10) effectively communicate his or her role and responsibility and counselor identity to all stakeholders to reduce confusion about the duties of a school counselor;
- 11) adhere to best practices connected to ethical and legal considerations around appropriate use of technology and email, documentation, record keeping, privileged communication, and informed consent process; and
- 12) facilitate access to and use of school and community information and resources related to postsecondary opportunities and college and career readiness by learners, parents/guardians, teachers, administrators, and community members.

(g) Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity. The certified school counselor must:

- 1) use reflection, self-assessment, and interactions with colleagues to promote personal professional development;
- 2) use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth;
- 3) strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards;
- 4) apply research-based practice to improve the school guidance and counseling program;
- 5) engage in ongoing professional development to improve the school guidance and counseling program; and
- 6) engage in continued professional development experiences to learn and apply concepts, skills, and practices related to increasing college and career readiness and promoting postsecondary opportunities and preparation for all learners.

Source: The provisions of this §239.15 adopted to be effective January 23, 2001, 26 TexReg 761; amended to be effective December 23, 2009, 34 TexReg 9201; amended to be effective December 21, 2017, 42 TexReg 7144.



## Appendix B

### EDUCATION CODE

#### TITLE 2. PUBLIC EDUCATION

##### SUBTITLE F. CURRICULUM, PROGRAMS, AND SERVICES

#### CHAPTER 33. SERVICE PROGRAMS AND EXTRACURRICULAR ACTIVITIES

##### SUBCHAPTER A. SCHOOL COUNSELORS AND COUNSELING PROGRAMS

Sec. 33.002. CERTIFIED SCHOOL COUNSELOR. (a) From funds appropriated for the purpose or other funds that may be used for the purpose, the commissioner shall distribute funds for programs under this subchapter. In distributing those funds, the commissioner shall give preference to a school district that received funds under this subsection for the preceding school year and then to the districts that have the highest concentration of students at risk of dropping out of school, as described by Section 29.081. To receive funds for the program, a school district must apply to the commissioner. For each school year that a school district receives funds under this subsection, the district shall allocate an amount of local funds for school guidance and counseling programs that is equal to or greater than the amount of local funds that the school district allocated for that purpose during the preceding school year. This section applies only to a school district that receives funds as provided by this subsection.

(b) A school district with 500 or more students enrolled in elementary school grades shall employ a school counselor certified under the rules of the State Board for Educator Certification for each elementary school in the district. A school district shall employ at least one school counselor for every 500 elementary school students in the district.

(c) A school district with fewer than 500 students enrolled in elementary school grades shall provide guidance and counseling services to elementary school students by:

(1) employing a part-time school counselor certified under the rules of the State Board for Educator Certification;

(2) employing a part-time teacher certified as a school counselor under the rules of the State Board for Educator Certification; or

(3) entering into a shared services arrangement agreement with one or more school districts to share a school counselor certified under the rules of the State Board for Educator Certification.

Added by Acts 1995, 74th Leg., Ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 2003, 78th Leg., Ch. 1276, Sec. 6.005(a), eff. Sept. 1, 2003.

Amended by:

Acts 2009, 81st Leg., R.S., Ch. 1328 (H.B. 3646), Sec. 39, eff. September 1, 2009.

Acts 2013, 83rd Leg., R.S., Ch. 443 (S.B. 715), Sec. 27, eff. June 14, 2013.

Acts 2013, 83rd Leg., R.S., Ch. 443 (S.B. 715), Sec. 28, eff. June 14, 2013.

Sec. 33.003. PARENTAL CONSENT. The board of trustees of each school district shall adopt guidelines to ensure that written consent is obtained from the parent, legal guardian, or person entitled to enroll the student under Section 25.001(j) for the student to participate in those activities for which the district requires parental consent.

Added by Acts 1995, 74th Leg., Ch. 260, Sec. 1, eff. May 30, 1995.

Sec. 33.004. PARENTAL INVOLVEMENT. (a) Each school shall obtain, and keep as part of the student's permanent record, written consent of the parent or legal guardian as required under Section 33.003. The consent form shall include specific information on the content of the program and the types of activities in which the student will be involved.

(b) Each school, before implementing a comprehensive and developmental guidance and counseling program, shall annually conduct a preview of the program for parents and guardians. All materials, including curriculum to be used during the year, must be available for a parent or guardian to preview during school hours. Materials or curriculum not included in the materials available on the campus for preview may not be used.

Added by Acts 1995, 74th Leg., Ch. 260, Sec. 1, eff. May 30, 1995.

Sec. 33.005. DEVELOPMENTAL GUIDANCE AND COUNSELING PROGRAMS. A school counselor shall work with the school faculty and staff, students, parents, and the community to plan, implement, and evaluate a developmental guidance and counseling program. The school counselor shall design the program to include:

(1) a guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives;

(2) a responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk;

(3) an individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development; and

(4) system support to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.

Added by Acts 1995, 74th Leg., Ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 2001, 77th Leg., Ch. 1487, Sec. 2, eff. June 17, 2001.

Amended by:

Acts 2013, 83rd Leg., R.S., Ch. 443 (S.B. 715), Sec. 29, eff. June 14, 2013.

Sec. 33.006. SCHOOL COUNSELORS; GENERAL DUTIES. (a) The primary responsibility of a school counselor is to counsel students to fully develop each student's academic, career, personal, and social abilities.

(b) In addition to a school counselor's responsibility under Subsection (a), the school counselor shall:

(1) participate in planning, implementing, and evaluating a comprehensive developmental guidance program to serve all students and to address the special needs of students:

- (A) who are at risk of dropping out of school, becoming substance abusers, participating in gang activity, or committing suicide;
  - (B) who are in need of modified instructional strategies; or
  - (C) who are gifted and talented, with emphasis on identifying and serving gifted and talented students who are educationally disadvantaged;
- (2) consult with a student's parent or guardian and make referrals as appropriate in consultation with the student's parent or guardian;
  - (3) consult with school staff, parents, and other community members to help them increase the effectiveness of student education and promote student success;
  - (4) coordinate people and resources in the school, home, and community;
  - (5) with the assistance of school staff, interpret standardized test results and other assessment data that help a student make educational and career plans;
  - (6) deliver classroom guidance activities or serve as a consultant to teachers conducting lessons based on the school's guidance curriculum; and
  - (7) serve as an impartial, nonreporting resource for interpersonal conflicts and discord involving two or more students, including accusations of bullying under Section 37.0832.
- (c) Nothing in Subsection (b)(7) exempts a school counselor from any mandatory reporting requirements imposed by other provisions of law.

Added by Acts 1995, 74th Leg., Ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 2001, 77th Leg., Ch. 1487, Sec. 3, eff. June 17, 2001.

Amended by:

Acts 2013, 83rd Leg., R.S., Ch. 443 (S.B. 715), Sec. 30, eff. June 14, 2013. Acts 2013, 83rd Leg., R.S., Ch. 443 (S.B. 715), Sec. 31, eff. June 14, 2013. Acts 2017, 85th Leg., R.S., Ch. 522 (S.B. 179), Sec. 10, eff. September 1, 2017.

Sec. 33.007. COUNSELING REGARDING POSTSECONDARY EDUCATION. (a) Each school counselor at an elementary, middle, or junior high school, including an open-enrollment charter school offering those grades, shall advise students and their parents or guardians regarding the importance of postsecondary education, coursework designed to prepare students for postsecondary education, and financial aid availability and requirements.

(b) During the first school year a student is enrolled in a high school or at the high school level in an open-enrollment charter school, and again during each year of a student's enrollment in high school or at the high school level, a school counselor shall provide information about postsecondary education to the student and the student's parent or guardian. The information must include information regarding:

- (1) the importance of postsecondary education;
- (2) the advantages of earning an endorsement and a performance acknowledgment and completing the distinguished level of achievement under the foundation high school program under Section 28.025;
- (3) the disadvantages of taking courses to prepare for a high school equivalency examination relative to the benefits of taking courses leading to a high school diploma;
- (4) financial aid eligibility;
- (5) instruction on how to apply for federal financial aid;

- (6) the center for financial aid information established under Section 61.0776;
- (7) the automatic admission of certain students to general academic teaching institutions as provided by Section 51.803;
- (8) the eligibility and academic performance requirements for the TEXAS Grant as provided by Subchapter M, Chapter 56;
- (9) the availability of programs in the district under which a student may earn college credit, including advanced placement programs, dual credit programs, joint high school and college credit programs, and international baccalaureate programs; and
- (10) the availability of education and training vouchers and tuition and fee waivers to attend an institution of higher education as provided by Section 54.366 for a student who is or was previously in the conservatorship of the Department of Family and Protective Services.

(b-1) When providing information under Subsection (b) (10), the school counselor must report to the student and the student's parent or guardian the number of times the counselor has provided the information to the student.

(c) At the beginning of grades 10 and 11, a school counselor certified under the rules of the State Board for Educator Certification shall explain the requirements of automatic admission to a general academic teaching institution under Section 51.803 to each student enrolled in a high school or at the high school level in an open-enrollment charter school who has a grade point average in the top 25 percent of the student's high school class.

Amended by: Acts 2007, 80th Leg., R.S., Ch. 973 (S.B. 282), Sec. 2, eff. June 15, 2007. Acts 2009, 81st Leg., R.S., Ch. 1342 (S.B. 175), Sec. 4, eff. June 19, 2009. Acts 2013, 83rd Leg., R.S., Ch. 211 (H.B. 5), Sec. 29(a), effective beginning with the 2014-2015 school year. Acts 2013, 83rd Leg., R.S., Ch. 211 (H.B. 5), Sec. 30(a), eff. June 10, 2013. Acts 2017, 85th Leg., R.S., Ch. 481 (H.B. 2537), Sec. 1, eff. June 9, 2017. Acts 2017, 85th Leg., R.S., Ch. 550 (S.B. 490), Sec. 1, eff. June 9, 2017.

Sec. 33.009. POSTSECONDARY EDUCATION AND CAREER COUNSELING ACADEMIES. (a) In this section, "center" means the Center for Teaching and Learning at The University of Texas at Austin.

(b) The center shall develop and make available postsecondary education and career counseling academies for school counselors and other postsecondary advisors employed by a school district at a middle school, junior high school, or high school.

(c) In developing academies under this section, the center shall solicit input from the agency, school counselors, the Texas Workforce Commission, institutions of higher education, and business, community, and school leaders.

(d) An academy developed under this section must provide counselors and other postsecondary advisors with knowledge and skills to provide counseling to students regarding postsecondary success and productive career planning and must include information relating to:

- (1) each endorsement described by Section 28.025(c-1), including:
  - (A) the course requirements for each endorsement; and
  - (B) the postsecondary educational and career opportunities associated with each endorsement;
- (2) available methods for a student to earn credit for a course not offered at the school in which the student is enrolled, including enrollment in an electronic course provided through the state virtual school network under Chapter 30A;

(3) general academic performance requirements for admission to an institution of higher education, including the requirements for automatic admission to a general academic teaching institution under Section 51.803;

(4) regional workforce needs, including information about the required education and the average wage or salary for careers that meet those workforce needs; and

(5) effective strategies for engaging students and parents in planning for postsecondary education and potential careers, including participation in mentorships and business partnerships.

(e) The center shall develop an online instructional program that school districts may use in providing the instruction in high school, college, and career preparation required by Section 28.016. The program must be structured for use as part of an existing course.

(f) The center may access the P-20/Workforce Data Repository established under Section 1.005(j-1) in developing training, instructional programs, and technological tools under this section and conducting related evaluations. The center may be provided access to the data repository through collaboration with the Texas Higher Education Coordinating Board or a center for education research established under Section 1.005. The agency and the coordinating board may not condition the center's access to the data repository on agency or board review of the proposed training, instructional programs, technological tools, or related evaluations developed by the center.

(g) A teacher of a course described by Section 28.016(c)(2) or (3) may attend an academy developed under this section.

(h) From funds appropriated for that purpose, a school counselor who attends the academy under this section is entitled to receive a stipend in the amount determined by the center. If funds are available after all eligible school counselors have received a stipend under this subsection, the center shall pay a stipend in the amount determined by the center to a teacher who attends the academy under this section. A stipend received under this subsection is not considered in determining whether a district is paying the school counselor or teacher the minimum monthly salary under Section 21.402.

(i) From available funds appropriated for purposes of this section, the center may provide to school counselors and other educators curricula, instructional materials, and technological tools relating to postsecondary education and career counseling.

(j) The center shall comply with any applicable provision of the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g) in performing its duties or exercising its authority under this section.

Added by Acts 2015, 84th Leg., R.S., Ch. 988 (H.B. 18), Sec. 5, eff. June 19, 2015.

## Appendix C

### Texas Administrative Code

<u>TITLE 19</u>	EDUCATION
<u>PART 7</u>	STATE BOARD FOR EDUCATOR CERTIFICATION
<u>CHAPTER 247</u>	EDUCATORS' CODE OF ETHICS
RULE §247.2	Code of Ethics and Standard Practices for Texas Educators

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#### Enforceable Standards.

##### (1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

(N) Standard 1.14. The educator shall not assist another educator, school employee, contractor, or agent in obtaining a new job as an educator or in a school, apart from the routine transmission of administrative and personnel files, if the educator knows or has probable cause

to believe that such person engaged in sexual misconduct regarding a minor or student in violation of the law.

(2) Ethical Conduct Toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct Toward Students.

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors

that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- (i) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly or the educator attempted to conceal the communication;
- (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- (v) whether the communication was sexually explicit; and
- (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Statutory Authority: The provisions of this §247.2 issued under the Texas Education Code, §21.031(a) and §21.041(a) and (b)(1), (7), and (8); and 20 United States Code, §7926 (ESSA).

Source: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242; amended to be effective December 27, 2016, 41 TexReg 10329.



## Appendix D

### Sample School Counselor Job Description

#### JOB DESCRIPTION

The school counselor advocates for and supports all students in their personal, social, academic and career development. This is accomplished through a variety of approaches including, but not limited to, delivery of guidance curriculum in various group sizes to support student development; individual and group counseling; individual student planning and goal-setting activities; consultation and coordination activities to support student success, and effective interpretation of student assessment data.

#### EDUCATION AND CERTIFICATION REQUIREMENTS

- Master's Degree
- Texas School Counselor Certification
- Minimum two creditable years of teaching experience

#### DUTIES AND RESPONSIBILITIES

1. *Manages and leads* the counseling program by planning organizing, implementing and delivering program activities to improve students' Intrapersonal Effectiveness, Interpersonal Effectiveness, Personal Health and Safety, and Post-Secondary Planning and Readiness
2. *Delivers* classroom guidance activities *by teaching* the school guidance curriculum components through the use of effective instructional skills and intentionally planned structured group sessions for students based on campus needs
3. Implements the individual student planning component by *guiding* individuals and groups of students, and parents or guardians, through the development of educational, career, personal, or social plans
4. Provides responsive service component services through effective use of individual and group *counseling, consultation, and referral skills*
5. Provides system support component activities through effective school counseling *program management* and *support* for other educational programs
6. Serves as a *consultant* to teachers who conduct lessons based on the schools'/districts' guidance curriculum
7. Clearly articulates and communicates the counseling program's management system and related program action plans to administration, faculty, parents, and the community
8. Demonstrates *ethical and professional behaviors and standards* as set forth by the American Counseling Association, the American School Counselor Association, and the state of Texas
9. Acts as a student *advocate, leader*, collaborator, and systems change agent
10. Assists students and their parents or guardians in monitoring their academic, career, personal and social development as they progress in school
11. Collaborates with administration in the *coordination* and implementation of school programs that address students' educational, career, personal and social development
12. Informs and *consults* with the counseling program advisory council in its role in planning and implementing the counseling program

13. *Guides* and advises students and their parents/guardians regarding the importance of higher education, coursework designed to prepare students for higher education, and financial aid availability and requirements
14. Conducts an annual campus counseling program evaluation
15. Provides parent and staff training and *consultation* to foster student educational, career, personal and social development
16. Performs other related comprehensive school counseling program assignments

#### MENTAL DEMANDS

Ability to:

- Communicate effectively (verbal and written)
- Maintain professional and emotional composure
- Promote a positive, caring environment
- Work with and respond consistently and equitably to all personnel, students, and parents/guardians
- Communicate and support expectations that are consistent with district counseling program objectives
- Interpret policies and procedures

#### EVALUATION

Annual performance evaluation based on standards in TEC §33.006 related to the job description

## Appendix E

### Professional Development Plan

COUNSELOR PROFESSIONAL DEVELOPMENT PLAN

School: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_

Principal /Head Counselor Signature: \_\_\_\_\_

USE A SEPARATE FORM FOR EACH COMPETENCY AREA

PLANNING (To be completed by _____)		EVALUATION (To be completed by _____)			
Targeted Competency Area:					
Objectives:					
Description of Tasks/Activities	Timeframe	Evidence of Accomplishment	Actual Completion Date	Verification of Accomplishment	Level of Accomplishment (1-5)
Overall Assessment of Achievement:			1	2	3
			4	5	
			(Not achieved)		(Fully achieved)
Counselor's signature: _____					
Principal's / Head Counselor's signature: _____					
Date of Final Review: _____					

Source: Gysbers, N. C., & Henderson, P. (2012). *Developing and managing your school guidance and counseling program* (5th ed.) (p. 319). Alexandria, VA: American Counseling Association.

## Appendix F

### Synopsis of Standards for a School Counseling Program Audit

#### Standard 1

The school district is able to demonstrate that all students are provided the opportunity to gain knowledge, skills, values, and attitudes that lead to a self-sufficient, socially responsible life.

<b>Campus-based evidence available:</b>	Present	In Progress	Absent
A developmentally appropriate school counseling guidance curriculum teaches all students the knowledge and skills they need to be self-sufficient and lead socially responsible lives.			
Sufficient curriculum materials are available to support teaching the needed knowledge and skills.			
The yearly schedule incorporates the classroom guidance plan.			
Students in special education and other special programs receive guidance curriculum instruction.			

#### Standard 2

The school district is able to demonstrate that students have acquired regular and timely information to enable them to make informed decisions.

<b>Campus-based evidence available:</b>	Present	In Progress	Absent
An individual planning system is in place and assists all students and their parents to understand and monitor the students' growth and development, to problem solve, and to make thoughtful decisions. The system includes assessment, advisement, and placement activities timed to meet students' developmental needs appropriately and effectively for planning, monitoring, and taking next steps in implementing their plans.			
Specific activities include individual and group guidance sessions designed to assist students with their educational and career planning, to assist students in making transitions from one school level to the next, and to assist students and parents to make effective use of standardized test results.			
Information dissemination is conducted systematically and efficiently. Printed information is accurate, complete, engaging and professional.			

### Standard 3

The school district is able to demonstrate that all students have access to assistance in overcoming problems that are impeding their educational, personal, social, and/or career development.

<b>Campus-based evidence available:</b>	Present	In Progress	Absent
A variety of responsive services – including individual and small-group counseling, crisis counseling, teacher and parent consultation, student assessment, and referral – are provided to students whose problems are interfering with their healthy development. Preventative and remedial interventions are available; services are planned in anticipation of student needs and are responsive when anticipated needs arise.			
School counselors are readily accessible to students with problems.			
Efforts to reach out to students, teachers, and parents are made to ensure open access for those in need of services. In addition, procedures are in place to systematically identify students at risk and to implement strategies designed to decrease the level of risk.			
Teachers and administrator support teams are in place with school counselor representation.			
Inter-department and interagency linkage is in place to facilitate service delivery. Referral procedures are effective and clear.			
Record-keeping systems ensure confidentiality.			
School counseling staff adequately reflect the diversity in the community.			

### Standard 4

The school district is able to demonstrate that a team of educators provides comprehensive school counseling program services to students within a supportive learning environment.

<b>Campus-based evidence available:</b>	Present	In Progress	Absent
Program delivery is the result of collaborative efforts among school counselors, administrators, teachers, parents, and students.			
Building climates promote positive intra- and interpersonal relationships characterized by mutual respect, trust, collaboration and cooperation, and open communications.			
To enhance the educational success of students, school counselors work in partnership with parents – including parent-teacher association (PTA) members as well as the parents of their counselees; with teachers as part of the educational team; with other school-based specialists as part of the specialist team; and with community mental health workers as part of the community mental health team.			
Communication mechanisms (e.g., staff meetings, case consultations, in-service trainings) are in place to facilitate these relationships.			
Opportunities are provided and taken for school counselors to explain the school counseling program to staff, parents, and the community at large.			
School counselors and others working with the contents of the school counseling program adhere to the American Counseling Association, American School Counseling Association, and other relevant ethical standards, which protect students' and families' rights to privacy, confidentiality, respect, and belief in their integrity, etc.			
The school counseling program goals and objectives are understood and supported by campus administrators, teachers, and parents.			
Students and parents feel invited, welcome, and safe in the school counselor's office when receiving counseling services.			

### Standard 5

The school district is able to demonstrate implementation of a comprehensive school counseling program that reflects allocation of resources to the students' needs.

<b>Campus-based evidence available:</b>	Present	In Progress	Absent
The school counseling program framework/plan is based on sound rationale; that is, an assessment of students' and community's needs completed regularly and leads to the establishment of priorities for program delivery. The campus program is based on accurate information regarding the student body's demographic characteristics (e.g., race, ethnicity, socioeconomic status, and parent educational levels).			
The program is based on a cogent theoretical perspective regarding student (human) growth and development, and the contribution that the school-based counseling program makes to that growth and development.			
The mission of the program-its definition, goals, objectives, and organizational pattern is stated clearly and is relevant to the school's and district's overall mission.			
The program's implementation plan is clearly tied to the adopted program mission and established priorities and organized to meet these most effectively and efficiently.			
Actual school counseling program implementation reflects the plan.			
The appropriated resources are sufficient for the school counseling program staff to be held accountable for assisting students to attain high-priority outcomes. Resources include allocation to staff, sufficient access to students, budget appropriations, adequate facilities, equipment and materials, and appropriate regulations and procedures.			

### Standard 6

The school district is able to demonstrate the comprehensive school counseling program staff is used in roles reflective of training and competence, and relevant staff development opportunities are available.

<b>Campus-based evidence available:</b>	Present	In Progress	Absent
School counselors provide leadership for the school counseling program, and within the program use their special skills – guidance, counseling, consultation, coordination and referral, and case management and assessment – at least 80% of the time. Their involvement in non-counseling duties is kept to a minimum.			
Professionalism is evidenced in the adherence to professional standards, including the development and implementation of annual professional development plans.			
Other professional and paraprofessional staff with delineated roles in the school counseling program are using their respective skills; that is, teachers teach, consult, and advise; administrators guide, consult, and advise; registrars maintain records; career guidance center technicians perform resource services; data-entry clerks complete data entry.			
Staffing patterns are defined and assignments are based on a student-centered rationale.			
A school counselor-appropriate performance improvement system is in place that is relevant to effective delivery of the district’s school counseling program. This system includes supervision and performance evaluation conducted by a trained school counselor supervisor/evaluator. Clinical supervision is provided by peer supervisors/mentors/coaches.			
Staff development is provided regularly and on topics indicated by the school counselors and by program priorities.			
Professional induction activities are provided for new school counselors.			



### Standard 7

The school district is able to demonstrate that the comprehensive school counseling program is developmentally sequential, structured comprehensively, designed to ensure appropriate program balance, and is an integral part of the overall educational program.

<b>Campus-based evidence available:</b>	Present	In Progress	Absent
The school counseling program is designed to provide students with a developmentally appropriate base of knowledge and skills from which to achieve a self-sufficient and socially responsible life. This information is delivered to students through the guidance curriculum and individual student planning components.			
The foundation of the school counseling program is expressed in the rationale for, assumptions behind, and definitions of the program.			
The program activities are organized to ensure implementation of the four delivery system components – guidance curriculum, individual student planning, responsive services, and system support – and of the priorities within each component.			
Priorities are established that direct the program balance and provide the measure of appropriate allocation of resources.			
Fifty to 70% of the activities involve direct contact with students. Evidence is available that delineates school counselor’s time among the four delivery components of guidance curriculum, individual student planning, responsive services, and system support appropriate to the grade/school level.			
All staff participate in helping students achieve school counseling program goals.			
The school counseling program is integrated with other educational programs and has integrity as a separate program.			
Instructional goals are supported by the school counseling department through such means as interpretation of standardized test results and other data regarding students’ performance to teachers, administrators, and school board members.			

### Standard 8

The school district is able to demonstrate that the comprehensive school counseling program is reviewed continually and reviewed annually.

<b>Campus-based evidence available:</b>	Present	In Progress	Absent
An annual process is in place for planning, designing, and evaluating the school counseling program with time appropriated for these activities and with mechanisms to ensure that evaluation data are considered in re-planning the program.			
Evaluation is conducted regarding the effectiveness of the school counseling program implementation and students' attainment of priority outcomes.			
The process allows the school counseling staff autonomy in designing and implementing the program on the campus. An advisory committee provides meaningful input to the school counseling program improvement efforts.			

The Synopsis of Standards for a School Counseling Program Audit is adapted from:  
 Gysbers, N. C., & Henderson, P. (2012). Appendix O: Standards for a guidance program audit. *Developing and managing your school guidance program* (5th ed.), (pp. 501-509). Alexandria, VA: American Counseling Association.

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## Appendix H

### Acknowledgements

The Fifth Edition of the Texas Model for Comprehensive School Counseling Programs builds on the work of previous volunteer Guidance Advisory Committees listed below.

#### **2004 Guidance Advisory Committee**

Dr. Patricia Henderson Former Director of Guidance, NISD Counselor Educator University of Texas at San Antonio Our Lady of the Lake University Texas A&M University-San Antonio	John Lucas Program Staff Guidance and Counseling Texas Education Agency
--	--

#### **1998 Guidance Advisory Committee**

Dr. Carolyn Crawford Department Head, Counselor Educator Lamar University	Archie McAfee High School Principal Plano Independent School District
Rosella DeAnda Elementary School Principal Socorro Independent School District	Linda Rhone Middle School Principal Sabine Independent School District
Sydna Gordon, Parent Garland, Texas	Sarah Smith, Parent Austin, Texas
Karen Greenwade, President-elect Texas School Counselor Association	Dr. Larry Sullivan Superintendent Texarkana Independent School District
Dr. Carolyn Greer, President-elect Texas Counseling Association	Constance Thompson Director of Elementary Guidance Houston Independent School District
Dr. Patricia Henderson Director of Guidance Northside Independent School District	Jesus Vela, Jr. Coordinator, Guidance and Counseling Mission Independent School District
Robin Hightower, Parent Midland, Texas	Melinda Wheatley, Parent San Antonio, Texas
Dr. Hardy Murphy Assistant Superintendent Fort Worth Independent School District	

**1989-1990 Guidance Advisory Committee**

Sandra Aikens Counseling Coordinator Plano Independent School District	Bill Lawson Director of Guidance Temple Independent School District
Genevieve Brown Coordinator of Secondary Education Sam Houston State University	Carolyn Melton, Director Student Assistance Program Hurst-Eules Bedford Independent School District
Della Berlanga Coordinator for Guidance Corpus Christi Independent School District	Mary Martha Miller Director of Guidance Los Fresnos Independent School District
Sylvia Clark Vocational Guidance Specialist Texas Education Agency	Hardy Murphy Director, Affirmative Action Fort Worth Independent School District
Delia Garcia Assistant Superintendent, Instruction Fort Bend Independent School District	Gail Revis Director, Elementary Guidance Houston Independent School District
Jeanette Honey High School Counselor Abilene Independent School District	Gloria Richards Director of Guidance Austin Independent School District
Elayne Hunt Coordinator of Guidance Ector County Independent School District	Martha Salmon, Executive Director The College Board
Jesse Juarez High School Counselor Laredo Independent School District	Allen Sullivan, Executive Director Student Support Services Dallas Independent School District
Richard Lampe Assistant Professor, Counseling and Guidance East Texas State University	Jesse Zapata Associate Professor, Counseling Education University of Texas at San Antonio



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Texas Counseling Association  
1210 San Antonio, Suite 200  
Austin, Texas 78701

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