Draft
Comprehensive Counseling and Guidance Model for Alabama Public Schools

The Alabama Model

Thomas R. Bice
State Superintendent of Education
ALABAMA STATE DEPARTMENT OF EDUCATION
Comprehensive Counseling and Guidance Model for Alabama Public Schools

The Alabama Model
**Message from the State Superintendent of Education**

The 2015 *Comprehensive Counseling and Guidance Model for Alabama Public Schools* (The Alabama Model) provides a firm foundation for developing an effective comprehensive school counseling and guidance program at the local education agency (LEA) and at the individual school level. Focusing on the three domains for school counseling programs—academic, career, and personal/social development—The Alabama Model provides the Grades K-12 standards, competencies, and indicators regarding the specific knowledge, attitudes, and skills that students should be able to demonstrate as a result of participation in the school counseling and guidance program.

As part of Alabama’s PLAN 2020 Support Systems, The Alabama Model is intended to serve as the curriculum for the LEA, individual schools, and professional school counselors in the design and implementation of counseling and guidance programs. This model provides a strong base for building partnerships for students, parents, educators, and local communities to work together to provide effective counseling and guidance programs. As a result, students will develop a deeper understanding of their individual interests and aptitudes that will allow them to reach the academic, career, and personal/social requirements necessary for achieving success in future academic and career goals.

*Every Child a Graduate—Every Graduate Prepared!*

Thomas R. Bice, Ed.D.
State Superintendent of Education

---

**Members of the Alabama State Board of Education**

**Governor Robert J. Bentley**
*President of the State Board of Education*

**State Superintendent Thomas R. Bice**
*Secretary and Executive Officer*

**District**

I vacant
II Betty Peters
III Stephanie Bell
IV Yvette M. Richardson, Ed.D.
V Ella B. Bell, *Vice-President*
VI Cynthia Sanders McCarty, Ph.D.
VII Jeffery Newman, *President Pro Tem*
VIII Mary Scott Hunter
Comprehensive Counseling and Guidance Model for Alabama Public Schools

The Alabama Model

Table of Contents

PREFACE ........................................................................................................... vii

ACKNOWLEDGMENTS ............................................................................. viii

INTRODUCTION .............................................................................................. 1

FOUNDATION .................................................................................................. 3
  Philosophy ........................................................................................................ 3
  Mission Statement ............................................................................................ 3
  Program Benefits .............................................................................................. 4
  Program Standards for Students ....................................................................... 7
  Alabama Grade Cluster Standards, Competencies, and Indicators .................... 7
  Directions for Interpreting the Alabama Standards for Students
    Scope and Sequence Charts .......................................................................... 9
  Alabama Standards for Students Academic Development Domain
    Scope and Sequence Chart .......................................................................... 10
  Alabama Standards for Students Career Development Domain
    Scope and Sequence Chart .......................................................................... 12
  Alabama Standards for Students Personal/Social Development Domain
    Scope and Sequence Chart .......................................................................... 15

DELIVERY SYSTEM .......................................................................................... 18
  Organizational Framework, Activities, and Time ............................................. 18
  Competencies .................................................................................................. 19
  Structural Components ................................................................................... 19
  Resources ......................................................................................................... 19
  School Guidance Core Curriculum .................................................................. 20
  Individual Student Planning ............................................................................ 21
  Responsive Services ........................................................................................ 22
  Indirect Services .............................................................................................. 23
  Program Delivery System Summary ................................................................ 24

MANAGEMENT ................................................................................................. 26
  Local Education Agency Counseling and Guidance Advisory Committee ........ 26
  Individual School Counseling and Guidance Advisory Committee ............... 26
  Counseling and Guidance Department Organization ....................................... 27
  Professional Counseling Skills ........................................................................ 29
  Guidance Resources ........................................................................................ 30
  Use of Time ....................................................................................................... 30
  Development and Implementation of the Local Education Agency
    Comprehensive Counseling and Guidance Program ........................................ 31
  Development and Implementation of the Individual School
    Comprehensive Counseling and Guidance Program ........................................ 34

vii
Preface

The 2014-2015 Alabama Counseling and Guidance State Plan Task Force developed this document for the purpose of providing a framework for the local education agency (LEA) and individual schools to develop and implement school counseling and guidance programs. Since the publication of the previous state model, the American School Counselor Association (ASCA) has developed a research-based publication, the 2012 *ASCA National Model: A Framework for School Counseling Programs, Third Edition* (ASCA National Model) that communicates national school counseling standards. The ASCA National Model and its revisions were used extensively in the development of The Alabama Model. This document provides a revised structure for outcome-based school counseling and guidance programs that are aligned with the ASCA National Model, including the evaluation program for professional school counselors.

In addition, Task Force members read articles in professional journals and magazines and examined similar documents from other states. Members reviewed suggestions from interested individuals and groups throughout Alabama, used each member’s academic and experiential knowledge, and discussed each component of the document among themselves. As a result, The Alabama Model encompasses the knowledge, attitudes, and skills needed by students in order to be college and career ready.
Acknowledgments


2014 – 2015 Alabama Counseling and Guidance State Plan Task Force

Eric Andrews, Counselor, Monroe County Technical Center, Monroe County Board of Education
Hayden Belisle, Counselor, Oak Mountain Elementary School, Shelby County Board of Education
Kali Brand, Counselor, Etowah High School, Attalla City Board of Education
Joy J. Burnham, Ph.D., Counselor Educator, The University of Alabama
Donna Clark, Counseling Supervisor, Huntsville City Board of Education
Geraldine Collins, Counselor, Robert C. Hatch High School, Perry County Board of Education
Cindy V. Davis, Counselor, District At-Risk Counselor, Madison City Board of Education
Peggy Duck, (retired), Secondary Curriculum Coordinator, Baldwin County Board of Education
LaWanda Edwards, Ph.D., Counselor Educator, Alabama State University
Pamela Fossett, Education Policy and Professional Practice Manager, Alabama Education Association
Margaret Fox, Counselor, Opp Middle School, Opp City Board of Education
Adam Green, Counselor, West End High School, Etowah County Board of Education
Kelli Hendon, Counselor, Handley High School, Roanoke City Board of Education
Janice Howard, Counselor, Elmore County Technical Center, Elmore County Board of Education
Stephanie Howard, Ph.D., Counselor, Dozier Elementary School, Montgomery County Board of Education
Anita Hutchison, Counselor, Hazel Green High School, Madison County Board of Education
Shelly Johnson, Counselor, Helena Elementary and Intermediate Schools, Shelby County Board of Education
Monica Mack, Ph.D., Counselor, Jefferson Davis High School, Montgomery County Board of Education
Lynn Miley, Dothan, Alabama
Dara Norman, Counselor, Lecroy Career Technical Center, Chilton County Board of Education
Stacy Page, Counselor, Hamilton High School, Marion County Board of Education

Kathy Payton, Counselor (retired), Mathews, Alabama

Cynthia Pruitt, Counselor, Pell City High School, Pell City Board of Education

Jennifer Haynes Riddle, Counselor, Shelby and Wilsonville Elementary Schools, Shelby County Board of Education

Ronnie Rowell, Principal, Theodore High School, Mobile County Board of Education

Kathy Smallwood, Counselor, Grand Bay Middle School, Mobile County Board of Education

Joanne Smith, Counselor, J. F. Drake Middle School, Auburn City Board of Education

Kesia D. Smith, Counselor, R. B. Hudson Middle School, Selma City Board of Education

Sherylyn Smith, Counselor, Wrights Mill Road Elementary School, Auburn City Board of Education

Sean J. Stevens, Counselor, Sylacauga High School, Sylacauga City Board of Education

Joyce Thompson, Counselor, Lawrence County Center of Technology, Lawrence County Board of Education

Karen Moore Townsend, Ph.D., Counselor Educator, University of North Alabama

Cindy Wiley, Counseling Supervisor, Shelby County Board of Education

State Department of Education personnel who managed the development process were:

Thomas R. Rice, Ed.D., State Superintendent of Education;

Sherrill W. Parris, Deputy State Superintendent of Education, Division of Teaching and Learning;

Julie P. Hannah, Ed.D., Director, Office of Student Learning;

Philip C. Cleveland, Ed.D., Director, Career and Technical Education/Workforce Development;

Linda Felton-Smith, Ph.D., Director, Office of Learning Support;

Kristen Dial, Education Specialist, Prevention and Support Services;

Nuncy Rembert, Education Specialist, Educational Technology, Alabama Connecting Classrooms, Educators, and Students Statewide (ACCESS);

Margaret L. Smith, Education Administrator, Career and Technical Education/Workforce Development; and

Fran Stewart, Education Administrator, Prevention and Support Services.

Charles Creel, Graphic Arts Specialist, Communication Section, assisted in the development of the graphic design.

Sherry Herron, Administrative Assistant, Program and Student Support Services, Career and Technical Education, assisted with the preparation of the document.

Susan J. Blankenship, Education Specialist (retired), Alabama Department of Education, proofread and edited the document.
Introduction

The 2015 Comprehensive Counseling and Guidance Model for Alabama Public Schools (The Alabama Model) presents a model that helps students prepare to be college and career ready in the areas of academic, career, and personal/social development. The counseling and guidance program is an integral part of each school’s total educational program. This program enables students to achieve their full potential through the four delivery components school guidance core curriculum, individual student planning, responsive services, and indirect services. The Alabama Model should be used by all Alabama public schools for developing and implementing comprehensive, outcome-based school counseling and guidance programs that meet the needs of all students. The model has a strong focus on student achievement and embraces the following beliefs.

- All students should be provided access to a rigorous and relevant education.
- All students should be provided with the knowledge, attitudes, and skills necessary for success in a systematic and developmentally appropriate counseling and guidance program.
- All students should be provided with a student-centered and data-informed counseling and guidance program that promotes academic, career, and personal/social development.

The Alabama Model serves as a framework to guide local educational agencies (LEAs), individual schools, and individual counselors in designing, developing, implementing, and evaluating a comprehensive, developmentally appropriate, and systematic counseling program. The framework for the model is based upon the four interrelated components of foundation, delivery, management, and accountability as identified in the 2012 American School Counselor Association (ASCA) National Model: A Framework for School Counseling Programs, Third Edition (ASCA National Model).

The foundation component is based on the school’s goals for student achievement. It includes the knowledge, attitudes, and skills that every student should know and be able to do as a result of participating in the school counseling and guidance program.

The delivery system component is based on the foundation component and describes the activities and methods needed to deliver counseling and guidance services. The delivery system addresses the school guidance core curriculum, individual student planning, responsive services, and indirect services.

The management component incorporates the processes and tools needed to ensure the counseling and guidance program is organized and reflective of the school’s needs. It includes the roles and responsibilities of school personnel, including the areas of required counseling skills and proper use of counselor time.
The **accountability** component addresses the collection and use of data that link program delivery to student needs. This component includes results reports, school counselor performance standards, and program review.

Leadership, advocacy, collaboration, and systemic change are foundational counseling skills and components embraced by school counselors. These skills reflect the 2012 ASCA National Model’s, overarching themes that are meant to facilitate local school needs for students, families, and communities. While the following information briefly clarifies each theme, the explanation and examples are not exhaustive.

**Leadership.** Leadership skills allow counselors to carry out many tasks, from programmatic duties such as developing, managing, and evaluating the school counseling program to working with students, parents, community leaders, and other stakeholders. Leadership skills empower counselors with the tools that enable them to communicate and work effectively and confidently within as well as outside of the school.

**Advocacy.** Professional school counselors aim to promote and support programs for all students and believe that advocacy is a key ingredient for student achievement and is vital to student success in school. Professional school counselors advocate on behalf of children, adolescents, families, teachers, communities, the school counseling and guidance program, and the school.

**Collaboration.** The professional school counselor connects with many people as part of collaboration. Collaboration efforts involve teaming and working together with others inside and outside of the school setting to accomplish tasks that assist students, teachers, parents, instructional leaders, the community, and other stakeholders.

**Systemic Change.** The professional school counselor considers the total school experience in determining obstacles that are blocking student success. Counselors ask such questions as: What safety or health concerns are at school? How can we be more student-centered and data-informed with decisions? What steps are necessary to better prepare students to be more college and career ready? Are we reaching all students?
The foundation component is based on the school’s goals for student achievement and includes what every student should know and be able to do as a result of the implementation of the comprehensive school counseling and guidance program. This component addresses the philosophy and mission of the program, program outcomes, student competencies, and professional school counselor competencies.

**Philosophy**

The comprehensive school counseling and guidance programs provided by professional school counselors in Alabama public schools are based on the tenets listed below.

- Every student has the right to experience respect and dignity as a human being and to benefit from the counseling and guidance services described in the 2015 Comprehensive Counseling and Guidance Model for Alabama Public Schools (The Alabama Model).
- Every student has the right to participate in activities that promote self-direction and self-development.
- Every student has the right to make choices and accept responsibility for choices made.
- Every student has the right to participate in a comprehensive school counseling and guidance program designed to assist all students in attaining their maximum potential in academic, career, and personal/social development.

**Mission Statement**

The mission of Alabama’s comprehensive school counseling and guidance program is to prepare every student socially, academically, and emotionally for present and future challenges and opportunities. Students are provided with opportunities to gain an understanding of self and others, to participate in educational and occupational exploration, and to pursue career-planning opportunities in an environment that is safe, caring, and encouraging. Professional school counselors work in collaborative partnerships with students, educators, parents, business and industry, and community members to empower students to reach their highest level as productive members of society.
The comprehensive school counseling and guidance program is an essential, integrated component of the total instructional program through which students have maximum opportunity for academic, career, and personal/social development. In this regard, the school counseling and guidance program involves a planned, purposeful, and sequential program of activities that begins in kindergarten and continues through grade twelve and addresses the three domains of academic, career, and personal/social development. Comprehensive school counseling and guidance programs are student-centered and data-informed by student needs and provide outcome-based accountability measures that align the school counseling and guidance program with the school’s overall academic mission.

**Program Benefits**

All stakeholders share in the benefits of the counseling and guidance program. These programs have a positive impact on students, parents/guardians, teachers, instructional leaders, boards of education, professional school counselors, counselor educators, communities, business and industry, postsecondary institutions, and student services personnel.

**Student Benefits.** In terms of students, the program is designed to:

- Ensure every student access to the school counseling and guidance program.
- Utilize data to facilitate student achievement.
- Identify strategies for closing the achievement gap.
- Promote the most challenging and appropriate academic curriculum for each student.
- Advocate for students and promote equitable access to educational opportunities.
- Provide the opportunity for every student to graduate college and career ready.

**Parent/Guardian Benefits.** In terms of parents/guardians, the program is designed to:

- Support active partnerships for student learning and career planning.
- Invite and coordinate access to school and community resources.
- Advocate for student academic, career, and personal/social development.
- Provide training and informational workshops.
- Interpret data for information on student progress.

**Teacher Benefits.** In terms of teachers, the program is designed to:

- Promote an interdisciplinary team approach to address student needs and education goals.
- Increase collaboration between school counselors and teachers.
- Support development of classroom-management skills.
- Analyze data to improve school climate and student achievement.

**Instructional Leader Benefits.** In terms of instructional leaders, the program is designed to:

- Develop and implement a school counseling and guidance plan to promote student success.
- Analyze data for school improvement.
- Use data for implementation of the evaluation plan for professional school counselors.
- Provide a proactive school guidance curriculum that addresses student needs and enhances school climate.
Board of Education Benefits. In terms of boards of education, the program is designed to:

- Provide data that support the implementation of a standards-based school counseling and guidance program.
- Ensure equity and access to a quality school counseling and guidance program for each student.
- Articulate appropriate credentials and staffing ratios as recommended by professional and state-approved accrediting organizations.
- Inform the community about school counseling and guidance program success.
- Provide data about improved student achievement.

Professional School Counselor Benefits. In terms of school counselors, the program is designed to:

- Define responsibilities within the context of a school counseling and guidance program.
- Establish that fair-share responsibilities will not interfere with the school implementation of The Alabama Model.
- Support access to each student.
- Provide a tool for program management, implementation, and accountability.
- Recognize professional school counselors as leaders, advocates, and agents of change.
- Ensure the school counseling and guidance program contributes to the school’s mission.
- Provide evidence of ongoing activities for the implementation of the evaluation plan for professional school counselors.

Counselor Educator Benefits. In terms of counselor educators, the program is designed to:

- Build collaboration between counselor education programs and schools.
- Provide a framework for school counseling and guidance programs.
- Provide a model for site-based school counseling fieldwork and internships.
- Increase data collection for collaborative research on school counseling and guidance programs.
- Establish a framework for professional development to benefit practicing school counselors.

Community and Business/Industry Benefits. In terms of communities and businesses/industries, the program is designed to:

- Build collaboration with businesses and industries and enhance the potential for each student’s postsecondary success.
- Promote equity and access to the workforce.
- Provide a workforce with a stronger academic foundation and an understanding of college and career standards.

Postsecondary Education Institution Benefits. In terms of postsecondary institutions, the program is designed to:

- Enhance dual enrollment, articulation, and transition of the student to postsecondary institutions.
- Encourage and support rigorous academic preparation that prepares each student for the most appropriate postsecondary educational opportunities.
- Promote equity and access to postsecondary education for each student.
**Student Services Personnel Benefits.** In terms of student services personnel, the program is designed to:

- Define the school counseling and guidance program.
- Maximize collaborative teaming to ensure individual student success.
- Use school counseling and guidance program data to maximize benefits for individual student growth.
- Increase collaboration for utilizing school and community resources.
Program Standards for Students

School counseling and guidance programs throughout Alabama may differ in recognition of specific local students’ needs. However, every local education agency (LEA) and individual school should develop a comprehensive, outcome-based, and developmentally appropriate school counseling and guidance program aligned with Alabama’s College- and Career-Ready Standards. To help meet this challenge, the American School Counselor Association (ASCA) has developed national standards for students to better define the role of school counseling and guidance programs. These standards address program content and identify broad areas of knowledge, attitudes, and skills that all students should develop as a result of participating in an effective comprehensive school counseling and guidance program.

The ASCA national standards for students, listed on the table below, facilitate student development in the three domains of academic, career, and personal/social development. Specific student competencies and indicators for each of the standards may be found on pages 10-17 of this document.

<table>
<thead>
<tr>
<th>ASCA NATIONAL STANDARDS FOR STUDENTS*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Development Domain</td>
</tr>
<tr>
<td>Standard A.  Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.</td>
</tr>
<tr>
<td>Standard B.  Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.</td>
</tr>
<tr>
<td>Standard C.  Students will understand the relationship of academics to the world of work and to life at home and in the community.</td>
</tr>
<tr>
<td>Career Development Domain</td>
</tr>
<tr>
<td>Standard A.  Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</td>
</tr>
<tr>
<td>Standard B.  Students will employ strategies to achieve future career goals with success and satisfaction.</td>
</tr>
<tr>
<td>Standard C.  Students will understand the relationship among personal qualities, education, training, and the world of work.</td>
</tr>
<tr>
<td>Personal/Social Development Domain</td>
</tr>
<tr>
<td>Standard A.  Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.</td>
</tr>
<tr>
<td>Standard B.  Students will make decisions, set goals, and take necessary action to achieve goals.</td>
</tr>
<tr>
<td>Standard C.  Students will understand safety and survival skills.</td>
</tr>
</tbody>
</table>


Alabama Grade Cluster Standards, Competencies, and Indicators

The student standards, competencies, and indicators for the domains of academic development, career development, and personal/social development are linked to the nine national standards as presented in the 2012 American School Counselor Association (ASCA) National Model: A Framework for School Counseling Program and is revisions and in the 2015 Comprehensive Counseling and Guidance Model for Alabama Public Schools (The Alabama Model) standards for counseling and guidance. The competencies of the Alabama Model are implemented through the combined efforts of all stakeholders and overseen by professional school counselors.

Grade-cluster standards, competencies, and indicators included in the tables on pages 10-17 of this document are to be used to assist in planning and developing the overall school counseling and guidance.
curriculum, including the individual student planning components appropriate for specific grade-cluster levels within the school program. It should be noted that the standards and competencies listed on the tables must be addressed and overseen by the professional school counselor. However, direct instruction or delivery may be provided by the professional school counselor, professional teaching staff, or other community resources, including guest speakers. The competency indicators are intended to be cumulative throughout the grade levels. Careful analysis of the scope and sequence of the local school guidance curriculum enables students to master all competency indicators by the end of Grade 12.
Directions for Interpreting the Alabama Standards for Students Scope and Sequence Charts

The domains, standards, competencies, and indicators for students in the counseling and guidance program curriculum are located on pages 10-17 of this document. The standards, competencies, and indicators are divided into grade-clusters K-2, 3-5, 6-8, and 9-12.

The illustration below is intended to serve as a guide for interpreting the required content of the Grades K-12 counseling and guidance core curriculum. The required content addresses the knowledge, attitudes, and skills that all students should know and be able to do as a result of participating in the counseling and guidance program.

The three domains of academic, career, and personal/social development appear in the black bands across the heading of each of the scope and sequence charts. The domains serve as the organizers for the content of the counseling and guidance program.

Standards appear in the gray shaded bands under each of the domains. Each domain has three standards (i.e., Standard A, Standard B, Standard C). The standards are assessable statements of what students should know and be able to do as a result of instruction in the counseling and guidance program.

Competencies related to each standard appear in bold type in the white bands below each standard. The competencies describe desired student outcomes for each of the domains.

Indicators related to each of the competencies appear in the chart beneath each of the competencies. The student indicators provide further specificity for each of the competencies. To the right of each indicator and appearing beneath each of the grade-cluster bands are solid and hollow dots. The solid dots (●) highlight the grade-cluster level where each competency indicator is introduced. The hollow dots (○) highlight the grade-cluster level(s) in which the competency indicator should be expanded or reinforced.


2015 Draft of the Comprehensive Counseling and Guidance Model for Alabama Public Schools
Alabama Standards for Students Academic Development Domain
Scope and Sequence Chart

To address the academic development domain at the elementary level, professional school counselors assist students in their efforts to learn the skills and attitudes required for school success. Lessons focusing on listening, following directions, and test-taking and study skills may be included in instruction.

Professional school counselors at the middle-school level assist students in the academic development domain with the acquisition of the attitudes, knowledge, and skills that prepare them to choose from a wide range of postsecondary options. This preparation will help students understand the relationship of academics to the world of work and life.

At the high school level, professional school counselors build on goals established during elementary and middle school. Competencies in the academic development domain are met when the high school counselor assists students in applying and enhancing acquired knowledge and understanding as they strive to become college and career ready.

Professional school counselors who work at career and technical centers address competencies of the academic development domain through the review of the student’s annual high school four-year education plan. This ensures students are participating in appropriate course work that leads to successful achievement of academic and career goals.

The solid dots (●) highlight the grade-cluster level where each competency indicator is introduced. The hollow dots (○) highlight the grade-cluster level(s) in which the competency indicator should be expanded or reinforced.

<table>
<thead>
<tr>
<th>ACADEMIC DEVELOPMENT DOMAIN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard A:</strong> Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.</td>
</tr>
<tr>
<td><strong>Competency A:A.1</strong> Improve Academic Self-Concept.</td>
</tr>
<tr>
<td>A:A 1.1</td>
</tr>
<tr>
<td>A:A 1.2</td>
</tr>
<tr>
<td>A:A 1.3</td>
</tr>
<tr>
<td>A:A 1.4</td>
</tr>
<tr>
<td>A:A 1.5</td>
</tr>
<tr>
<td><strong>Competency A:A.2</strong> Acquire Skills for Improving Learning.</td>
</tr>
<tr>
<td>A:A 2.1</td>
</tr>
<tr>
<td>A:A 2.2</td>
</tr>
<tr>
<td>A:A 2.3</td>
</tr>
<tr>
<td>A:A 2.4</td>
</tr>
<tr>
<td><strong>Competency A:A.3</strong> Achieve School Success.</td>
</tr>
<tr>
<td>A:A 3.1</td>
</tr>
<tr>
<td>A:A 3.2</td>
</tr>
<tr>
<td>A:A 3.3</td>
</tr>
<tr>
<td>A:A 3.4</td>
</tr>
<tr>
<td>A:A 3.5</td>
</tr>
</tbody>
</table>
### Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

<table>
<thead>
<tr>
<th>Competency A:B.1</th>
<th>Improve Learning.</th>
<th>K-2</th>
<th>3-5</th>
<th>6-8</th>
<th>9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>A:B 1.1</td>
<td>Demonstrate the motivation to achieve individual potential.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td></td>
</tr>
<tr>
<td>A:B 1.2</td>
<td>Learn and apply critical-thinking skills.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td></td>
</tr>
<tr>
<td>A:B 1.3</td>
<td>Apply the study skills necessary for academic success at each level.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td></td>
</tr>
<tr>
<td>A:B 1.4</td>
<td>Seek information and support from faculty, staff, family, and peers.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td></td>
</tr>
<tr>
<td>A:B 1.5</td>
<td>Organize and apply academic information from a variety of sources.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td></td>
</tr>
<tr>
<td>A:B 1.6</td>
<td>Use knowledge of learning styles to positively influence school performance.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td></td>
</tr>
<tr>
<td>A:B 1.7</td>
<td>Become a self-directed and independent learner.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td></td>
</tr>
</tbody>
</table>

### Competency A:B.2: Plan to Achieve Goals.

<table>
<thead>
<tr>
<th>Competency A:B.2</th>
<th>Plan to Achieve Goals.</th>
<th>K-2</th>
<th>3-5</th>
<th>6-8</th>
<th>9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>A:B 2.1</td>
<td>Establish challenging academic goals in elementary, middle/junior high, and high school.</td>
<td>●</td>
<td>●</td>
<td>○</td>
<td></td>
</tr>
<tr>
<td>A:B 2.2</td>
<td>Use assessment results in educational planning.</td>
<td>●</td>
<td>○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A:B 2.3</td>
<td>Develop and implement an annual plan of study to maximize academic ability and achievement.</td>
<td>●</td>
<td>○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A:B 2.4</td>
<td>Apply knowledge of aptitudes and interests to goal setting.</td>
<td>●</td>
<td>○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A:B 2.5</td>
<td>Use problem-solving and decision-making skills to assess progress toward educational goals.</td>
<td>●</td>
<td>○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A:B 2.6</td>
<td>Understand the relationship between classroom performance and success in school.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td></td>
</tr>
<tr>
<td>A:B 2.7</td>
<td>Identify postsecondary options consistent with interests, achievement, aptitude, and abilities.</td>
<td>●</td>
<td>○</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**STANDARD C:** Students will understand the relationship of academics to the world of work and to life at home and in the community.

<table>
<thead>
<tr>
<th>Competency A:C.1</th>
<th>Relate School to Life Experiences.</th>
<th>K-2</th>
<th>3-5</th>
<th>6-8</th>
<th>9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>A:C 1.1</td>
<td>Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td></td>
</tr>
<tr>
<td>A:C 1.2</td>
<td>Seek cocurricular and community experiences to enhance the school experience.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td></td>
</tr>
<tr>
<td>A:C 1.3</td>
<td>Understand the relationship between learning and work.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td></td>
</tr>
<tr>
<td>A:C 1.4</td>
<td>Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals.</td>
<td>●</td>
<td>○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A:C 1.5</td>
<td>Understand that school success is the preparation to make the transition from student to community member.</td>
<td>●</td>
<td>○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A:C 1.6</td>
<td>Understand how school success and academic achievement enhance future career and vocational opportunities.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td></td>
</tr>
</tbody>
</table>

Counselors for Grades 8-12 should guide students in the development and annual revision of a high school four-year educational/career plan based on a career goal and have students maintain a portfolio of study based on legislative and other graduation requirements. The selection of the educational/career plan should be annually approved in writing by the parents/guardians. If parental or guardian signatures are not obtained, documentation of attempts to acquire signatures should be maintained.
Alabama Standards for Students Career Development Domain

Scope and Sequence Chart

Elementary school level professional school counselors emphasize early exploration of career and education goals in the career development domain. This domain may be addressed through hosting a career day, introducing community helpers, and administering interest inventories.

Middle school level professional school counselors assist students in acquiring the skills needed to investigate the world of work. They employ specific strategies to help students achieve future academic and career goals with success and satisfaction.

At the high school level, professional school counselors offer educational opportunities that provide students with a strong academic foundation and an understanding of college- and career-ready standards. This foundation and understanding ensures that students are prepared to enter the workforce and/or pursue postsecondary studies.

Professional school counselors at career and technical centers assist students with mastery of the competencies in the career development domain. This is achieved through linking student interest and aptitude assessments to the development of academic and career goals.

<table>
<thead>
<tr>
<th>CAREER DEVELOPMENT DOMAIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>STANDARD A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency C:A.1 Develop Career Awareness</th>
<th>K-2</th>
<th>3-5</th>
<th>6-8</th>
<th>9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>C:A 1.1 Develop skills to locate, evaluate, and interpret career information.</td>
<td>●</td>
<td>o</td>
<td>●</td>
<td>○</td>
</tr>
<tr>
<td>C:A 1.2 Learn about the variety of traditional and nontraditional occupations.</td>
<td>●</td>
<td>o</td>
<td>●</td>
<td>○</td>
</tr>
<tr>
<td>C:A 1.3 Develop an awareness of personal abilities, skills, interests, and motivations.</td>
<td>●</td>
<td>o</td>
<td>○</td>
<td></td>
</tr>
<tr>
<td>C:A 1.4 Learn how to interact and work cooperatively in teams.</td>
<td>●</td>
<td>o</td>
<td>o</td>
<td></td>
</tr>
<tr>
<td>C:A 1.5 Learn to make decisions.</td>
<td>●</td>
<td>o</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C:A 1.6 Learn how to set goals.</td>
<td>●</td>
<td>o</td>
<td>○</td>
<td></td>
</tr>
<tr>
<td>C:A 1.7 Understand the importance of planning.</td>
<td>●</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C:A 1.8 Pursue and develop competency in areas of interest.</td>
<td>●</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C:A 1.9 Develop hobbies and vocational interests.</td>
<td>●</td>
<td>o</td>
<td>o</td>
<td></td>
</tr>
<tr>
<td>C:A 1.10 Balance between work and leisure time.</td>
<td>●</td>
<td>o</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency C:A.2 Develop Employment Readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td>C:A 2.1 Acquire employability skills such as working on a team, problem-solving, and organizational skills.</td>
</tr>
<tr>
<td>C:A 2.2 Apply job-readiness skills to seek employment opportunities.</td>
</tr>
<tr>
<td>C:A 2.3 Demonstrate knowledge about the changing workplace.</td>
</tr>
<tr>
<td>C:A 2.4 Learn about the rights and responsibilities of employers and employees.</td>
</tr>
<tr>
<td>C:A 2.5 Learn to respect individual uniqueness in the workplace.</td>
</tr>
<tr>
<td>C:A 2.6 Learn how to write a résumé.</td>
</tr>
<tr>
<td>C:A 2.7 Develop a positive attitude toward work and learning.</td>
</tr>
<tr>
<td>C:A 2.8 Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.</td>
</tr>
<tr>
<td>C:A 2.9 Utilize time- and task-management skills.</td>
</tr>
</tbody>
</table>
### STANDARD B: Students will employ strategies to achieve future career goals with success and satisfaction.

<table>
<thead>
<tr>
<th>Competency C:B.1</th>
<th>Acquire Career Information.</th>
<th>K-2</th>
<th>3-5</th>
<th>6-8</th>
<th>9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>C:B 1.1</td>
<td>Apply decision-making skills to career planning, course selection, and career transition.</td>
<td>●</td>
<td>o</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C:B 1.2</td>
<td>Identify personal skills, interests, and abilities and relate them to current career choice.</td>
<td>●</td>
<td>o</td>
<td>o</td>
<td></td>
</tr>
<tr>
<td>C:B 1.3</td>
<td>Demonstrate knowledge of the career-planning process.</td>
<td>●</td>
<td>o</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C:B 1.4</td>
<td>Know the various ways in which occupations can be classified.</td>
<td>●</td>
<td>o</td>
<td>o</td>
<td></td>
</tr>
<tr>
<td>C:B 1.5</td>
<td>Use research and information resources to obtain career information.</td>
<td>●</td>
<td>o</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C:B 1.6</td>
<td>Learn to use the Internet to access career-planning information.</td>
<td>●</td>
<td>o</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C:B 1.7</td>
<td>Describe traditional and nontraditional career choices and how they relate to career choice.</td>
<td>●</td>
<td>o</td>
<td>o</td>
<td></td>
</tr>
<tr>
<td>C:B 1.8</td>
<td>Understand how changing economic and societal needs influence employment trends and future training.</td>
<td>●</td>
<td>o</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency C:B.2</th>
<th>Identify Career Goals.</th>
<th>K-2</th>
<th>3-5</th>
<th>6-8</th>
<th>9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>C:B 2.1</td>
<td>Demonstrate awareness of the education and training needed to achieve career goals.</td>
<td>●</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>C:B 2.2</td>
<td>Assess and modify their educational plan to support career goals.</td>
<td>●</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C:B 2.3</td>
<td>Use employability and job-readiness skills in internship, mentoring, shadowing, and/or other work experience.</td>
<td>●</td>
<td>o</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C:B 2.4</td>
<td>Select course work that is related to career interests.</td>
<td>●</td>
<td>o</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C:B 2.5</td>
<td>Maintain a career-planning portfolio.</td>
<td>●</td>
<td>o</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## STANDARD C: Students will understand the relationship between personal qualities, education, training, and the world of work.

<table>
<thead>
<tr>
<th>Competency C:C.1 Acquire Knowledge to Achieve Career Goals.</th>
<th>K-2</th>
<th>3-5</th>
<th>6-8</th>
<th>9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>C:C 1.1 Understand the relationship between educational achievement and career success.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>C:C 1.2 Explain how work can help to achieve personal success and satisfaction.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>C:C 1.3 Identify personal preferences and interests influencing career choice and success.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>C:C 1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>C:C 1.5 Describe the effect of work on lifestyle.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>C:C 1.6 Understand the importance of equity and access in career choice.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>C:C 1.7 Understand that work is an important and satisfying means of personal expression.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency C:C.2 Apply Skills to Achieve Career Goals.</th>
<th>K-2</th>
<th>3-5</th>
<th>6-8</th>
<th>9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>C:C 2.1 Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>C:C 2.2 Learn how to use conflict-management skills with peers and adults.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>C:C 2.3 Learn to work cooperatively with others as a team member.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>C:C 2.4 Apply academic- and employment-readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Counselors for Grades 8-12 should guide students in the development and annual revision of the high school four-year educational/career plan based on a career goal and have students maintain a portfolio of study based on legislative and other graduation requirements. The selection of the educational/career plan should be annually approved in writing by the parents or guardians. If parental or guardian signatures are not obtained, documentation of attempts to acquire signatures should be maintained.
Alabama Standards for Students Personal/Social Development Domain
Scope and Sequence Chart

Elementary school level professional school counselors place strong emphasis on character development (Appendix E, page 78) decision-making skills, development of self-awareness, and good interpersonal relationships. These concepts are addressed in the personal/social development domain. Elementary school counselors lay the foundation for the development of coping skills and problem-solving strategies that continue to be developed at the middle and high school levels.

Middle school level professional school counselors provide programs to equip students with the knowledge, attitudes, and interpersonal skills needed to participate as a responsible citizens and productive workers. This helps them understand and respect self and others, make decisions, set goals, take necessary actions to achieve goals, and develop coping skills.

High school level professional school counselors emphasize competency in decision making and personal responsibility. Activities are designed to encourage the development of realistic and fulfilling life goals.

Professional school counselors located at career and technical centers assist students in the personal/social development domain by utilizing students’ aptitude and interest inventories results to assist students in determining appropriate academic and career pathways. This helps provide better guidance for students in their decisions regarding future plans for work or study.

<table>
<thead>
<tr>
<th>PERSONAL/SOCIAL DEVELOPMENT DOMAIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>STANDARD A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency PS:A.1 Acquire Self-Knowledge.</th>
<th>K-2</th>
<th>3-5</th>
<th>6-8</th>
<th>9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS:A 1.1 Understand the relationship between educational achievement and career success.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>PS:A 1.2 Identify values, attitudes, beliefs, and character traits (e.g., responsibility, citizenship, caring, fairness, trustworthiness, respect).</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>PS:A 1.3 Learn the goal-setting process.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td></td>
</tr>
<tr>
<td>PS:A 1.4 Understand that change is a part of growth.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>PS:A 1.5 Identify and express feelings.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>PS:A 1.6 Distinguish between appropriate and inappropriate behavior.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>PS:A 1.7 Recognize personal boundaries, rights, and privacy needs.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>PS:A 1.8 Understand the need for self-control and how to practice it.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>PS:A 1.9 Demonstrate cooperative behavior in groups.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>PS:A 1.10 Identify personal strengths and assets.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>PS:A 1.11 Identify and discuss changing personal and social roles.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td></td>
</tr>
<tr>
<td>PS:A 1.12 Identify and recognize changing family roles.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
**STANDARD A:** Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others. (Continued)

<table>
<thead>
<tr>
<th>Competency PS:A.2 Acquire Interpersonal Skills.</th>
<th>K-2</th>
<th>3-5</th>
<th>6-8</th>
<th>9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS:A 2.1 Recognize that everyone has rights and responsibilities.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>PS:A 2.2 Respect alternative points of view.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>PS:A 2.3 Recognize, accept, respect, and appreciate individual differences.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>PS:A 2.4 Recognize, accept, and appreciate ethnic and cultural diversity.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>PS:A 2.5 Recognize and respect differences in various families.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>PS:A 2.6 Use effective communication skills.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>PS:A 2.7 Know that communication involves speaking, listening, and nonverbal behavior.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>PS:A 2.8 Learn how to make and keep friends.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

**Standard B:** Students will make decisions, set goals, and take necessary actions to achieve goals.

<table>
<thead>
<tr>
<th>Competency PS:B.1 Self-knowledge Application.</th>
<th>K-2</th>
<th>3-5</th>
<th>6-8</th>
<th>9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS:B 1.1 Use a decision-making and problem-solving model.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>PS:B 1.2 Understand consequences of decisions and choices.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>PS:B 1.3 Identify alternative solutions to a problem.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>PS:B 1.4 Develop effective coping skills for dealing with problems.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>PS:B 1.5 Demonstrate when, where, and how to seek help for solving problems and making decisions.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>PS:B 1.6 Know how to apply conflict-resolution skills.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>PS:B 1.7 Demonstrate a respect and appreciation for individual and cultural differences.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>PS:B 1.8 Know when peer pressure is influencing a decision.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>PS:B 1.9 Identify long- and short-term goals.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>PS:B 1.10 Identify alternative ways of achieving goals.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>PS:B 1.11 Use persistence and perseverance in acquiring knowledge and skills.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>PS:B 1.12 Develop an action plan to set and achieve realistic goals.*</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
### STANDARD C: Students will understand safety and survival skills.

<table>
<thead>
<tr>
<th>Competency PS:C.1 Acquire Personal Safety Skills.</th>
<th>K-2</th>
<th>3-5</th>
<th>6-8</th>
<th>9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS:C 1.1 Demonstrate knowledge of personal information (e.g., telephone number, home address, emergency contact).</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>PS:C 1.2 Learn about the relationships among rules, laws, safety, and the protection of rights of the individual.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>PS:C 1.3 Learn about the differences between appropriate and inappropriate physical contact.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>PS:C 1.4 Demonstrate the ability to set boundaries, rights, and personal privacy.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>PS:C 1.5 Differentiate between situations requiring peer support and situations requiring adult professional help.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>PS:C 1.6 Identify resource people in the school and community and know how to seek their help.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>PS:C 1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>PS:C 1.8 Learn about the emotional and physical dangers of substance use and abuse.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>PS:C 1.9 Learn how to cope with peer pressure.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>PS:C 1.10 Learn techniques for managing stress and conflict.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>PS:C 1.11 Learn coping skills for managing life events.</td>
<td>●</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Counselors for Grades 8-12 should guide students in the development and annual revision of the high school four-year educational/career plan based on a career goal and have students maintain a portfolio of study based on legislative and other graduation requirements. The selection of the educational/career plan should be annually approved in writing by the parents or guardians. If parental or guardian signatures are not obtained, documentation of attempts to acquire signatures should be maintained.
Professional school counselors function in a manner consistent with the educational philosophy and mission of the local education agency (LEA) and the individual school. As a member of the educational team, each professional school counselor has unique responsibilities for helping all students meet their needs. Professional school counselors provide a comprehensive counseling and guidance program for students; consult and collaborate with teachers, parents, and staff to enhance their effectiveness in helping students; and follow the Minimum Requirements for Comprehensive School Counseling and Guidance Programs in Alabama. Fair-share responsibilities assigned to professional school counselors should not be above and beyond those of other certified staff members and should not interfere with the timely delivery of counseling and guidance services.

**Organizational Framework, Activities, and Time**

1. Each LEA and individual school should implement a comprehensive counseling and guidance program that:
   
   a. Ensures that each professional school counselor develops and follows a planned calendar of activities.
   
   b. Ensures that each professional school counselor’s time is spent in providing counseling and guidance services through the four program delivery components of school guidance core curriculum, individual student planning, responsive services, and indirect services.
   
   c. Ensures that each professional school counselor participates annually in a planned professional development program designed to strengthen identified needs of the counseling and guidance program and/or the counselor as well as to foster ethical standards.

2. Each LEA and individual school should implement an evaluation plan for professional school counselors. The elements of this evaluation should conform to the duties and responsibilities of the professional school counselor as stated in The Alabama Model.
3. Each LEA and individual school should make provisions for new professional school counselors to attend the Alabama State Department of Education Counselor Academy as a part of approved professional development conferences and also encourage experienced professional school counselors to participate in this professional development opportunity.

4. Each LEA and individual school should establish a counseling and guidance advisory committee to assist in the development and implementation of the comprehensive school counseling and guidance program.

**Competencies**

5. Each LEA and individual school should implement a comprehensive counseling and guidance program that ensures every student has the opportunity to achieve the minimum competencies at the appropriate grade level.

**Structural Components**

6. All schools should provide counseling and guidance services performed by certified professional school counselors for all students in Grades K-12 at a ratio designated by professional and state-approved accrediting organizations.

7. Each LEA and individual school should implement a comprehensive school counseling and guidance program and ensure that appropriate personnel are appointed at the LEA level to coordinate and monitor the delivery of counseling and guidance services to all students.

**Resources**

8. Each LEA and individual school should provide facilities that are easily accessible and allow for the implementation of a comprehensive counseling and guidance program. Minimum facility requirements for delivery of counseling and guidance services include facilities that:

   a. Provide private space(s) properly equipped with locked files for counseling records.
   b. Provide private telephone line(s) for confidential telephone conversations.
   c. Are adequate in size for conducting small-group counseling and classroom-guidance activities.
   d. Ensure adequate space for reception areas and for organizing and displaying counseling and guidance materials.
   e. Provide appropriate planning time and staff support to effectively implement the comprehensive counseling and guidance program.

9. Each LEA and individual school should provide resource materials that are relevant to the program, appropriate for the community, and of sufficient quantity to be useful.
School Guidance Core Curriculum

The school guidance core curriculum includes structured experiences presented systematically through classroom and group activities from kindergarten through grade twelve in the three domains of academic, career, and personal/social development. The curriculum is a planned sequential program of guidance activities that serves to enhance the instructional program and focuses on increasing student achievement. The curriculum emphasizes decision making; self-understanding; study skills; and career exploration, preparation, and planning. Examples of school guidance curriculum delivery options within this component may include, but are not restricted to the following.

**Group Activities.** Professional school counselors conduct small-group counseling sessions outside the classroom to respond to students’ identified interests or needs. Small-group counseling may be either immediate-response or extended counseling.

**Instruction.** Professional school counselors facilitate, co-lead, or assist in the delivery of guidance curriculum activities. These activities may be conducted in the classroom, in the guidance center, or in other school facilities. Professional school counselors assist teachers in the delivery of classroom units that lead to acquisition of competencies in the areas of affective, social, academic, and employability skills for each student in developmentally appropriate ways.

**Workshops.** Professional school counselors conduct workshops and information sessions for parents/guardians to address the needs of the school community and to reflect the school counseling and guidance curriculum.

Topics for school counseling and guidance curriculum activities within this component may include, but are not limited to career awareness and exploration, career development skills, communication skills, decision-making skills, goal setting/planning, peer relationships, personal safety, personal/social development skills, preventive programs, self-concept, and study skills.
Individual Student Planning

Individual student planning includes counseling activities that provide every student with equal access for opportunities to plan, monitor, and manage his or her academic, career, and personal/social development. Individual student planning emphasizes test results interpretation to identify student interests, achievement levels, and aptitudes. Academic counseling includes postsecondary education, career/technical education, and career planning. Examples of individual student-planning delivery options within this component may include, but are not restricted to, the following.

Individual or Small-Group Advisement. Professional school counselors help students acquire self-appraisal skills and educational, career, and labor market information. This information assists students in planning for personal, academic, and career goals. Professional school counselors recognize the critical need to enlist teachers and parents or guardians in helping students make academic and career choices.

Individual or Small-Group Appraisal. Professional school counselors help students assess and interpret individual abilities, interests, skills, and achievements. The utilization of appropriate assessment information becomes an important aspect of individual development of immediate and long-range plans.

Placement and Follow-Up. Professional school counselors advise students in making transitions by supplying information and by assisting in providing access to appropriate resources.

Topics for individual student planning activities may include advisor/advisee programs, assessment results interpretation, career awareness and exploration, career and technical education programs, college and career readiness, goal setting, interest inventories, role playing, school success, social/soft essential skills, student recognition, and transition. In addition, legislative and other graduation requirements require professional school counselors serving Grades 8-12 to guide students in the development and annual revision of the high school four-year educational plan and the development of a career planning portfolio of study. Selection of the high school four-year educational plan shall be approved in writing by the parents/guardians and become part of the educational/career planning portfolio; if parental/guardian signatures are not obtained, documentation of attempts to acquire signatures should be maintained.
Responsive Services

Responsive services include the early identification of students at risk of school failure and the delivery of preventive and intervention services such as counseling or referral activities that meet the immediate needs and concerns of students. Responsive services include personal counseling, crisis counseling, problem solving, agency referral, and consultation.

Professional school counselors are uniquely trained to recognize and respond to mental health issues and crises. They consult with students, parents, teachers, community agencies and others (e.g., school nurses, school attendance officers, school psychologists, school social workers) regarding strategies to help students achieve personal and academic advancement. By offering appropriate intervention, they are able to address barriers to student success.

Examples of responsive services delivery options within this component may include, but are not restricted to, the following.

**Consultation.** Professional school counselors serve as student advocates by consulting with students, parents or guardians, educators, and community agencies regarding strategies to help students and families.

**Crisis Response.** Counseling and support services are provided to students and families facing crises as outlined in the school crisis management plan. Crisis counseling is normally short-term and temporary, using appropriate referral sources if necessary.

**Individual Counseling.** Counseling is provided in an individual setting for students experiencing difficulties dealing with relationships, personal concerns, or developmentally appropriate tasks. Personal counseling assists students in identifying problems, causes, consequences, and alternatives leading to informed decision making.

**Peer Facilitation.** Professional school counselors may train students as peer mediators, conflict managers, tutors, and mentors. Programs should adhere to the ethics standards and practices established by the National Peer Helpers Association (NPHA).

**Referrals.** Professional school counselors use referral sources to enhance the services provided through the school counseling and guidance program. These referral sources may include employment and training programs, juvenile services, mental health agencies, social services, and vocational rehabilitation services.

**Small-Group Counseling.** Counseling is provided in small-group settings for students with specific needs, concerns, or short-term issues.
Indirect Services

Indirect services include guidance management activities that maintain and enhance the total counseling and guidance program. Responsibilities in this area include staff relations, community relations, task forces, professional development, support teams, test interpretation, data analysis, and curriculum development. This component provides appropriate support to academic programs. Examples of indirect services delivery options within this component may include, but are not restricted to, the following.

Advisory Committees. Professional school counselors form counseling and guidance advisory committees at both the local education agency (LEA) and the individual school level. Professional school counselors actively serve on community committees or advisory councils that influence other programs to generate support for LEA and individual school counseling and guidance programs.

Community Outreach. Professional school counselors forge partnerships with local businesses, industries, and social service agencies. Community outreach requires professional school counselors to be knowledgeable about community resources, employment opportunities, and local labor market information.

Consultation. Professional school counselors consult regularly with teachers and other professional staff members as well as community agencies, parents, and other stakeholders in order to receive feedback on the emerging needs of students and to provide information and support to stakeholders.

Curriculum Development Support. Professional school counselors participate in the ongoing review and revision of academic curriculum materials as related to data analysis, student advocacy, postsecondary education, and career/technical education planning.

Public Relations. Professional school counselors design activities to orient the staff and community about the comprehensive school counseling and guidance program.

Professional Development and Leadership. Professional school counselors are regularly involved in updating professional knowledge and skills. This may involve participating in or facilitating regular school in-service training, attending professional meetings, completing postgraduate course work, or contributing to professional journals.

Program Management and Operations. Planning and management tasks include the support of activities conducted in the school counseling and guidance program and responsibilities expected of a member of the school staff. Developing a budget, maintaining facilities, implementing policies and procedures, and engaging in research and resource development are elements of the management process. Appropriate planning time is instrumental to the overall success of the counseling and guidance program.
Research and Evaluation. Some examples of counselor research and evaluation include EDUCATEAlabama or other personnel guidance evaluations approved by the Alabama State Department of Education, program evaluations, data analysis, follow-up studies, professional development, and updating of resources.

<table>
<thead>
<tr>
<th>SCHOOL GUIDANCE CURRICULUM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
</tr>
</tbody>
</table>
| Provides guidance content in a systematic way to all students In Grades K-12. | • Student awareness  
• Skill development  
• Application of skills needed in everyday life | **Academic**  
• Motivation to achieve decision-making skills  
• Setting goals  
• Planning  
• Solving problems | • Structured groups  
• Consultation  
• Guidance curriculum implementation |
| **Career** | • Awareness of educational opportunities  
• Knowledge of career opportunities  
• Knowledge of career/technical training | | |
| **Personal/Social** | • Self-esteem development  
• Interpersonal effectiveness  
• Communication skills  
• Cross-cultural awareness  
• Responsible behavior | | |

<table>
<thead>
<tr>
<th>INDIVIDUAL STUDENT PLANNING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
</tr>
</tbody>
</table>
| Assists students in planning, monitoring, and managing personal and career planning. | • Student educational and occupation planning  
• Decision making  
• Goal setting | **Academic**  
• Acquisition of study skills  
• Awareness of educational opportunities  
• Selection of appropriate course work  
• Acquisition of lifelong learning skills  
• Utilization of test data | • Assessment  
• Planning  
• Placement |
| **Career** | • Knowledge of career opportunities  
• Knowledge of career/technical training  
• Understanding of need for positive work habits | | |
| **Personal/Social** | • Development of a healthy self-concept  
• Development of adaptive and adjustive social behavior | | |
## PROGRAM DELIVERY COMPONENT SUMMARY (Continued)

### Responsive Services

<table>
<thead>
<tr>
<th>Description</th>
<th>Purpose</th>
<th>Areas Addressed</th>
<th>Counselor’s Role</th>
</tr>
</thead>
</table>
| Addresses the immediate concerns of students. | • Prevention  
• Intervention  
• Advocacy | **Academic**  
• Academic achievement concerns  
**Personal/Social**  
• Physical abuse  
• Sexual abuse  
• Emotional abuse  
• Grief, loss, death  
• Substance abuse  
• Family issues  
• Sexual issues  
• Coping with stress  
• Relationship concerns  
• School-related concerns  
  ➢ Tardiness  
  ➢ Absences and truancy  
  ➢ Misbehavior  
  ➢ School avoidance  
  ➢ Drop-out prevention | • Individual counseling  
• Small-group counseling  
• Consultation  
• Referral |

### Indirect Services

<table>
<thead>
<tr>
<th>Description</th>
<th>Purpose</th>
<th>Areas Addressed</th>
<th>Counselor’s Role</th>
</tr>
</thead>
</table>
| Includes program, staff, and school support activities and services. | • Program delivery  
• Program support | **Academic**  
• Guidance program development  
• Parent education  
• Teacher and administrator consultation  
• Staff development for educators  
• School improvement planning  
• Counselor professional development  
• Research and publishing  
• Community outreach  
• Public relations | • Program development and management  
• Consultation  
• Coordination |

Management incorporates the organizational process and tools that ensure the comprehensive school counseling and guidance program is organized and reflective of the school’s needs. The management system is composed of the structural components of the program. These components include the advisory councils/committees, organization of the counseling and guidance department, roles of key players in the program, responsibilities of professional school counselors, foundational professional counseling skills, available guidance resources, and best use of counselor time.

**Local Education Agency (LEA) Counseling and Guidance Advisory Committee**

In order to ensure that the LEA comprehensive counseling and guidance program is an integral part of the individual schools and the school community, the LEA counseling and guidance advisory committee should be in place. The LEA counseling and guidance advisory committee is a representative group of persons appointed to provide advice and assistance for the school counseling and guidance program within the LEA. The committee should consist of representative stakeholders of the school counseling and guidance program, including students, parents/guardians, teachers, counselors, instructional leaders, school board members, and business and community representatives. Ideally, advisory committee membership reflects the community’s diversity. The advisory committee serves as a communication liaison between the comprehensive counseling and guidance program and the community. The LEA counseling and guidance advisory committee reviews program goals, competencies, and results and participates in making recommendations to the school counseling and guidance department, instructional leaders, and the superintendent. It is recommended that the committee meet at least twice a year.

**Individual School Counseling and Guidance Advisory Committee**

In addition to the LEA counseling and guidance advisory committee, each individual school should establish a counseling and guidance advisory committee to advise and assist with the development and implementation of the comprehensive counseling and guidance program as reflected in the LEA advisory committee guidelines. The committee helps identify student needs and provides program support. The individual school counseling and guidance committee assists with the development and implementation of the comprehensive counseling and guidance program. Committee members represent all interested parties of the comprehensive counseling and guidance program (e.g., students, parents/guardians,
teachers, instructional leaders, community resource persons). It is recommended that the committee meet at least twice a year. Schools in a feeder pattern are encouraged to have a joint individual school-level counseling and guidance advisory committee.

**Counseling and Guidance Department Organization**

At the beginning of the school year, counselors meet with instructional leaders regarding the counseling and guidance program. If there are two or more counselors in the school, specific/equitable duties and student caseloads should be assigned. Each LEA should have a counseling coordinator to work with instructional leaders and counselors to ensure that program planning, design, implementation, and evaluation take place in a timely, effective, and equitable manner.

All schools should provide counseling and guidance core curriculum from certified professional school counselors in Grades K-12 at a ratio designated for the type of school by professional and state-approved accrediting organizations. Adequate support personnel should be available to counselors to ensure effective program delivery.

**Coordinator’s Role.** Coordination and direction of the LEA comprehensive counseling and guidance program is critical. Counseling and guidance coordinators provide necessary support for comprehensive school guidance program development, implementation, and evaluation of procedures that enhance the effectiveness of the LEA comprehensive counseling and guidance program. Counseling and guidance coordinators serve as facilitators, leaders, advocates, and advisors. Counseling and guidance coordinators provide leadership to ensure the fidelity of the comprehensive counseling and guidance program with all stakeholders.

**Instructional Leader’s Role.** Principals, as chief instructional leaders in schools, are ultimately responsible for the success of all instructional programs, including the school counseling and guidance program. Administrative support is critical to full implementation of the program. Instructional leaders should receive adequate training regarding the specific roles and responsibilities of professional school counselors so that they understand these roles and provide the necessary support for counselors to fulfill that role. Such support includes provision of adequate facilities, materials, support staff, and planning time to allow professional school counselors to use their specialized training in an effective manner. Instructional leaders provide input into program development and encourage and support participation of all school personnel in the implementation of the counseling and guidance program.

**Professional School Counselor’s Role.** Professional school counselors assume the leadership role for managing and implementing the comprehensive counseling and guidance program in their schools. They are responsible for the systematic delivery and evaluation of structured developmental counseling and guidance services to all students. Professional school counselors work directly with students, both individually and in small groups, to deal with unique or problem-centered concerns that require more privacy or attention than can be accommodated in structured guidance activities. They serve students indirectly by consulting and collaborating with instructional leaders, teachers, parents, and other stakeholders to help them understand and respond to the developmental, emotional, academic, career, and social needs of students. Professional school counselors coordinate programs and activities within the school that are related to student success. They provide referrals, placements, and follow-up services as appropriate. In addition, professional school counselors providing counseling and guidance programs at all levels have a defined role to fulfill in the successful delivery of a comprehensive counseling and guidance program at the LEA level.
**Elementary School Counselor.** To address the academic development domain at the elementary level, professional school counselors assist students in their efforts to learn the skills and attitudes required for school success. Lessons such as listening, following directions, and test-taking and study skills may be taught. Professional school counselors at the elementary level emphasize early exploration of career and educational goals in the career development domain. This domain may be addressed through hosting a career day, introducing community helpers, and administering interest inventories. As part of the personal/social development domain, counselors place strong emphasis on character development, decision-making skills, development of self-awareness, and interpersonal relationships. Elementary professional school counselors lay the foundation for the development of coping skills and problem-solving strategies that continue in the middle and high school levels.

**Middle School Counselor.** Middle school professional school counselors assist students in the academic development domain with their acquisition of the attitudes, knowledge, and skills that prepare them to choose from a wide range of postsecondary options that will help them understand the relationship of academics to the world of work and life. In the career development domain professional school counselors assist students in acquiring the skills to investigate the world of work and employ strategies to achieve future academic and career goals with success and satisfaction. Programs provided through professional school counselors equip students with the skills to acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others, make decisions, set goals, take necessary actions to achieve goals, and develop coping skills through the personal/social development domain.

**High School Counselor.** High school professional school counselors build on goals established during elementary and middle school. Competencies in the academic development domain are met when the high school counselor assists students in applying and enhancing acquired knowledge and understanding as they strive to become college and career ready. Within the career development domain, professional school counselors offer educational opportunities that will equip students entering the workforce with a strong academic foundation and understanding of college and career standards. Within the personal/social development domain, competency in decision making and personal responsibility is emphasized. Activities encourage the development of realistic and fulfilling life goals. The high school four-year educational plan and the educational/career planning portfolio developed in middle school, move with the student to the high school. Plans are reviewed and updated annually to encourage and help students achieve academic and career success.

**Career and Technical Center Counselor.** Professional school counselors located at career and technical centers assist students in the personal/social development domain by utilizing students’ results from aptitude and interest inventories to assist students in determining appropriate career pathways. Competencies in the career development domain are met through linking the student’s interest and aptitude assessments to the development of career goals. The competencies of the academic development domain are met through annual review of the student’s high school four-year education plan. This review is for the purpose of ensuring appropriate course selection that will lead to successful achievement of student academic and career goals.
Teachers’ Role. Teachers play a vital role in the planning and implementation of the comprehensive school counseling and guidance program. As professionals who have the greatest contact with students, they are in the best position to recognize and help provide for the developmental and individual needs of students. Through appropriate communication and referral, teachers support opportunities for student and counselor interaction. Teachers contribute directly to the school counseling and guidance program by helping professional school counselors deliver programs that facilitate the academic, career, and personal/social development of students. Teachers reinforce concepts presented to help students retain the knowledge, skills, and understanding established through the program. Their support, input, and expertise make it possible for the school counseling and guidance program to become an integral part of the total educational program.

Professional Counseling Skills

Leadership, advocacy, collaboration, and systemic change are the four foundational counseling skills embraced by school counselors. These skills reflect the 2012 American School Counselor Association (ASCA) National Model’s overarching themes that are meant to facilitate local school needs for students, families, and communities. While the following information briefly clarifies each theme, the explanation and examples are not exhaustive.

Leadership. Leadership skills enable counselors to carry out many tasks from programmatic duties such as developing, managing, and evaluating the school counseling program to working with students, parents, community leaders, and other stakeholders. Leadership skills empower counselors with the tools that enable them to communicate and work effectively and confidently within as well as outside of the school.

Advocacy. Professional school counselors aim to promote and support programs for all students and believe that advocacy is a key ingredient for student achievement and is vital to student success in school. Professional school counselors advocate on behalf of children, adolescents, families, teachers, communities, the school counseling and guidance program, and the school.

Collaboration. The professional school counselor connects with many people as part of collaboration. Collaboration efforts involve teaming and working together with others inside and outside of the school setting to accomplish tasks that assist students, teachers, parents, instructional leaders, the community, and other stakeholders.

Systemic Change. The professional school counselor considers the total school experience in determining obstacles that may block student success. Counselors ask questions such as: What student safety or health concerns are at school? How can we be more student-centered and data-informed with decisions? What steps are necessary to better prepare students to be college and career ready? Are we reaching all students?
Guidance Resources

Appropriate resources are required for each of the four program delivery components of school counseling and guidance core curriculum, individual student planning, responsive services, and indirect services. These resources include equipment and materials, staff expertise, community resources, and parent involvement. Resource materials should be relevant to the program, appropriate for the diversity of the school and community, and of sufficient quantity to be useful. All professional school counselors should be provided the necessary equipment, appropriate office space, and materials to effectively implement the comprehensive counseling and guidance program.

Use of Time

School counselor duties are focused at least 80 percent of the time on the overall delivery of the counseling and guidance program, including both direct and indirect services. The remaining 20 percent of time should be for program management and school support services such as program foundation, management, and accountability tasks. Additionally, a small portion of this time may be spent in fair-share responsibilities as assigned.

<table>
<thead>
<tr>
<th>Direct and Indirect Services (80%)</th>
<th>School Support Services (20%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Delivery Direct Services</strong></td>
<td><strong>Program Management</strong></td>
</tr>
<tr>
<td>• Core curriculum</td>
<td>• Foundation</td>
</tr>
<tr>
<td>• Individual student planning</td>
<td>• Management</td>
</tr>
<tr>
<td>• Responsive services</td>
<td>• Accountability</td>
</tr>
<tr>
<td><strong>Program Delivery Indirect Services</strong></td>
<td><strong>Fair-Share Responsibilities</strong></td>
</tr>
<tr>
<td>• Leadership</td>
<td></td>
</tr>
<tr>
<td>• Advocacy</td>
<td></td>
</tr>
<tr>
<td>• Collaboration</td>
<td></td>
</tr>
<tr>
<td>• Consultation</td>
<td></td>
</tr>
<tr>
<td>• Referrals</td>
<td></td>
</tr>
</tbody>
</table>
Development and Implementation of the Local Education Agency (LEA) Comprehensive School Counseling and Guidance Program

The success of school counseling and guidance program development is directly linked to the understanding of the 2015 Comprehensive Counseling and Guidance Model for Alabama Public Schools (The Alabama Model) by all stakeholders, including the community, school board, educators, parents/guardians, and students. As an essential resource person and facilitator of change, the professional school counselor should assume the primary responsibility for the development of the comprehensive school counseling and guidance program.

The counseling and guidance model described in this document represents a commitment and a direction toward a more consistent approach to school counseling. Parents/guardians and students need to be confident that academic and career plans are built from a similar experiential base as students transition between grade levels or from one Alabama school to another.

The following outline lists steps for developing the LEA comprehensive counseling and guidance program. While reviewing local school counseling and guidance programs, some implementation steps may be in place, others may need to be revised, and others may be missing. Each step need not be completed sequentially; in fact, several steps may be developed simultaneously. Full implementation requires all steps to be completed.

1. **LEA Preparation.** The purpose of preparation is to help understand the foundation needed to develop and implement an effective counseling and guidance program.
   
   a. Research and review appropriate professional sources regarding the design of comprehensive school counseling and guidance programs, including the 2012 American School Counselor Association (ASCA) National Model: A Framework for School Counseling Programs, Third Edition (ASCA National Model) and the 2003 Comprehensive Counseling and Guidance Model for Alabama’s Public Schools (The State Plan).
   
   b. Determine changes needed for implementation of the 2015 Comprehensive Counseling and Guidance Model for Alabama Public Schools (The Alabama Model).
   
   c. Align the current LEA school counseling and guidance program to The Alabama Model.

2. **LEA Consultation with Leadership.** The purpose of consultation with persons in leadership roles is to secure support and essential resources necessary for implementation of the new program.

   a. Meet with key instructional leaders, including the superintendent, school principals, and coordinators, to prepare for the implementation of The Alabama Model.
   
   b. Secure the commitment of the LEA counseling and guidance advisory committee regarding The Alabama Model.
   
   c. Select a steering committee to develop the new document.
   
   d. Develop work groups, a work plan, a time line, and a calendar for completion and actual writing of the LEA adaptation of The Alabama Model.
3. **LEA Needs Assessment.** The purpose of the needs assessment is to prioritize the competencies outlined in The Alabama Model and to add any competencies that are unique to the individual LEA.

   a. Discuss with the LEA advisory committee major areas of concern of the LEA such as achievement, bullying, dropout rate, drugs, teen pregnancy, unemployment, or violence.
   b. Develop a survey instrument highlighting the school counseling and guidance program standards and competencies.
   c. Distribute the survey to students, educators, parents or guardians, and other stakeholders in the community.
   d. Analyze data results from the survey to establish priorities for the LEA adaptation of The Alabama Model and disseminate this information to stakeholders.

4. **LEA Program Foundation Components.** Program foundation components refer to the resources, other LEA models, philosophy statement, mission statement, and desired student outcomes.

   b. Review other system-level plans based on the ASCA National Model and/or The Alabama Model.
   c. Review and revise the statement of philosophy in terms of the following key elements:
      - Focuses on each student,
      - Is comprehensive in scope,
      - Is student-centered and data-informed,
      - Is an integral part of the total educational program,
      - Is preventive in design,
      - Provides for measurable student outcomes,
      - Involves collaboration with all stakeholders,
      - Includes efforts to close the achievement gap, and
      - Is outcome-based.
   d. Define the counseling and guidance program components according to terms of the LEAs educational mission:
      - Focuses primarily on students;
      - Advocates for equity, access, and success of every student;
      - Establishes a structure for innovations;
      - Creates one vision;
      - Indicates linkages (e.g., relationship to Alabama State Department of Education, professional standards, LEA);
      - Indicates long-range desired results;
      - Provides an anchor in the face of change; and
      - Includes locally identified needs.
   e. Prioritize competencies for the LEA and add other grade-level competencies as needed to address the following:
      - Combine competencies within a single activity, and
      - Decide time allotment and calendar for individual competencies.
5. **LEA Program Management Components.** Management components refer to the professional school counselor’s responsibilities and roles in the counseling and guidance program.

   a. Develop management agreements that reflect the Minimum Requirements for School Counseling and Guidance Programs in Alabama as well as other program requirements, including:
      - Responsibilities,
      - Job description,
      - Role in parenting education,
      - Role in discipline,
      - Role in character education instruction,
      - Student-counselor assignment,
      - Use of time, and
      - Role in program delivery for all three student domains (i.e., academic, career, personal/social development).

   b. Consult counseling and guidance advisory committees, including:
      - LEA counseling and guidance advisory committee, and
      - Individual school counseling and guidance advisory committee.

   c. Incorporate use of data, including:
      - Student progress evaluation,
      - Program evaluation,
      - Longitudinal data collection/storage/access regarding counseling and guidance program,
      - Data analysis, and
      - Data management.

   d. Develop action plans, including:
      - Curriculum action plan, and
      - Closing-the-gap action plan.

   e. Utilize calendars, including:
      - Annual calendar of LEA counseling and guidance activities (e.g., system-wide testing, LEA advisory committee meetings, counselor in-service programs), and
      - Monthly/weekly calendar of LEA counseling and guidance activities (e.g., counseling staff meetings, classroom guidance lessons, group counseling sessions).

6. **LEA Program Accountability Components.** Accountability components include data evaluation, program audits, and performance evaluations of the professional school counselor.

   a. Develop forms and sample reports for program evaluation based upon data sources, including:
      - Demographic data,
      - Attendance data,
      - Suspension and expulsion rates,
      - Behavioral referrals,
      - Promotion and retention data,
      - Graduation rates, and
      - Standardized test results.

   b. Conduct program audits.

   c. Utilize professional school counselor performance evaluations, including:
      - Evaluation plan for professional school counselors, and
      - Data analysis of standards implementation.
7. **LEA Program Implementation Process.** The implementation process focuses on the development of appropriate forms for the program and on the draft, review, finalization, and approval of the document.

   a. Develop counseling and guidance program forms.
   b. Draft initial document.
   c. Conduct document review by administration, board of education, and other stakeholders.
   d. Make changes.
   e. Finalize document.
   f. Secure letter of approval from superintendent and/or local board of education.
   g. Provide copy of finalized document to each LEA counselor.

**Development and Implementation of the Individual School Comprehensive Counseling and Guidance Program**

1. **Individual School Preparation.** Review the LEA plan for a comprehensive counseling and guidance program in addition to reviewing the requirements set forth in this document. Pay close attention to components that affect the grade levels of the individual school.

2. **Individual School Consultation with Leadership.** The purpose of consultation with persons in leadership roles is to establish with the instructional leader, faculty, staff, and community stakeholders the changes that will take place during the review and revision of the program.

   a. Establish the individual school counseling and guidance advisory committee.
   b. Consult and plan with the school instructional leader regarding the timeline, calendar, and faculty in-service training for implementation of the counseling and guidance plan.
   c. Consult and plan with the instructional leader, advisory committee, and faculty for the needs assessment survey.

3. **Individual School Needs Assessment.** The purpose of the needs assessment survey is to establish priorities for each school. Individual schools may have additional competencies that can be identified through the individual school needs assessment.

   a. Conduct a needs assessment survey as it applies to the individual school and grade level(s).
   b. Prioritize competencies.
4. **Individual School Foundation Components.** The development of the foundation component for the counseling guidance program requires a review of the existing plan as well as other comparable school plans to determine the foundation component content, including introductory statements, student competencies, and sample activities.

   a. Review the LEA comprehensive counseling and guidance plan.
   b. Review other individual school plans, as appropriate.
   c. Incorporate applicable components of the LEA comprehensive school counseling and guidance program as the introductory material for the individual school plan, including:
      - Introduction,
      - Mission,
      - Program benefits, and
      - Program goals for students.
   d. Utilize the student competencies in the specific domains as they apply to the grade level(s) of the individual school.
   e. Develop at least one activity that addresses each competency for each grade level in the individual school. Multiple competencies may be addressed in a single activity.

5. **Individual School Delivery Components.** This step involves determining the specific aspects of the four delivery components of school guidance core curriculum, individual student planning, responsive services, and indirect services.

   a. Determine the school guidance curriculum in terms of:
      - Classroom guidance activities,
      - Group activities,
      - Interdisciplinary curriculum development, and
      - Parent workshops and instruction.
   b. Analyze needs regarding individual student planning, including:
      - Individual or small-group appraisal,
      - Individual or small-group advisement, and
      - Placement and follow-up activities.
   c. Determine responsive services to be utilized, including:
      - Consultation,
      - Personal counseling,
      - Crisis counseling, and
      - Peer facilitation.
   d. Determine indirect services to be utilized, including:
      - Professional development;
      - In-service training;
      - Consultation, collaboration, and teaming;
      - Public relations;
      - Community outreach;
      - Consultation with staff;
      - Curriculum development support;
      - Advisory committees;
      - Program management and operations;
      - Research and evaluation;
      - Referrals; and
      - Fair-share responsibilities.
6. **Individual School Management Components.** Management components refer to the professional school counselor’s responsibilities and roles in the counseling and guidance program.

   a. Develop management agreements that reflect the Minimum Requirements for a School Counseling and Guidance Programs in Alabama as well as other additional program requirements, including:
      - Responsibilities,
      - Job description,
      - Role in parenting education,
      - Role in discipline,
      - Role in character education instruction,
      - Student-counselor assignment, and
      - Use of time.
   b. Consult counseling and guidance advisory committees, including:
      - LEA counseling and guidance advisory committee, and
      - Individual school counseling and guidance advisory committee.
   c. Develop a calendar for the academic year that shows the planned implementation according to the three domains of academic, career, and personal/social development.
   d. Develop or adapt forms for the purpose of gathering information to document program implementation and program effectiveness.
   e. Incorporate use of data, including:
      - Student progress evaluation,
      - Program evaluation,
      - Longitudinal data collection/storage/access regarding counseling and guidance program,
      - Data analysis, and
      - Data management.
   f. Develop action plans, including:
      - Curriculum action plan, and
      - Closing-the-gap action plan.
   g. Utilize calendars, including:
      - Annual calendar of LEA/individual school counseling and guidance activities (e.g., system-wide testing, LEA/individual school advisory committee meetings, counselor in-service programs), and
      - Monthly/weekly calendar of LEA/individual school counseling and guidance activities (e.g., counseling staff team meetings, classroom guidance lessons, group counseling sessions).
7. Individual School Accountability Components. Accountability components include data evaluation, program audits, and performance evaluations of the professional school counselor.

   a. Develop forms and sample reports for program evaluation based upon data sources, including:
      - Demographic data,
      - Attendance data,
      - Suspension and expulsion rates,
      - Behavioral referrals,
      - Promotion and retention rates,
      - Graduation rates,
      - Standardized test results,
      - Program evaluation and sharing of results, and
      - Program goals for improvement.
   b. Conduct program audits.
   c. Utilize professional school counselor performance evaluations, including data analysis of standards implementation.

8. Individual School Program Implementation Process. The implementation process focuses on the development of appropriate forms for the program and on the draft, review, finalization, and approval of the document.

   a. Develop counselor program forms.
   b. Draft initial document.
   c. Conduct document review by administration and other stakeholders.
   d. Make changes.
   e. Finalize document.
   f. Secure letter of approval from instructional leaders (e.g., principal/superintendent/local board of education).
   g. Provide copy of finalized document to appropriate personnel.
Program accountability and evaluation of professional school counselors and the school counseling and guidance program are integral components of quality programs. Alabama’s comprehensive school counseling and guidance programs should be student-centered and data-informed. Data should be collected to validate certain counseling and guidance activities as well as to determine if any change in student perception and behavior has occurred as a result of counseling and guidance activities. Professional school counselors and the comprehensive counseling and guidance program should answer the question: How are students different as a result of the school counseling and guidance program? Professional school counselors are challenged to demonstrate the effectiveness of their programs in measurable terms. This is accomplished through continuous program evaluations and student results evaluations that assess the implementation of a comprehensive counseling and guidance program that adheres to the Minimum Requirements for School Counseling and Guidance Programs in Alabama. The monitoring of student progress and program progress requires the collection of data that support and link school counseling and guidance programs to students’ academic success.

Monitoring Student Progress

Professional school counselors of student-centered and data-informed school counseling and guidance programs are able to determine what, if any, student change has occurred as a result of their efforts. Data analysis allows school counselors, instructional leaders, faculty, and advisory committee members to create a current picture of students and the school environment. Careful analysis of the current situation allows discussion and planning to focus on student’s needs and counselors’ roles in addressing those needs.

**Student Data.** Using student, individual school, and local education agency (LEA) data to monitor student progress ensures that each student receives the necessary support to be successful in school. In order for this to occur, professional school counselors should be proficient in the collection, analysis, and interpretation of student achievement and related data. Monitoring student progress is part of the school counselor’s responsibility. To achieve this goal, professional school counselors evaluate student progress through several types of data that include student achievement data, achievement-related data, standards- and competency-related data, disaggregated data, and data collected over time.
Student Achievement Data. Student achievement data measure academic progress and may include:

- Standardized test data;
- Grade point averages;
- Standardized test scores;
- Graduation rate;
- Grade-level benchmarks in reading, mathematics, and other content areas;
- Course completion success rate;
- Promotion and retention rates; and
- Completion of specific academic programs (honors, career-readiness indicators [credentials/certifications]).

Achievement-Related Data. Achievement-related data measure those areas shown to be correlated to academic success and may include:

- Discipline reports;
- Alcohol, tobacco, and other drug violations;
- Attendance reports;
- Parent or guardian involvement;
- Participation in extracurricular activities; and
- Homework completion reports.

Standards- and Competency-Related Data. These data measure student mastery of the competencies delineated in the comprehensive counseling and guidance program and may include:

- Percentage of students having a high school four-year education plan on file;
- Percentage of students participating in job shadowing, apprenticeship and internship, and cooperative education programs;
- Percentage of students setting and attaining academic goals; and
- Percentage of students applying conflict-resolution skills.
Disaggregated Data. Ensuring academic success for every student includes counselor-initiated activities designed to meet the needs of under-served, under-performing, and under-represented populations. Professional school counselors do this by examining student academic achievement data and developing outcome-based interventions designed to help students succeed. Alabama’s professional school counselors should not only look at data globally, but should also be able to disaggregate data and separate data by variables to determine if there are any groups of students that may not be performing as well as others. Disaggregated data often precipitate change because they bring to light issues of equity and focus the discussion upon the needs of specific groups of students. Examples of database variables to be examined may include:

- Gender,
- Ethnicity,
- Socioeconomic status,
- Career and technical education program,
- Language used at home,
- Special education, or
- Grade level.

Data Over Time. Collecting immediate, intermediate, and long-range data allows the professional school counselor to gain a true picture of the impact of the school counseling and guidance program. Immediate data measure the impact of knowledge, attitude, and skill changes as a result of counselor and guidance activity or intervention. Intermediate data measure the application of knowledge, attitudes, and skills over a short period of time. Long-range data are longitudinal and examine trends from year to year.

Assessing the current school counseling and guidance program reveals how well the program is meeting the academic, career, and personal/social developmental needs of students. The process of data-gathering and analysis ensures that school counseling and guidance implementation plans are rooted in a clear understanding of the particular and unique needs of students. Professional school counselors should determine student needs that are unique to their school and community. Data analysis is the mechanism by which the practicing professional school counselor is able to acquire specific information to best understand these needs.

Monitoring Program Progress

Program Evaluations. Evaluation of the comprehensive counseling and guidance program is a vital element in determining the effectiveness of the school program. The counseling and guidance program evaluation provides a means for enhancing and improving the program and demonstrating accountability. An evaluation of the counseling and guidance program using process data, perception data, and results data measures the degree to which students have acquired the skills and knowledge defined by the competencies and the Minimum Requirements for School Counseling and Guidance Programs in Alabama.

Process Data. Process data answer the question: What did you do for whom? The data describe the manner in which the program is conducted and indicate if the program follows established practices. Process data are important in that they indicate that an event took place, but do not provide evidence that any change occurred.
Perception Data. Perception data answer the question: What do students think they know, believe, or can demonstrate? The data are often collected through pre-/post-surveys, tests, or skill demonstration opportunities (e.g., role plays, evaluation forms).

Results Data. Results data answer the question: So what? The data show that the program has a positive impact on students’ ability to utilize their knowledge, attitudes, and skills to effect behavior change.

Measurable success resulting from utilization of the above data can be determined by an increase in the number of students completing high school who achieve the academic, career, and personal/social competencies essential for becoming successful adults. These students have a wide range of substantial postsecondary options that may include entry into the workforce, further technical training, or postsecondary education opportunities. Professional school counselors should analyze student-related achievement data and counseling and guidance program-related data, conduct research on activity outcomes, and discover achievement gaps that exist among different groups of students.

Student Results Evaluations. The goal of results evaluations is to demonstrate change in student behavior and student learning. Student results data are collected for activities listed in the school counseling and guidance plan, and collection occurs both before and after the activity. The data indicate which activity worked and clarify what should be changed. Results evaluations and the results report serve as a tool for:

- Ensuring the program is carried out as planned.
- Ensuring every student is served.
- Ensuring developmentally appropriate materials are used.
- Documenting the program’s process, perception, and results.
- Documenting the program’s immediate, intermediate, and long-range impact.
- Analyzing program effectiveness.
- Sharing program successes.
- Improving the program.
- Advocating for systematic change in the school system.

The results report for school guidance curriculum may include:

- Grade level served;
- Lesson content areas;
- Curriculum or materials used;
- Number of school counseling lessons delivered;
- Subject area of school counseling lessons;
- Number of students served;
- Short-term perception data such as pre-/post-tests;
- Intermediate and long-term results data such as impact on behavior, attendance, or achievement; or
- Implications of the results on the counseling and guidance program.

Program Audits. A program audit may be used to assess the school counseling and guidance program’s alignment with the 2015 Comprehensive Counseling and Guidance Model for Alabama
Public Schools (The Alabama Model) and the 2012 American School Counselor Association (ASCA) National Model: A Framework for School Counseling Programs, Third Edition (ASCA National Model). An audit is a checklist that helps define the current status of the school counseling and guidance program. The primary purpose for collecting this information is to guide future actions within the program and to improve future results for students. Program audits may first be performed when a school counseling and guidance program is being designed and then as needed to appraise the progress of program development. Program implementation and results findings allow strengths and weaknesses to be recognized and program needs to be determined for the following school year.

Professional School Counselor Evaluation. The evaluation plan for professional school counselors is based on criteria that contribute to effective schools. The criteria have been identified through a study of research findings on effective schools and through information derived from educators across Alabama to identify the best practices used in our schools. The criteria identify functions and activities carried out by effective professional school counselors. Through the work of a state task force of professional school counselors, counselor educators, and counseling supervisors, the criteria for evaluation have been developed and structured into a hierarchy that delineates the knowledge and skills required for effective personnel and specific positions.

Several evaluative instruments are available to be used in determining the effectiveness of the professional school counselor. These may include self-assessments, observations, surveys, and the professional development plan (PDP).

Self-Assessment. Prior to the start of the evaluation cycle, the professional school counselor completes a self-evaluation form. The professional school counselor may use information from this process to identify areas for improvement, compare the personal perceptions of performance with the results of an evaluation conducted by a subordinate, and utilize the results to develop the PDP.

Surveys. Professional school counselors may distribute surveys to various respondent groups (Appendix B, pages 62-66), collect the responses, analyze the data, and reflect upon the results as part of the evaluation process. The professional school counselor uses the results of the surveys to improve and strengthen the overall comprehensive school guidance and counseling program.

Professional Development Plan (PDP). The PDP is an outcome of the self-assessment process, which is completed annually by every professional school counselor. An online sample PDP for the professional school counselor as well as the complete evaluation manual is available on the EDUCATEAlabama Web site at www.alsde.edu/sec/ee. The local education agency (LEA) may also use other evaluation tools that have been approved by the Alabama State Department of Education.

EDUCATEAlabama Professional School Counselor Evaluation 2014-2016. The EDUCATEAlabama (EA) process for the evaluation of professional school counselors consists of several evaluative instruments. These include self-assessment, collaborative dialogue, the professional learning plan, and supportive evidence.

Self-Assessment. At the beginning of the yearly EA process, the professional school counselor (evaluatee) is required to complete a self-assessment based on the Alabama School Counselor Continuum. The evaluatee may use this information as a focus for a conversation with the evaluator about his/her professional practice, including identifying areas in need of improvement.
Collaborative Dialogue. Following the completion of the self-assessment, the professional school counselor and his/her evaluator should engage in collaborative dialogue to discuss the self-assessment and to formulate the professional learning plan (PLP). This step is critical to the success of the EA process.

Professional Learning Plan. The PLP is a collaboratively developed plan determined by the evaluatee and evaluator. This plan should be completed at the beginning of the school year and should serve as the course of action for the professional school counselor’s professional learning plan. It should include an emphasis on at least two or three of the indicators selected from the completed self-assessment. One or more indicators chosen for the plan may include a school or LEA goal indicator.

Supporting Evidence. Supporting evidence, also known as evidence summary, consists of documentation of professional learning, which includes active work towards professional school counselor improvement. There should be an ongoing electronic conversation between the evaluatee and his/her evaluator regarding professional learning, including active work towards meeting the PLP. Examples of supporting evidence by evaluators may include, but are not limited to, observations, instructional practices, school/student data, additional responsibilities of the evaluatee, and general comments.

EDUCATEAlabama Professional School Counselor Evaluation 2015-2016. LEAs will form collaborative design teams charged with the creation of a contextually significant educator effectiveness process. This process should respect the unique characteristics of the LEA while simultaneously adhering to basic guidelines set forth by the state.

EDUCATEAlabama Professional School Counselor Evaluation 2016 +. During this phase, the educator effectiveness process will be implemented and will include three distinct components. These components are professional commitment, professional practice, and impact on engagement and learning.

Professional Commitment. Each year, all counselors will engage in a self-assessment aligned to the Alabama Quality Teaching Standards (AQTS), participate in a reflective conversation with an administrator concerning the self-assessment, create a PLP identifying areas of focus for the school year, and collect evidence of participation in activities that support identified learning goals. The collection of evidence directly supports the PLP and highlights engagement in professional learning and leadership that support growth towards indicated goals. LEAs may choose to create an individualized self-assessment process, or they may choose to utilize the existing state-managed platform, EA. Using EA, counselors will have a unique continuum that adapts the AQTS to their primary work.

Professional Practice. Counselors will collaborate with administrators and colleagues to identify strengths and weaknesses in practice aligned to the AQTS at least once every three years. Counselors and administrators will analyze multiple components of practice utilizing LEA-developed rubrics that not only differentiate for quality, but also clearly describe pathways for growth. Conversations will be centered on data collected from two observations, analysis of collaboration, and a counselor’s professional showcase.

Counselors and administrators may collaborate to determine the specific format of the observation. Regardless of format, observed indicators should be linked to a clear rubric that has
been aligned to the AQTS. Analysis of collaboration is centered on activities that are linked to student results such as action research, data-team meetings, professional learning communities, and progress monitoring teams. The professional showcase is an opportunity for counselors to discuss ongoing leadership, professional accomplishments, and/or program success as evidenced by student honors.

**Impact on Engagement and Learning.** At least once every three years, quantitative data will be combined with data from the professional commitment component and the professional practice component to create a multidimensional picture of counselor effectiveness. This will include data on student engagement from observations, survey data from parents and/or students, and student growth data from various assessments.

LEAs should use the design phase to discuss which student data are meaningful in determining student growth, and which measures do counselors and leaders want to use to help inform not only practice, but also evaluate the impact of counseling on student growth. The LEA may decide to quantitatively measure specific aspects of growth linked to the implementation of a specific counseling initiative.
Sample Job Descriptions for Professional School Counselors

Local Education Agency (LEA) Counseling Coordinator

**Position.** Coordinator of Counseling and Guidance Programs

**Primary Function.** The coordinator of counseling and guidance programs coordinates efforts by the local education agency (LEA) for the delivery of a comprehensive school counseling and guidance program for all students.

**Major Job Responsibilities.** The primary responsibilities of the counseling coordinator are to:

- Develop the LEA plan to include goals, objectives, and activities consistent with The Alabama Model for program implementation and evaluation.
- Formulate goals consistent with the LEA board of education philosophy and policies.
- Provide leadership in developing appropriate comprehensive school counseling and guidance program activities.
- Provide annual orientation to the superintendent and instructional leaders regarding state and LEA comprehensive school counseling and guidance plans.
- Coordinate, monitor, and evaluate activities of the comprehensive school counseling and guidance program as a part of the total school program.
- Assist instructional leaders in annual professional school counselor evaluations.
- Collect data that include program objectives and activities for an annual report to be submitted to the LEA superintendent and to the LEA board of education.
- Serve as a consultant to instructional leaders and professional school counselors in the implementation of the statewide, LEA, and individual school comprehensive counseling and guidance plans.
- Serve as a consultant to instructional leaders and professional school counselors in the areas of psychological services for individual students with unusual problems that appear to be beyond the scope of the local staff.
- Serve as liaison between LEA schools and community agencies.
- Serve as an advocate for professional school counselors.
- Plan and administer in-service training programs for professional school counselors and facilitate continuous program development and improvement.
- Serve as a representative of professional school counselors on approved committees/boards.
- Participate in the interview process and recommend personnel for counseling and guidance positions.
- Develop a plan and procedures for assignment of professional school counselors.
- Develop a common understanding of counseling and guidance functions and the role of the professional school counselor.
- Submit an annual budget to the LEA superintendent.
- Interpret to LEA individual schools the objectives of the LEA comprehensive counseling and guidance program and the procedures for utilizing guidance services.
- Establish a systematic approach for making the counseling and guidance program visible at all levels.
- Develop a resource file containing the names of individuals and agencies that may provide support for comprehensive school counseling and guidance programs.
- Make provision for the LEA counseling and guidance communications network.
Elementary School Professional School Counselor

**Position.** Elementary School Professional School Counselor

**Primary Function.** As a member of the local education agency (LEA) counseling and guidance staff, the elementary school professional school counselor provides a comprehensive counseling and guidance program for elementary school students; consults and collaborates with instructional leaders, teachers, parents, and staff to enhance effectiveness in helping students; and provides support to other elementary school educational programs.

**Major Job Responsibilities and Illustrative Key Duties.** The primary responsibilities of the elementary school counselor are to:

- Implement the comprehensive elementary school counseling and guidance program curriculum.
  - Conduct counseling and guidance learning activities with each class and/or systematically conduct counseling and guidance activities for each grade level during the year in collaboration with the teaching staff.
  - Consult with and serve as a resource to teachers.
  - Take a leadership role in the infusion of counseling and guidance content into the total education curriculum.

- Guide and counsel large groups, small groups, and individual students through the development of personal, social, educational, and career plans.
  - Collaborate with school personnel to assist students in making a smooth transition from elementary school to middle school.
  - Provide orientation activities for incoming students and their parents.
  - Inform students and parents of test results and their implications for educational planning.
  - Provide resources and coordinate the implementation of personal-, social-, educational-, and career-learning activities.
  - Provide individual and small-group counseling to students regarding personal, social, educational, and career issues.

- Conduct structured, goal-oriented counseling sessions to meet the identified needs of individuals and groups of students.

- Consult and collaborate with instructional leaders, teachers, staff, and parents in understanding and meeting the needs of students.
  - Participate in staff and team meetings.
  - Plan and conduct staff development programs and activities.
  - Facilitate conferences with teachers and/or parents and/or students.
  - Plan and conduct parent education programs.
  - Assist families with school-related problems and issues.
  - Write articles for newsletters and other publications.
Provide referral information regarding available resources to students and/or parents as appropriate.
- Consult and collaborate with school system specialists such as school psychologists, social workers, and nurses.
- Consult with and refer to community-based resources, including psychologists, psychiatrists, physicians, service agencies, and others.

Plan, implement, evaluate, and revise the comprehensive school counseling and guidance program.
- Cooperate and collaborate with counseling staff and other professionals to enhance the education of students through an effective comprehensive school counseling and guidance program.
- Establish and maintain effective relationships with instructional departments and instructional leaders.
- Communicate with instructional leaders, teachers, staff, students, parents, and the community regarding the comprehensive school counseling and guidance program and its role in the educational program to assist students to become college and career ready.
- Identify student needs periodically and use the results for program planning.
- Establish a planning calendar for counseling and guidance program activities.
- Review and evaluate the counseling and guidance program annually with the counseling and guidance department staff and counseling and guidance program advisory committee.

Engage in professional growth opportunities.
- Attend local, state, and national staff development programs.
- Join professional counseling and guidance associations.
- Attend local, state, and national workshops and conferences sponsored by professional organizations.
- Read professional journals.
- Pursue postgraduate study.
Middle/Junior High School Professional School Counselor

**Position.** Middle/Junior High School Professional School Counselor

**Primary Function.** As a member of the local education agency (LEA) counseling and guidance staff, the middle/junior high school professional school counselor provides a comprehensive counseling and guidance program for middle/junior high school students; consults and collaborates with instructional leaders, teachers, parents, and staff to enhance effectiveness in helping students; and provides support to other middle school educational programs.

**Major Job Responsibilities and Illustrative Key Duties.** The primary responsibilities of the middle/junior high school counselor are to:

- Implement the comprehensive middle/junior high school counseling and guidance program curriculum.
  - Conduct guidance learning activities in the classroom in collaboration with the teaching staff and consult with and serve as a resource to teachers.
  - Take a leadership role to facilitate the infusion of counseling and guidance content into the total education curriculum.

- Guide and counsel large groups, small groups, and individual students through the development of personal, social, educational, and career plans.
  - Collaborate with elementary and high school personnel to assist students in making a smooth transition from elementary school to high school.
  - Provide orientation activities for incoming students and their parents.
  - Guide eighth graders in the development of the high school four-year educational plan.
  - Inform students and parents of test results and their implications for educational and career planning.
  - Coordinate career-interest assessments and interpretation of results.
  - Coordinate registration and enrollment of middle school students.
  - Coordinate the implementation of personal-, social-, educational-, and career-learning activities.
  - Provide individual and small-group counseling to students regarding personal, social, educational, and career issues.

- Conduct structured, goal-oriented counseling sessions to meet the identified needs of individuals and groups of students.

- Consult and collaborate with instructional leaders, teachers, staff, and parents in understanding and meeting the needs of students.
  - Participate in staff and team meetings.
  - Plan and conduct staff development programs and activities.
  - Facilitate conferences with teachers and/or parents and/or students.
  - Plan and conduct parent education programs.
  - Assist families with school-related problems and issues.
  - Communicate with stakeholders through appropriate outlets (e.g., newsletters, social media).
Provide referral information regarding available resources to students/parents as appropriate.
- Consult and collaborate with LEA specialists such as school psychologists, social workers, and nurses.
- Consult with and refer to community-based resources, including psychologists, psychiatrists, physicians, service agencies, and others.

Plan, implement, evaluate, and revise the comprehensive school counseling and guidance program.
- Cooperate and collaborate with counseling staff and other professionals to enhance the education of students through an effective comprehensive school counseling and guidance program.
- Establish and maintain effective relationships with instructional departments and instructional leaders.
- Communicate with instructional leaders, teachers, staff, students, parents, and the community regarding the counseling and guidance program and its role in the educational program to assist students to become college and career ready.
- Identify student needs periodically and use the results for program planning.
- Establish a planning calendar for counseling and guidance program activities.
- Review and evaluate the counseling and guidance program annually with the counseling and guidance department staff and the counseling and guidance program advisory committee.

Engage in professional growth opportunities.
- Attend local, state, and national staff development programs.
- Join professional counseling and guidance associations.
- Attend local, state, and national workshops and conferences sponsored by professional organizations.
- Read professional journals.
- Pursue postgraduate study.
High School Professional School Counselor

Position. High School Professional School Counselor

Primary Function. As a member of the local education agency (LEA) counseling and guidance staff, the high school professional school counselor provides a comprehensive counseling and guidance program for high school students; consults and collaborates with instructional leaders, teachers, parents, and staff to enhance effectiveness in helping students; and provides support to other high school educational programs.

Major Job Responsibilities and Illustrative Key Duties: The primary responsibilities and duties of the high school professional school counselor are to:

- Implement the comprehensive high school counseling and guidance program curriculum.
  - Conduct counseling learning activities in the classroom for each grade level during the year in collaboration with the teaching staff.
  - Consult with and serve as a resource to teachers to facilitate the infusion of counseling and guidance content into the total education curriculum.

- Guide and counsel large groups, small groups, and individual students through the development of educational and career plans.
  - Collaborate with middle school personnel to assist students in making a smooth transition to high school.
  - Provide orientation activities for incoming students and their parents and inform students and parents of test results and their implications for educational and career planning.
  - Guide students in updating the high school four-year educational plan.
  - Plan and coordinate the registration of students.
  - Guide senior high school students in developing and implementing appropriate steps regarding post-high school educational/career plans.
  - Coordinate career assessments and interpret results to students to assist in career and educational planning.
  - Guide all students to develop educational/career plans through the reaching and/or supervision of academic- and career-development activities.
  - Provide for the systematic and efficient dissemination of current, accurate information needed by students/parents as they develop educational or career plans.

- Conduct structured, goal-oriented counseling sessions to meet the identified needs of individuals and groups of students.

- Consult and collaborate with instructional leaders, teachers, staff, and parents in understanding and meeting the needs of students.
  - Participate in staff and team meetings.
  - Plan and conduct staff development programs and activities.
  - Facilitate conferences with teachers and/or parents and/or students.
  - Plan and conduct parent education programs.
  - Assist families with school-related problems and issues.
  - Write articles for newsletters and other publications.
APPENDIX A

♦ Provide referral information regarding available resources to students/parents as appropriate.
  ❖ Consult and collaborate with LEA specialists such as school psychologists, social workers, and nurses.
  ❖ Consult with and refer to community-based resources, including psychologists, psychiatrists, physicians, and service agencies.

♦ Plan, implement, evaluate, and revise the comprehensive school counseling and guidance program.
  ❖ Cooperate and collaborate with counseling staff and other professionals to enhance the education of students through an effective comprehensive school counseling and guidance program.
  ❖ Establish and maintain effective relationships with instructional departments and leaders.
  ❖ Communicate with instructional leaders, teachers, staff, students, parents, and the community regarding the counseling and guidance program and its role in the educational program to assist students to become college and career ready.
  ❖ Identify student needs periodically and use the results for program planning.
  ❖ Establish a planning calendar for counseling and guidance program activities.
  ❖ Review and evaluate the counseling and guidance program annually with the counseling and guidance department staff and counseling and guidance program advisory committee.

♦ Engage in professional growth opportunities.
  ❖ Attend local, state, and national staff development programs.
  ❖ Join professional counseling and guidance associations.
  ❖ Attend local, state, and national workshops and conferences sponsored by professional organizations.
  ❖ Read professional journals.
  ❖ Pursue postgraduate study.
Career and Technical Center Professional School Counselor

**Position.** Career and Technical Center Professional School Counselor

**Primary Function.** As a member of the local education agency (LEA) comprehensive school counseling and guidance staff, the career and technical center professional school counselor provides a comprehensive counseling and guidance program for students; consults and collaborates with instructional leaders, teachers, parents, and staff to enhance effectiveness in helping students; and provides support to other high school educational programs at all schools that serve students who attend the career and technical center. The career and technical center professional school counselor should have a strong knowledge of the 16 national career clusters, the 2008 Alabama Course of Study: Career and Technical Education, and student credentialing opportunities and requirements.

**Major Job Responsibilities and Illustrative Key Duties.** The primary responsibilities and duties of the career and technical center professional school counselor are to:

- ♦ Implement the counseling and guidance program curriculum.
  - ✤ Conduct yearly counseling and guidance learning activities for each high school and middle school served by the center in collaboration with other professional school counselors.
  - ✤ Consult with and serve as a resource person to teachers to facilitate the infusion of counseling content into the total education curriculum.

- ♦ Guide and counsel large groups and individual students through the development of educational and career plans.
  - ✤ Collaborate with middle and high school personnel to assist students in making a smooth transition to the career and technical center.
  - ✤ Provide orientation activities for incoming students and their parents.
  - ✤ Inform students and parents of test results and their implications for educational and career planning.
  - ✤ Guide students in updating the high school four-year educational plan.
  - ✤ Coordinate the registration of students.
  - ✤ Guide senior high school students in developing and implementing appropriate steps regarding post-high school educational and/or career plans.
  - ✤ Interpret career assessment results to students to assist in career and educational planning.
  - ✤ Guide all students to develop educational/career plans through career development activities.
  - ✤ Provide for the systematic and efficient dissemination of current, accurate information needed by students and/or parents as they develop educational or career plans.
  - ✤ Provide individual and small-group counseling to students regarding personal, social, educational, and career issues and plans.

- ♦ Conduct structured, goal-oriented counseling sessions to meet the identified needs of individuals and groups of students.
Consult and collaborate with instructional leaders, teachers, staff, staff from feeder high schools, and parents in understanding and meeting the needs of students.

- Participate in staffing and team meetings and plan and conduct staff development programs and activities.
- Facilitate conferences with teachers and/or parents and/or students.
- Plan and conduct parent education programs.
- Assist families with school-related problems and issues.
- Write articles for newsletters and other publications.

Provide referral information regarding available resources to students and/or parents as appropriate.

- Consult and collaborate with school system specialists such as school psychologists, social workers, and nurses.
- Consult with and refer to community-based resources, including psychologists, psychiatrists, physicians, service agencies, and others.

Plan, implement, evaluate, and revise the comprehensive school counseling and guidance program.

- Cooperate and collaborate with counseling staff and other professionals both at the career and technical center and at the high schools to enhance the education of students through an effective comprehensive school counseling and guidance program.
- Establish and maintain effective relationships with instructional departments and instructional leaders.
- Communicate with instructional leaders, teachers, staff, students, parents, and the community regarding the counseling and guidance program and its role in the educational program to assist students to become college and career ready.
- Identify student needs periodically and use the results for program planning.
- Establish a planning calendar for counseling and guidance program activities.
- Review and evaluate the counseling and guidance program annually with the counseling and guidance department staff and counseling and guidance program advisory committee.
- Provide information about the relationships of interest and aptitude results to career clusters, pathways, programs, and occupations within the cluster; employment potential; and required skill attainment for credentials, certification, and degrees to all stakeholders (e.g., students, parents, educators, business partners).

Engage in professional growth opportunities.

- Attend local, state, and national staff development programs.
- Join professional counseling and guidance associations.
- Attend local, state, and national workshops and conferences sponsored by professional organizations.
- Read professional journals.
- Pursue postgraduate study.
Sample Competencies, Indicators, and Definitions for Professional School Counselors

The professional school counselor should prepare for the implementation of the counseling and guidance program. This preparation should emphasize counseling and guidance as an integral part of the school’s total educational program. Therefore, the professional school counselor should be competent in the knowledge and skills necessary to lead to the development of an effective comprehensive school counseling and guidance program.

Preparation for Delivery of the Comprehensive School Counseling and Guidance Program

Preparation includes the establishment of appropriate goals and objectives for the counseling and guidance program; selection of counseling and guidance techniques; selection of materials for counseling and guidance activities; preparation of materials, supplies, and equipment; development of plans for evaluating students and programs; and establishment of a management plan for implementation of the counseling and guidance program. Preparation also includes planning for the effective use of technology.

1. Establish appropriate goals and objectives for the comprehensive school counseling and guidance program.
   a. Determine needs of students, staff, parents, and others and use data in the development of goals and objectives.
   b. Select long-range goals and short-term objectives for the counseling and guidance curriculum in the three domains of academic, career, and personal/social development.
   c. Select long-range goals and short-term objectives for the individual planning component of the program.
   d. Select long-range goals and short-term objectives for the responsive services component of the program.
   e. Select long-range goals and short-term objectives for the indirect services component of the program.

2. Plan for delivery of the counseling and guidance program.
   a. Plan with school staff regarding programs and activities appropriate to all students at all levels served by the school.
   b. Use student assessment and appraisal information in planning for delivery of programs, curriculum, individual planning, responsive services, and indirect services.
   c. Select program content (e.g., topics, activities).
   d. Determine the organizational framework for delivery of the program (e.g., philosophy, facilities, curriculum, scope and sequence).
   e. Identify strategies for delivering the counseling and guidance program to students, teachers, and other stakeholders.
   f. Develop a schedule and program management plan for systematic delivery of program content and services (e.g., daily logs, monthly and yearly calendars, confidentiality measures, fiscal resources).
3. Select resources for program implementation.
   a. Identify human resources needed to implement the comprehensive school counseling and guidance program and secure their participation.
   b. Select and obtain equipment and materials, including technology, necessary to program implementation.
   c. Identify counseling and guidance techniques appropriate to the levels, interests, and learning styles of students.
   d. Identify and secure resources needed to accommodate individual differences among students.
   e. Identify materials appropriate to the counseling and guidance sessions, including the skills to be mastered.
   f. Plan for ensuring equitable and effective student access to available technology and other resources.

**Delivery of the Comprehensive School Counseling and Guidance Program**

The professional school counselor should provide counseling and guidance activities for both individuals and groups. These activities are crucial to accomplishing the goals and objectives of various programmatic components, including the counseling and guidance curriculum, individual planning, responsive services, and indirect services. These activities include a variety of career development and placement assistance, personal counseling and guidance, instruction in guidance-related areas, individual advisement and assessment, consultation and referral, and the use of student assessment information. The professional school counselor should demonstrate knowledge of counseling and guidance techniques and theories, testing and assessment, and organization of counseling and guidance services. In addition, he/she should be familiar with a range of community and professional services, educational institutions, and career opportunities. Further, he/she should be able to draw upon knowledge from several disciplines including psychology, sociology, and physiology when assessing student and family needs and making recommendations. The professional school counselor should employ technology in the delivery of the counseling and guidance program and facilitate student use of technology in program activities.

1. Provide a comprehensive school counseling and guidance curriculum.
   a. Orient students, parents/guardians, staff, and others to the school counseling and guidance program and curriculum.
   b. Provide large-group and small-group activities designed to enhance student knowledge of self and others.
   c. Provide large-group and small-group activities designed to enhance student knowledge of career opportunities and student skill in career selection.
   d. Provide large-group and small-group activities designed to enable students to develop an educational plan that will support career choices.
   e. Work with teachers to integrate the comprehensive school counseling and guidance curriculum into the total school curriculum.
   f. Provide informational services to students, staff, parents/guardians, and other stakeholders.
2. Conduct individual planning with students.
   a. Help students assess and interpret abilities, interests, skills, and achievements.
   b. Provide activities designed to enhance student awareness of educational opportunities.
   c. Advise students and parents in self-appraisal, educational and career planning, and acquisition of labor market information.
   d. Assist students in making transitions.
   e. Assist students with course selections and class placement, including secondary and middle school students, when appropriate.
   f. Help students find resources and support services needed in new educational, community, and employment settings.

3. Provide responsive services.
   a. Orient students, parents, staff, and others to the comprehensive school counseling and guidance programs and services.
   b. Consult with students, parents, and teachers and other educators to identify strategies to help students.
   c. Conduct personal counseling on a small-group or individual basis.
   d. Provide crisis counseling and support to students and families facing emergency situations.
   e. Assist with school crisis-management planning and activities.
   f. Serve as a resource to professional staff and parents/guardians in areas of intervention and provision of activities for the development of students.
   g. Refer students and families to appropriate community agencies when assistance is needed.

4. Assist in student assessment and testing as needed.
   a. Serve as a resource to professional staff, parents/guardians, and others in the areas of assessment and analysis of standardized and other test data.
   b. Train teachers to interpret and utilize test data when appropriate.
   c. Assist teachers and instructional leaders in communicating and interpreting assessment and test results to parents and other stakeholders.

Research and Evaluation

The professional school counselor should evaluate and monitor the counseling and guidance program and its implementation on a continuous basis. The effective professional school counselor uses results of evaluations to determine the achievement of goals and objectives and changes needed for program improvements. He/she should ensure that students have equal access to all program components. The professional school counselor conducts research useful to the program and school, including needs assessments, follow-up studies, and data analysis.

1. Evaluate the comprehensive school counseling and guidance program.
   a. Conduct regular, systematic evaluations to determine adequacy of curriculum and services and need for revisions.
   b. Use evaluation data to determine achievement of goals and objectives.
   c. Use evaluation data to make program changes.
APPENDIX B

2. Monitor program and activities.
   a. Monitor the counseling and guidance program to ensure all students have equal access to program components.
   b. Monitor the counseling and guidance program to ensure integration of various components with all aspects of the total school program.
   c. Use monitoring information to make immediate adjustments to the counseling and guidance program and services.

3. Conduct research useful to the counseling and guidance program and school.
   a. Conduct follow-up studies of students for counseling and guidance program and school use.
   b. Analyze student assessment data to identify instructional needs and counseling and guidance needs.
   c. Conduct assessments of student, staff member, and parent needs.
   d. Consult regularly with teachers, instructional leaders, and other professional staff regarding feedback on students and programs.
   e. Provide faculty and instructional leaders with information regarding conditions and factors that impact teaching and learning.

Management of the Comprehensive School Counseling and Guidance Program

The professional school counselor conducts activities that support the total counseling and guidance program. These activities provide support both to the program itself and to the school as a whole. The professional school counselor should be a good manager of the program and its resources. Resources and materials should be up-to-date in order to be useful. It is essential for the professional school counselor to maintain accurate student records and ensure confidentiality of records and conversations when appropriate. The professional school counselor should be cognizant of how technology provides an essential tool regarding the management of the comprehensive school counseling and guidance program and, when possible, should utilize this tool.

1. Provide indirect services.
   a. Orient staff, students, parents, and community to the counseling and guidance program.
   b. Consult regularly with teachers, instructional leaders, and other professional staff in order to provide information and support.
   c. Serve on committees and advisory boards that support other programs in the school and community and gain support for the comprehensive school counseling and guidance program.
   d. Visit business, industry, and community agencies to become knowledgeable of available opportunities and resources.
2. Manage resources effectively.
   a. Provide easy access to materials, programs, and services offered.
   b. Exhibit effective management of human resources, including staff and volunteers.
   c. Use time wisely and productively.
   d. Use fiscal resources wisely.
   e. Coordinate services with all aspects of the school program(s) and community agencies.

3. Provide for maintenance of the counseling and guidance program.
   a. Organize and allocate time for activities.
   b. Keep up-to-date files of resources and materials.
   c. Maintain accurate and current student and program records.
   d. Ensure confidentiality, when appropriate.

**Environment of the Comprehensive School Counseling and Guidance Program**

A positive environment is essential to successful school counseling and guidance. The professional school counselor establishes a positive climate by involving students in interacting, communicating high expectations, minimizing negative effect, expressing positive effect, and maintaining an appropriate physical environment within the limitations of the facilities provided.

1. Involve students in interaction.
   a. Encourage students to actively participate in counseling and guidance sessions.
   b. Ask questions of students.
   c. Accept and use student ideas and responses.
   d. Encourage students to ask questions.

2. Communicate high expectations.
   a. Encourage student respect and consideration for others.
   b. Hold students accountable for assigned activities and timelines.
   c. Indicate confidence that students can and will be successful.
   d. Encourage students to deliver quality performance and products.

3. Express positive effect/minimize negative effect.
   a. Express enthusiasm, both verbally and nonverbally.
   b. Use positive nonverbal cues.
   c. Accept student responses without ridicule.
   d. Avoid use of sarcasm/derogatory statements, both verbal and nonverbal.
   e. Avoid personal criticism.
   f. Demonstrate respect and consideration for students.
4. Maintain a physical environment conducive to counseling and guidance activities within the limitations of facilities provided.
   a. Arrange furniture and equipment to facilitate movement and learning.
   b. Use assigned facilities to accommodate different types of activities.
   c. Create an attractive physical environment.

Communication

The professional school counselor is responsible for effectively communicating information about the comprehensive school counseling and guidance program to educational staff, students, parents, and the community. Therefore, it is essential that the professional school counselor be proficient in both the written and oral use of language.

1. Speak clearly, correctly, and coherently.
   a. Use standard speech.
   b. Pronounce words correctly.
   c. Adjust rate of speaking when needed/requested.
   d. Adjust speaking volume when needed/requested.
   e. Organize presentations.
   f. Use vocabulary and style appropriate to level of audience.
   g. Speak fluently without hesitations.

2. Write clearly, correctly, and coherently.
   a. Spell words correctly.
   b. Use correct grammar and mechanics.
   c. Write legibly.
   d. Use vocabulary and style appropriate to level of audience.
   e. Organize written information.
Professional Development and Leadership

Professional school counselors seek ways to improve professional skills and knowledge through participation in both required and non-required staff development activities, advanced training, and/or participation in professional organizations. They exhibit professional leadership through sharing ideas and materials with colleagues, participating in committee activities, conducting professional development activities, and assisting in establishing and achieving individual school and local education agency (LEA) goals.

1. Improve professional knowledge and skills.
   a. Take formal coursework or obtain advanced degree.
   b. Participate in required professional growth activities.
   c. Participate in non-required professional growth activities.
   d. Use ideas from books, professional journals, Web sites, Internet, dialog with colleagues, and professional organizations to improve services.
   e. Employ new methods/approaches and evaluate their success.
   f. Participate in professional organizations.

2. Take a leadership role in improving education.
   a. Participate in local, state, regional, or national committees.
   b. Conduct workshops/training sessions.
   c. Share ideas, materials, and resources with peers and others.
   d. Take leadership positions in the individual school, LEA, and professional organizations.
   e. Assist in establishing individual school and LEA goals and take an active role in achieving these goals.
   f. Initiate individual school and LEA activities and projects.
   g. Take an active role in resolving individual school and LEA problems.

Performance of Professional Responsibilities

Professional school counselors address counseling and guidance responsibilities at the individual school, LEA, and at state levels by completing job requirements in a timely fashion; maintaining satisfactory attendance; adhering to written policies; and maintaining accurate, up-to-date records. In addition, the professional school counselor maintains a professional attitude when working with colleagues, students, parents, and the community.

1. Complete job requirements according to established timelines.
   a. Complete assigned tasks on schedule.
   b. Exhibit punctuality for counseling sessions, meetings, conferences, and other scheduled activities.
   c. Maintain a record of attendance in accordance with local policies.
   d. Prepare and manage the counseling and guidance budget.
2. Adhere to written LEA and State Board of Education policies and federal laws/regulations.
   a. Maintain accurate and up-to-date clerical, program, and fiscal records.
   b. Establish procedures consistent with established policies, laws, and regulations.
   c. Recommend and make decisions in accordance with applicable laws, policies, and regulations.
   d. Support established laws, policies, and procedures when dealing with school personnel, students, and parents.
   e. Maintain student data for use in follow-up studies and various reports.

3. Exhibit professionalism with peers, instructional leaders, and parents/guardians.
   a. Demonstrate respect, interest, and consideration for those with whom he/she interacts.
   b. Adjust activities and schedules when necessary to accommodate other school-wide programs or activities.
   c. Assist in school planning when requested.
   d. Hold conferences at times mutually convenient to all participants.
   e. Participate in collegial efforts without giving up individual rights to dissent or to work to effect change.

4. Promote cooperation with parents/guardians and between the school and community.
   a. Use community resources to supplement the counseling and guidance program.
   b. Encourage parents to participate in the school.
   c. Attend community functions.
   d. Participate in school-related, parent/guardian-directed meetings (e.g., student/parent conferences, parent-teacher association [PTA] planning meetings) when appropriate.
Sample Professional School Counselor Survey for Instructional Staff

As you are aware, school districts in the State of Alabama evaluate the work of educators. One aspect of these evaluations includes the use of surveys to gather information from instructional staff about the professional school counselor. This information is used to assist in assessing the effectiveness of the professional school counselor and the counseling and guidance program.

Because you are an instructional staff member in the school of the professional school counselor named on the front cover, you have been randomly selected to complete this survey. It will take around 15-20 minutes to complete. Your responses are important and will remain confidential. Therefore, do not place your name on this survey. When you have finished, return the survey in the enclosed envelope to the contact person named on the cover of this survey. If you have any questions, you may call the contact person.

Please respond to all statements by circling one number or letter to the right of the statement. Respond from your own knowledge about this professional school counselor using the following rating scale with the corresponding response choices.

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Almost Always</th>
<th>Don’t Know</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. This professional school counselor provides the faculty with an</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>X</td>
<td>NA</td>
</tr>
<tr>
<td>orientation to the counseling and guidance program and curriculum.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. This professional school counselor works with teachers to integrate</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>X</td>
<td>NA</td>
</tr>
<tr>
<td>the counseling and guidance program with the total school curriculum.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. This professional school counselor helps students assess their</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>X</td>
<td>NA</td>
</tr>
<tr>
<td>abilities, interests, and skills to develop appropriate educational and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>career plans.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. This professional school counselor conducts individual planning with</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>X</td>
<td>NA</td>
</tr>
<tr>
<td>students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. This professional school counselor helps students find resources and</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>X</td>
<td>NA</td>
</tr>
<tr>
<td>support services when needed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. This professional school counselor works with teachers to identify</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>X</td>
<td>NA</td>
</tr>
<tr>
<td>strategies to help students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. This professional school counselor assists in school crisis-management</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>X</td>
<td>NA</td>
</tr>
<tr>
<td>planning and related activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. This professional school counselor serves as a resource to faculty in</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>X</td>
<td>NA</td>
</tr>
<tr>
<td>student assessment and analysis of standardized test data.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. This professional school counselor assists teachers and instructional</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>X</td>
<td>NA</td>
</tr>
<tr>
<td>leaders in communicating and interpreting standardized test data.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>10. This professional school counselor conducts research useful to the school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>X</td>
<td>NA</td>
</tr>
<tr>
<td>11. This professional school counselor consults regularly with teachers to get feedback on students and on the counseling and guidance program.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>X</td>
<td>NA</td>
</tr>
<tr>
<td>12. This professional school counselor conducts assessments of students, staff, and parent needs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>X</td>
<td>NA</td>
</tr>
<tr>
<td>13. This professional school counselor demonstrates respect, interest, and consideration for those with whom he/she interacts.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>X</td>
<td>NA</td>
</tr>
<tr>
<td>14. This professional school counselor adjusts his/her activities and schedules when necessary to accommodate other programs and activities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>X</td>
<td>NA</td>
</tr>
<tr>
<td>15. This professional school counselor holds conferences at times convenient to all participants.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>X</td>
<td>NA</td>
</tr>
<tr>
<td>16. This professional school counselor uses community resources to supplement school-based programs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>X</td>
<td>NA</td>
</tr>
<tr>
<td>17. This professional school counselor encourages parents to participate in the school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>X</td>
<td>NA</td>
</tr>
<tr>
<td>18. This professional school counselor promotes engagement with parents/guardians.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>X</td>
<td>NA</td>
</tr>
</tbody>
</table>
Sample Professional School Counselor Survey for Grades 4-6 Students

From time to time, schools in the State of Alabama have students respond to questions about their school. Because you attend this school, you have been chosen to answer some questions about your school’s professional school counselor. It will take around 15 minutes to complete these questions. No one will know how you answer the questions. **Do not** place your name on this survey.

Please respond to all questions by circling your answer to the right of the question. Respond from your own knowledge about your school’s professional school counselor.

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My professional school counselor provides students with information</td>
<td>Yes</td>
</tr>
<tr>
<td>about the counseling and guidance program.</td>
<td>No</td>
</tr>
<tr>
<td>2. My professional school counselor lets students know that counseling</td>
<td>Yes</td>
</tr>
<tr>
<td>and guidance services are available to all students.</td>
<td>No</td>
</tr>
<tr>
<td>3. My professional school counselor helps students explore possible</td>
<td>Yes</td>
</tr>
<tr>
<td>careers.</td>
<td>No</td>
</tr>
<tr>
<td>4. My professional school counselor helps students with educational</td>
<td>Yes</td>
</tr>
<tr>
<td>decisions such as thinking about college or what they should study.</td>
<td>No</td>
</tr>
<tr>
<td>5. My professional school counselor is willing to listen to students’</td>
<td>Yes</td>
</tr>
<tr>
<td>concerns and offer advice.</td>
<td>No</td>
</tr>
<tr>
<td>6. My professional school counselor lets students know how to deal with</td>
<td>Yes</td>
</tr>
<tr>
<td>crises.</td>
<td>No</td>
</tr>
<tr>
<td>7. My professional school counselor helps students understand their</td>
<td>Yes</td>
</tr>
<tr>
<td>achievement test scores.</td>
<td>No</td>
</tr>
<tr>
<td>8. My professional school counselor is respectful and considerate of</td>
<td>Yes</td>
</tr>
<tr>
<td>students.</td>
<td>No</td>
</tr>
<tr>
<td>9. My professional school counselor is available to conference with</td>
<td>Yes</td>
</tr>
<tr>
<td>students.</td>
<td>No</td>
</tr>
</tbody>
</table>
Sample Professional School Counselor Survey for Grades 7-12 Students

On a regular basis, school districts in the State of Alabama evaluate the work of educators. One aspect of these evaluations includes the use of surveys to gather information from students about the professional school counselor of the school. This information is used to assist in determining how well a professional school counselor is doing his/her job.

Because you attend this school, you have been randomly selected to complete this survey about the school’s professional school counselor. It will take around 10-15 minutes to complete. Your responses are important and will remain confidential; therefore, do not place your name on this survey.

Please respond to all statements by circling one number or letter to the right of the statement. Respond from your own knowledge about the professional school counselor at your school using the following rating scale with the corresponding response choices.

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Almost Always</th>
<th>Don’t Know</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My professional school counselor provides students with information about the counseling and guidance program.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>X</td>
<td>NA</td>
</tr>
<tr>
<td>2. My professional school counselor helps students explore possible careers.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>X</td>
<td>NA</td>
</tr>
<tr>
<td>3. My professional school counselor helps students with educational decisions such as selection of courses, college and career choices, and ways to seek financial aid.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>X</td>
<td>NA</td>
</tr>
<tr>
<td>4. My professional school counselor is willing to listen to students’ concerns and offer advice.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>X</td>
<td>NA</td>
</tr>
<tr>
<td>5. My professional school counselor helps me with my career plan.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>X</td>
<td>NA</td>
</tr>
<tr>
<td>6. My professional school counselor has informed students that counseling and guidance services are available to all students.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>X</td>
<td>NA</td>
</tr>
<tr>
<td>7. My professional school counselor informs students about dealing with crises.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>X</td>
<td>NA</td>
</tr>
<tr>
<td>8. My professional school counselor helps students understand their standardized test scores.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>X</td>
<td>NA</td>
</tr>
<tr>
<td>9. My professional school counselor is respectful and considerate of students.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>X</td>
<td>NA</td>
</tr>
<tr>
<td>10. My professional school counselor is available to conference with students.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>X</td>
<td>NA</td>
</tr>
</tbody>
</table>
Sample Professional School Counselor Survey for Parents/Guardians

On a regular basis, school districts in the State of Alabama evaluate the work of school personnel. One aspect of these evaluations includes the use of surveys to gather information from parents/guardians of students enrolled in a professional school counselor’s school. This information is used to assist in assessing the effectiveness of the professional school counselor and the comprehensive school counseling and guidance program.

Because you have a child enrolled in the school of the professional school counselor named on the front cover, you have been randomly selected to complete this survey. It will take approximately 10-15 minutes to complete. Your responses are important and will remain confidential. Therefore, do not place your name on this survey. When you have finished, return the survey in the enclosed, stamped envelope. If you have any questions, you may call the contact person named on the cover of this survey.

Please respond to all statements by circling one number or letter to the right of the statement. Respond from your own knowledge about this professional school counselor using the following rating scale with the corresponding response choices.

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Almost Always</th>
<th>Don’t Know</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. This professional school counselor has information available to parents and the community about the school counseling and guidance program.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>X</td>
<td>NA</td>
</tr>
<tr>
<td>2. This professional school counselor has helped me explore college and career decisions with my child.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>X</td>
<td>NA</td>
</tr>
<tr>
<td>3. This professional school counselor has helped my child explore careers.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>X</td>
<td>NA</td>
</tr>
<tr>
<td>4. This professional school counselor has helped my child with educational decisions such as selection of courses, career/college decisions, and ways to seek financial aid.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>X</td>
<td>NA</td>
</tr>
<tr>
<td>5. This professional school counselor is willing to hear concerns and offer suggestions to my child and me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>X</td>
<td>NA</td>
</tr>
<tr>
<td>6. This professional school counselor has informed me of counseling and consultation opportunities available in the school and community.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>X</td>
<td>NA</td>
</tr>
<tr>
<td>7. This professional school counselor reports test scores and other information about my child in a clear and concise manner.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>X</td>
<td>NA</td>
</tr>
<tr>
<td>8. This professional school counselor shows respect for, and interest in, my child and me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>X</td>
<td>NA</td>
</tr>
<tr>
<td>9. This professional school counselor is willing and available to meet with me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>X</td>
<td>NA</td>
</tr>
<tr>
<td>10. This professional school counselor encourages me to participate in school events.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>X</td>
<td>NA</td>
</tr>
<tr>
<td>11. This professional school counselor participates in parent meetings as appropriate.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>X</td>
<td>NA</td>
</tr>
</tbody>
</table>
American School Counselor Association (ASCA) Ethical Standards for School Counselors*

Preamble

The American School Counselor Association (ASCA) is a professional organization whose members are school counselors certified/licensed in school counseling with unique qualifications and skills to address all students’ academic, personal/social and career development needs. Members are also school counseling program directors/supervisors and counselor educators. These ethical standards are the ethical responsibility of school counselors. School counseling program directors/supervisors should know them and provide support for practitioners to uphold them. School counselor educators should know them, teach them to their students and provide support for school counseling candidates to uphold them.

Professional school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the following tenets of professional responsibility:

• Each person has the right to be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations including: ethnic/racial identity, age, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.

• Each person has the right to receive the information and support needed to move toward self-direction and self-development and affirmation within one’s group identities, with special care being given to students who have historically not received adequate educational services, e.g., students of color, students living at a low socio-economic status, students with disabilities and students from non-dominant language backgrounds.

• Each person has the right to understand the full magnitude and meaning of his/her educational choices and how those choices will affect future opportunities.

• Each person has the right to privacy and thereby the right to expect the school-counselor/student relationship to comply with all laws, policies and ethical standards pertaining to confidentiality in the school setting.

• Each person has the right to feel safe in school environments that school counselors help create, free from abuse, bullying, neglect, harassment or other forms of violence.

In this document, ASCA specifies the principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism among its members. The Ethical Standards for School Counselors were developed to clarify the nature of ethical responsibilities held in common by school counselors, supervisors/directors of school counseling programs and school counselor educators regardless of level, area, population served or membership in this professional association;

• Serve as a guide for the ethical practices of all professional school counselors, supervisors/directors of school counseling programs and school counselor educators regardless of level, area, population served or membership in this professional association;

• Provide self-appraisal and peer evaluations regarding school counselors’ responsibilities to students, parents/guardians, colleagues and professional associates, schools, communities and the counseling profession; and

• Inform all stakeholders, including students, parents and guardians, teachers, administrators, community members and courts of justice, of best ethical practices, values and expected behaviors of the school counseling professional.

A.1. Responsibilities to Students

Professional school counselors:

a. Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals.

b. Are concerned with the educational, academic, career, personal and social needs and encourage the maximum development of every student.

c. Respect students’ values, beliefs and cultural background and do not impose the school counselor’s personal values on students or their families.

d. Are knowledgeable of laws, regulations and policies relating to students and strive to protect and inform students regarding their rights.

e. Promote the welfare of individual students and collaborate with them to develop an action plan for success.

f. Consider the involvement of support networks valued by the individual students.

• Understand that professional distance with students is appropriate, and any sexual or romantic relationship with students whether illegal in the state of practice is considered a grievous breach of ethics and is prohibited regardless of a student’s age.

h. Consider the potential for harm before entering into a relationship with former students or one of their family members.

2015 Draft of the Comprehensive Counseling and Guidance Model for Alabama Public Schools

67
A.2. Confidentiality

Professional school counselors:

a. Inform individual students of the purposes, goals, techniques and rules of procedure under which they may receive counseling. Disclosure includes the limits of confidentiality in a developmentally appropriate manner. Informed consent requires competence on the part of students to understand the limits of confidentiality and therefore, can be difficult to obtain from students of a certain developmental level. Professionals are aware that even though every attempt is made to obtain informed consent it is not always possible and when needed will make counseling decisions on students’ behalf.

b. Explain the limits of confidentiality in appropriate ways such as classroom guidance lessons, the student handbook, school counseling brochures, school Web site, verbal notice or other methods of student, school and community communication in addition to oral notification to individual students.

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

d. Recognize their primary obligation for confidentiality is to the students but balance that obligation with an understanding of parents’/guardians’ legal and inherent rights to be the guiding voice in their children’s lives, especially in value-laden issues. Understand the need to balance students’ ethical rights to make choices, their capacity to give consent or assent and parental or familial legal rights and responsibilities to protect these students and make decisions on their behalf.

e. Promote the autonomy and independence of students to the extent possible and use the most appropriate and least intrusive method of breach. The developmental age and the circumstances requiring the breach are considered and as appropriate students are engaged in a discussion about the method and timing of the breach.

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

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

g. Request of the court that disclosure not be required when the release of confidential information may potentially harm a student or the counseling relationship.

h. Protect the confidentiality of students’ records and release personal data in accordance with prescribed federal and state laws and school policies including the laws within the Family Education Rights and Privacy Act (FERPA). Student information stored and transmitted electronically is treated with the same care as traditional student records. Recognize the vulnerability of confidentiality in electronic communications and only transmit sensitive information electronically in a way that is untraceable to students’ identity. Critical information such as a student who has a history of suicidal ideation must be conveyed to the receiving school in a personal contact such as a phone call.


Professional school counselors:

a. Provide students with a comprehensive school counseling program that parallels the ASCA National Model with emphasis on working jointly with all students to develop personal/social, academic and career goals.

b. Ensure equitable academic, career, post-secondary access and personal/social opportunities for all students through the use of data to help close achievement gaps and opportunity gaps.

c. Provide and advocate for individual students’ career awareness, exploration and post-secondary plans supporting the students’ right to choose from the wide array of options when they leave secondary education.

A.4. Dual Relationships

Professional school counselors:

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

c. Avoid dual relationships with students through communication mediums such as social networking sites.

d. Avoid dual relationships with school personnel that might infringe on the integrity of the school counselor/student relationship.

A.5. Appropriate Referrals

Professional school counselors:

a. Make referrals when necessary or appropriate to outside resources for student and/or family support. Appropriate referrals may necessitate informing both parents/guardians and students of applicable resources and making proper plans for transitions with minimal interruption of services. Students retain the right to discontinue the counseling relationship at any time.

b. Help educate about and prevent personal and social concerns for all students within the school counselor’s scope of education and competence and make necessary referrals when the counseling needs are beyond the individual school counselor’s education and training. Every attempt is made to find appropriate specialized resources for clinical therapeutic topics that are difficult or inappropriate to address in a school setting such as eating disorders, sexual trauma, chemical dependency and other addictions needing sustained clinical duration or assistance.

c. Request a release of information signed by the student and/or parents/guardians when attempting to develop a collaborative relationship with other service providers assigned to the student.

d. Develop a reasonable method of termination of counseling when it becomes apparent that counseling assistance is no longer needed or a referral is necessary to better meet the student’s needs.

A.6. Group Work

Professional school counselors:

a. Screen prospective group members and maintain an awareness of participants’ needs, appropriate fit and personal goals in relation to the group’s intention and focus. The school counselor takes reasonable precautions to protect members from physical and psychological harm resulting from interaction within the group.

b. Recognize that best practice is to notify the parents/guardians of children participating in small groups.

c. Establish clear expectations in the group setting, and clearly state that confidentiality in group counseling cannot be guaranteed. Given the developmental and chronological ages of minors in schools, recognize the tenuous nature of confidentiality for minors renders some topics inappropriate for group work in a school setting.

d. Provide necessary follow up with group members, and document proceedings as appropriate.

e. Develop professional competencies, and maintain appropriate education, training and supervision in group facilitation and any topics specific to the group.

f. Facilitate group work that is brief and solution-focused, working with a variety of academic, career, college, and personal/social issues.

A.7. Danger to Self or Others

Professional school counselors:

a. Inform parents/guardians and/or appropriate authorities when a student poses a danger to self or others. This is to be done after careful deliberation and consultation with other counseling professionals.

b. Report risk assessments to parents when they underscore the need to act on behalf of a child at risk; never negate a risk of harm as students sometimes deceive in order to avoid further scrutiny and/or parental notification.

c. Understand the legal and ethical liability for releasing a student who is in danger to self or others without proper and necessary support for that student.

A.8. Student Records

Professional school counselors:

a. Maintain and secure records necessary for rendering professional services to the student as required by laws, regulations, institutional procedures and confidentiality guidelines.

b. Keep sole-possession records or individual student case notes separate from students’ educational records in keeping with state laws.

c. Recognize the limits of sole-possession records and understand these records are a memory aid for the creator and in absence of privileged communication may be subpoenaed and may become educational records when they are shared or are accessible to others in either verbal or written form or when they include information other than professional opinion or personal observations.

d. Establish a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding sole possession records when the student transitions to the next level, transfers to another school or graduates. Apply careful discretion and deliberation before destroying sole-possession records that may be needed by a court of law such as...
as notes on child abuse, suicide, sexual harassment or violence.

e. Understand and abide by the Family Education Rights and Privacy Act (FERPA, 1974), which safeguards student’s records and allows parents to have a voice in what and how information is shared with others regarding their child’s educational records.

A.9. Evaluation, Assessment and Interpretation

Professional school counselors:

a. Adhere to all professional standards regarding selecting, administering and interpreting assessment measures and only utilize assessment measures that are within the scope of practice for school counselors and for which they are trained and competent.

b. Consider confidentiality issues when utilizing evaluative or assessment instruments and electronically based programs.

c. Consider the developmental age, language skills and level of competence of the student taking the assessments before assessments are given.

d. Provide interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the students can understand.

e. Monitor the use of assessment results and interpretations, and take reasonable steps to prevent others from misusing the information.

f. Use caution when utilizing assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.

g. Assess the effectiveness of their program in having an impact on students’ academic, career and personal/social development through accountability measures especially examining efforts to close achievement, opportunity and attainment gaps.

A.10. Technology

Professional school counselors:

a. Promote the benefits of and clarify the limitations of various appropriate technological applications. Professional school counselors promote technological applications (1) that are appropriate for students’ individual needs, (2) that students understand how to use and (3) for which follow-up counseling assistance is provided.

b. Advocate for equal access to technology for all students, especially those historically underserved.

c. Take appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted through the use of computers, facsimile machines, telephones, voicemail, answering machines and other electronic or computer technology.

d. Understand the intent of FERPA and its impact on sharing electronic student records.

e. Consider the extent to which cyberbullying is interfering with students’ educational process and base guidance curriculum and intervention programming for this pervasive and potentially dangerous problem on research-based and best practices.

A.11. Student Peer Support Program

Professional school counselors:

a. Have unique responsibilities when working with peer-helper or student-assistance programs and safeguard the welfare of students participating in peer-to-peer programs under their direction.

b. Are ultimately responsible for appropriate training and supervision for students serving as peer-support individuals in their school counseling programs.

B. RESPONSIBILITIES TO PARENTS/GUARDIANS

B.1. Parent Rights and Responsibilities

Professional school counselors:

a. Respect the rights and responsibilities of parents/guardians for their children and endeavor to establish, as appropriate, a collaborative relationship with parents/guardians to facilitate students’ maximum development.

b. Adhere to laws, local guidelines and ethical standards of practice when assisting parents/guardians experiencing family difficulties interfering with the student’s effectiveness and welfare.

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

d. Inform parents of the nature of counseling services provided in the school setting.

e. Adhere to the FERPA act regarding disclosure of student information.

f. Work to establish, as appropriate, collaborative relationships with parents/guardians to best serve student.
APPENDIX C

B.2. Parents/Guardians and Confidentiality

Professional school counselors:

a. Inform parents/guardians of the school counselor’s role to include the confidential nature of the counseling relationship between the counselor and student.

b. Recognize that working with minors in a school setting requires school counselors to collaborate with students’ parents/guardians to the extent possible.

c. Respect the confidentiality of parents/guardians to the extent that is reasonable to protect the best interest of the student being counseled.

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

e. Make reasonable efforts to honor the wishes of parents/guardians concerning information regarding the student unless a court order expressly forbids the involvement of a parent(s). In cases of divorce or separation, school counselors exercise a good-faith effort to keep both parents informed, maintaining focus on the student and avoiding supporting one parent over another in divorce proceedings.

C. RESPONSIBILITIES TO COLLEAGUES AND PROFESSIONAL ASSOCIATES

C.1. Professional Relationships

Professional school counselors, the school counseling program director/site supervisor and the school counselor educator:

a. Establish and maintain professional relationships with faculty, staff and administration to facilitate an optimum counseling program.

b. Treat colleagues with professional respect, courtesy and fairness.

C.2. Sharing Information with Other Professionals

Professional school counselors:

a. Promote awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information and staff consultation.

b. Provide professional personnel with accurate, objective, concise and meaningful data necessary to adequately evaluate, counsel and assist the student.

c. Secure parental consent and develop clear agreements with other mental health professionals when a student is receiving services from another counselor or other mental health professional in order to avoid confusion and conflict for the student and parents/guardians.

d. Understand about the “release of information” process and parental rights in sharing information and attempt to establish a cooperative and collaborative relationship with other professionals to benefit students.

e. Recognize the powerful role of ally that faculty and administration who function high in personal/social development skills can play in supporting students in stress, and carefully filter confidential information to give these allies what they “need to know” in order to advantage the student. Consultation with other members of the school counseling profession is helpful in determining need-to-know information. The primary focus and obligation is always on the student when it comes to sharing confidential information.

f. Keep appropriate records regarding individual students, and develop a plan for transferring those records to another professional school counselor should the need occur. This documentation transfer will protect the confidentiality and benefit the needs of the student for whom the records are written.

C.3. Collaborating and Educating Around the Role of the School Counselor

The school counselor, school counseling program supervisor/director and school counselor educator:

a. Share the role of the school counseling program in ensuring data driven academic, career/college and personal/social success competencies for every student, resulting in specific outcomes/indicators with all stakeholders.

b. Broker services internal and external to the schools to help ensure every student receives the benefits of a school counseling program and specific academic, career/college and personal/social competencies.

D. RESPONSIBILITIES TO SCHOOL, COMMUNITIES AND FAMILIES

D.1. Responsibilities to the School

Professional school counselors:

a. Support and protect students’ best interest against any infringement of their educational program.

b. Inform appropriate officials, in accordance with school policy, of conditions that may be potentially disruptive or
damaging to the school’s mission, personnel and property while honoring the confidentiality between the student and the school counselor.

c. Are knowledgeable and supportive of their school’s mission, and connect their program to the school’s mission.

d. Delineate and promote the school counselor’s role, and function as a student advocate in meeting the needs of those served. School counselors will notify appropriate officials of systemic conditions that may limit or curtail their effectiveness in providing programs and services.

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

f. Advocate that administrators hire only qualified, appropriately trained and competent individuals for professional school counseling positions.

g. Assist in developing: (1) curricular and environmental conditions appropriate for the school and community; (2) educational procedures and programs to meet students’ developmental needs; (3) a systematic evaluation process for comprehensive, developmental, standards-based school counseling programs, services and personnel; and (4) a data-driven evaluation process guiding the comprehensive, developmental school counseling program and service delivery.

D.2. Responsibility to the Community

Professional school counselors:

a. Collaborate with community agencies, organizations and individuals in students’ best interest and without regard to personal reward or remuneration.

b. Extend their influence and opportunity to deliver a comprehensive school counseling program to all students by collaborating with community resources for student success.

c. Promote equity for all students through community resources.

d. Are careful not to use their professional role as a school counselor to benefit any type of private therapeutic or consultative practice in which they might be involved outside of the school setting.

E. RESPONSIBILITIES TO SELF

E.1. Professional Competence

Professional school counselors:

a. Function within the boundaries of individual professional competence and accept responsibility for the consequences of their actions.

b. Monitor emotional and physical health and practice wellness to ensure optimal effectiveness. Seek physical or mental health referrals when needed to ensure competence at all times.

c. Monitor personal responsibility and recognize the high standard of care a professional in this critical position of trust must maintain on and off the job and are cognizant of and refrain from activity that may lead to inadequate professional services or diminish their effectiveness with school community members. Professional and personal growth are ongoing throughout the counselor’s career.

d. Strive through personal initiative to stay abreast of current research and to maintain professional competence in advocacy, teaming and collaboration, culturally competent counseling and school counseling program coordination, knowledge and use of technology, leadership, and equity assessment using data.

e. Ensure a variety of regular opportunities for participating in and facilitating professional development for self and other educators and school counselors through continuing education opportunities annually including: attendance at professional school counseling conferences; reading Professional School Counseling journal articles; facilitating workshops for education staff on issues school counselors are uniquely positioned to provide.

f. Enhance personal self-awareness, professional effectiveness and ethical practice by regularly attending presentations on ethical decision-making. Effective school counselors will seek supervision when ethical or professional questions arise in their practice.

g. Maintain current membership in professional associations to ensure ethical and best practices.

E.2. Multicultural and Social Justice Advocacy and Leadership

Professional school counselors:

a. Monitor and expand personal multicultural and social justice advocacy awareness, knowledge and skills. School counselors strive for exemplary cultural competence by ensuring personal beliefs or values are not imposed on students or other stakeholders.
APPENDIX C

b. Develop competencies in how prejudice, power and various forms of oppression, such as ableism, ageism, classism, familyism, genderism, heterosexism, immigrationism, linguicism, racism, religionism and sexism, affect self, students and all stakeholders.

c. Acquire educational, consultation and training experiences to improve awareness, knowledge, skills and effectiveness in working with diverse populations: ethnic/racial status, age, economic status, special needs, ESL or ELL, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.

d. Affirm the multiple cultural and linguistic identities of every student and all stakeholders. Advocate for equitable school and school counseling program policies and practices for every student and all stakeholders including use of translators and bilingual/multilingual school counseling program materials that represent all languages used by families in the school community, and advocate for appropriate accommodations and accessibility for students with disabilities.

e. Use inclusive and culturally responsible language in all forms of communication.

f. Provide regular workshops and written/digital information to families to increase understanding, collaborative two-way communication and a welcoming school climate between families and the school to promote increased student achievement.

g. Work as advocates and leaders in the school to create equity-based school counseling programs that help close any achievement, opportunity and attainment gaps that deny all students the chance to pursue their educational goals.

F. RESPONSIBILITIES TO THE PROFESSION

F.1. Professionalism

Professional school counselors:
a. Accept the policies and procedures for handling ethical violations as a result of maintaining membership in the American School Counselor Association.

b. Conduct themselves in such a manner as to advance individual ethical practice and the profession.

c. Conduct appropriate research, and report findings in a manner consistent with acceptable educational and psychological research practices. School counselors advocate for the protection of individual students’ identities when using data for research or program planning.

d. Seek institutional and parent/guardian consent before administering any research, and maintain security of research records.

e. Adhere to ethical standards of the profession, other official policy statements, such as ASCA’s position statements, role statement and the ASCA National Model and relevant statutes established by federal, state and local governments, and when these are in conflict work responsibly for change.

f. Clearly distinguish between statements and actions made as a private individual and those made as a representative of the school counseling profession.

g. Do not use their professional position to recruit or gain clients, consultees for their private practice or to seek and receive unjustified personal gains, unfair advantage, inappropriate relationships or unearned goods or services.

F.2. Contribution to the Profession

Professional school counselors:
a. Actively participate in professional associations and share results and best practices in assessing, implementing and annually evaluating the outcomes of data-driven school counseling programs with measurable academic, career/college and personal/social competencies for every student.

b. Provide support, consultation and mentoring to novice professionals.

c. Have a responsibility to read and abide by the ASCA Ethical Standards and adhere to the applicable laws and regulations.

F.3 Supervision of School Counselor Candidates Pursuing Practicum and Internship Experiences:

Professional school counselors:
a. Provide support for appropriate experiences in academic, career, college access and personal/social counseling for school counseling interns.

b. Ensure school counselor candidates have experience in developing, implementing and evaluating a data-driven school counseling program model, such as the ASCA National Model.

c. Ensure the school counseling practicum and internship have specific, measurable service delivery, foundation, management, and accountability systems.

d. Ensure school counselor candidates maintain appropriate liability insurance for the duration of the school counseling practicum and internship experiences.

e. Ensure a site visit is completed by a school counselor education faculty member for each practicum or internship student, preferably when both the school counselor trainee and site supervisor are present.
**F.4 Collaboration and Education about School Counselors and School Counseling Programs with other Professionals**

School counselors and school counseling program directors/supervisors collaborate with special educators, school nurses, school social workers, school psychologists, college counselors/admissions officers, physical therapists, occupational therapists and speech pathologists to advocate for optimal services for students and all other stakeholders.

**G. MAINTENANCE OF STANDARDS**

Professional school counselors are expected to maintain ethical behavior at all times.

**G.1. When there exists serious doubt as to the ethical behavior of a colleague(s) the following procedure may serve as a guide:**

1. The school counselor should consult confidentially with a professional colleague to discuss the nature of a complaint to see if the professional colleague views the situation as an ethical violation.

2. When feasible, the school counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek resolution.

3. The school counselor should keep documentation of all the steps taken.

4. If resolution is not forthcoming at the personal level, the school counselor shall utilize the channels established within the school, school district, the state school counseling association and ASCA’s Ethics Committee.

5. If the matter still remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence:
   - State school counselor association
   - American School Counselor Association

6. The ASCA Ethics Committee is responsible for:
   - Educating and consulting with the membership regarding ethical standards
   - Periodically reviewing and recommending changes in code
   - Receiving and processing questions to clarify the application of such standards. Questions must be submitted in writing to the ASCA Ethics Committee chair.

   - Handling complaints of alleged violations of the ASCA Ethical Standards for School Counselors. At the national level, complaints should be submitted in writing to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 625, Alexandria, VA 22314.

**G.2. When school counselors are forced to work in situations or abide by policies that do not reflect the ethics of the profession, the school counselor works responsibly through the correct channels to try and remedy the condition.**

**G.3. When faced with any ethical dilemma school counselors, school counseling program directors/supervisors and school counselor educators use an ethical decision-making model such as Solutions to Ethical Problems in Schools (STEPS) (Stone, 2001):**

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

*Reprinted with permission of the American School Counselor Association.*
Sample Comprehensive Counseling and Guidance Program Policy

The local education agency (LEA) comprehensive school counseling and guidance program provides important benefits to individual students by addressing their intellectual, emotional, social, and psychological needs. It includes sequential activities designed to address the needs of all students by helping them acquire competencies in academic, career, and personal/social development in the elementary, middle, and high schools. The program is implemented in each school by the certified professional school counselor with the support of teachers, instructional leaders, students, and parents.

Program Goals

At the elementary level, the counseling and guidance program promotes successful achievement by assisting students in acquiring the knowledge, attitudes, and skills necessary for success in both academic and career goals. It emphasizes choice making, skill development, self-awareness, and beginning exploration of future educational and occupational possibilities. The program also stresses the development of a positive self-concept and the acquisition of skills necessary to assist in the development of positive interpersonal relationships.

The middle school counseling and guidance program focuses on the rapidly changing needs of pre- and young adolescents. It is especially sensitive to the struggles of middle school students for identity and for balancing the demands for academic, career, and personal/social competencies. The programs begun at the elementary level continue and are adjusted to fit the unique needs of middle school students. In addition, professional school counselors work with students to develop the high school four-year educational plan and the educational/career planning portfolio of study that addresses legislative and other graduation requirements. These plans take into account students’ interests and educational and occupational plans.

Building on the goals of the elementary and middle school, the counseling and guidance program in high school assists students in becoming responsible adults who can develop realistic and fulfilling life plans based on clear understandings of themselves and their needs, interests, and skills. The high school four-year educational plan and educational/career planning portfolio of study developed in the middle school move with students to high school and are reviewed and updated annually in accordance with students’ educational and occupational goals. Continued attention is given to assisting students to develop competence in decision making, career planning, working with others, and taking responsibility for their own behavior.

Program Activities

To accomplish the program goals, the comprehensive counseling and guidance program should be an integral part of the LEA total educational program. The program includes sequential activities appropriate for students at the elementary, middle, and high school grades.

Professional school counselors work with all students, parents, teachers, instructional leaders, and the community through a balanced program of counseling and guidance services. Large- and small-group structured learning units provide systematic instruction for all students in all grade levels.
Professional school counselors plan with teachers and then teach, team teach, or assist in teaching these coordinated units in classrooms or in other large-group settings. Individual student planning activities are provided to assist all students. They are initiated in the upper elementary grades and continued and expanded upon in the middle and high school years. Individual, small-group, personal, and crisis-counseling opportunities are available to all students. Consultation services concerning student behavior and academic progress are provided for parents, teachers, and instructional leaders. Referrals to other professionals in the LEA or to agencies and institutions outside the LEA are made as required or requested.

Professional school counselors support the LEA educational program through general consultation activities and committee work. These counselors also support the local school program through management and research activities, community outreach, business and industry visitation, and professional development.

**Program Components**

The comprehensive school counseling and guidance program components organize the work of professional school counselors into activities and services. These include professional school counselor services in the areas of the school guidance core curriculum, individual student planning, responsive services, and counseling and guidance indirect services.

The **school guidance core curriculum** includes structured experiences presented systematically through classroom and group activities from kindergarten through grade twelve. The curriculum emphasizes choice making, self-understanding, career exploration and preparation, and the improvement of study skills.

**Individual student planning** includes counseling activities that assist all students in the planning, monitoring, and managing of their own academic, career, and personal/social development. Individual student planning also emphasizes test interpretation, informal counseling, and educational counseling, including pre-college and postsecondary vocational-technical planning and career planning.

**Responsive services** encompass counseling or referral activities that meet the immediate needs and concerns of students. Responsive services include personal counseling; crisis counseling; agency referral; consultation for parents, teachers, and other professionals; support groups; and problem solving.

**Indirect services** include indirect guidance management activities that maintain and enhance the total comprehensive school counseling and guidance program. Responsibilities in this component include staff and community relations, special research projects, committee assignments, professional development activities, and student support teams.

**Program Framework**

The comprehensive school counseling and guidance program framework is based on the four interrelated components of the LEA and individual school counseling and guidance program. These include the foundation, delivery, management, and accountability components of the LEA and individual school program.

The **foundation** component is based on the school’s goals for student achievement, including what every student should know and be able to do as a result of participation in the comprehensive school counseling and guidance program.
The **delivery system** component is grounded in the foundation component and describes the activities and methods needed to deliver counseling and guidance services. The delivery system includes the guidance core curriculum, individual student planning, responsive services, and indirect services.

The **management** system component incorporates the organizational process and tools needed to ensure that the program is organized and reflective of the school’s needs. The management system includes the use of school counselor competency and program assessments; use-of-time assessments; annual agreements; advisory councils; use of data; curriculum, small-group and closing-the-gap action plans; and annual and weekly calendars.

The **accountability** component focuses on the collection and use of data that link program delivery to student needs. This component includes results reports, school counselor performance standards, and program review.

**Adopted:**

________________________________________  __________________________________________
Local Board of Education                             Date

*This sample policy may be used to develop the LEA or individual school comprehensive counseling and guidance program policy.*
Professional School Counselor’s Role in Parenting Education, Student Discipline, and Character Education

The professional school counselor is equipped with specialized training and skills intended to be used for promoting appropriate student behavior and preventing disruptive behavior. However, the counselor should serve as a consultant and mediator when dealing with students in order to maintain a nonthreatening relationship with students that best promotes their achievement and development. The counselor meets with parents and other stakeholders to identify problems and to develop prevention and intervention programs through which problem behaviors are managed and positive behaviors are nurtured. In conferencing with students, parents/guardians, and others, the character education traits listed on the following page provide appropriate topics to be included in consultations.

Parenting Education.

Professional school counselors facilitate the student development and educational process as they assist students and parents in the resolution of school problems and conflicts that may hinder students developmentally and educationally. Students today face increasingly difficult challenges and pressures. As a result, parenting has become an uncertain and complex journey. Programs to assist and support parents in the parenting process are important components of the school counseling and guidance services and aid in closing the achievement gap for students. In addition to sending communications home and presenting information at parent-teacher association/parent-teacher organization (PTA/PTO) meetings, schools take an active role in this process by offering parenting education opportunities.

One of the ways to aid parents in developing more effective parenting skills is a series of programs presented by the school and professional school counselor that address such issues as physical and emotional development, communication, behavior management strategies, and student academic planning. Community professionals such as pediatricians, professional school counselors/psychologists, and human resources workers can be utilized as facilitators of such programs.

Individual academic sessions with parents, students, and professional school counselors are held annually beginning in the eighth grade. In these conferences, students and parents review the student’s academic records; discuss the student’s education and career plans, including the high school four-year educational plan and the educational/career planning portfolio; and receive important education- and career-planning information. These yearly individual academic sessions allow parents, students, and professional school counselors to focus on identifying diploma options; selecting appropriate high school courses, including rigorous, higher-level courses; and helping students prepare for postsecondary success.

Student Discipline.

School counseling promotes responsible behavior. Professional school counselors do not deal directly with discipline, but rather approach discipline from a preventive perspective. Ideally, discipline problems are identified, discussed, and resolved before they significantly disrupt the classroom and the educational process. Early behavioral intervention is a legitimate activity for professional school counselors, especially in view of the increasing reports of disciplinary problems and disruptive behavior that interfere with learning.
Orientation sessions are conducted at all grade levels to acquaint students with the discipline policy. The positive aspects and rewards of acceptable practices in attendance, classroom behavior, and social relationships both inside and outside the school environment are emphasized.

After all available school resources are expended to assist the disruptive student, the professional school counselor utilizes appropriate school policies to refer the family to assistance resources outside the school. However, referral is not usually a “once and forever” procedure, and the professional school counselor should continue to provide ongoing assistance.

A variety of professional school counselor intervention strategies that focus on school adjustment and discipline may be provided. These may include individual sessions with the student, group sessions with students and/or parents, or consultations with other appropriate professionals.

- **Individual sessions** are scheduled on the basis of a referral or request from parents, teachers, or instructional leaders. Individual counseling emphasizes strengths and positive self-talk for the student experiencing discipline problems. It also teaches problem-solving strategies.
- **Group counseling and guidance sessions** are held that stress responsible behavior and coping skills. The sessions also promote stress reduction, emphasize social- and anger-management skills, and teach conflict-resolution techniques.
- **Consultation** is used by the professional school counselor to create positive change and facilitate the growth and development of the students served. The professional school counselor assists parents and teachers in choosing behavioral changes strategies. The counselor acts as an arbitrator between teachers and students regarding problem situations and relationships in classrooms.

**Character Education.**

The 1975 Code of Alabama, 1975, §16-6B-2(h) mandates that ten minutes per day of character education be required for all Grades K-12 students. The 1995 Accountability Law mandates the teaching of character education on a daily basis. This law is stated as follows:

*The State Board of Education and all local boards shall develop and implement a comprehensive character education program for all grades to consist of not less than ten minutes of instruction per day focusing upon the students’ development of the following character traits: courage, patriotism, citizenship, honesty, fairness, respect for others, kindness, cooperation, self-respect, self-control, courtesy, compassion, tolerance, diligence, generosity, punctuality, cleanliness, cheerfulness, school pride, respect for the environment, patience, creativity, sportsmanship, loyalty, and perseverance. Each plan of instruction shall include the Pledge of Allegiance to the American flag.*

Elementary and middle school professional school counselors in conjunction with other school faculty and staff ensure that all students participate in character education on a daily basis through school-wide and/or individual classroom activities. The high school professional school counselor in conjunction with other faculty and staff ensures that all students participate in character education on a daily basis through school-wide activities, student-led programs, and/or individual classroom activities.
Sample Electronic Student Four-Year Educational Plan Template*

<table>
<thead>
<tr>
<th></th>
<th>Core</th>
<th>English</th>
<th>Science</th>
<th>Social Studies</th>
<th>Elective</th>
<th>Physical Education</th>
<th>Fine Arts Education</th>
<th>Foreign Language</th>
<th>Health Education</th>
<th>Business Technology Applications</th>
<th>Career Technical Elective</th>
<th>Elective - Non Career Tech</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th Grade</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10th Grade</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>11th Grade</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>12th Grade</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*Note: This template is a sample for demonstration purposes and may not be fully comprehensive or accurately reflect the educational requirements of Alabama Public Schools.
Sample Comprehensive School Counseling and Guidance Program Audit

The program audit is used to assess the comprehensive school counseling and guidance program. Audits serve to set the standard for the school counseling and guidance program. Audits are first performed when a school counseling and guidance program is being designed and then yearly to appraise the progress of program development. Using the findings of both program implementation and results, strengths and weaknesses are determined, and goals are created for the following school year.

School ________________________________ Date ________________________________

FOUNDATION

I. BELIEFS AND PHILOSOPHY

The philosophy statement is a set of principles that guides the development, implementation, and evaluation of the comprehensive school counseling and guidance program.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>None</th>
<th>In Progress</th>
<th>Completed</th>
<th>Implemented</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II. MISSION OF SCHOOL COUNSELING PROGRAMS

The mission statement articulates the intentionality of the comprehensive school counseling and guidance program. It represents the immediate and long-range impact (e.g., desired achievement for every student five to ten years after graduation) of the program.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>None</th>
<th>In Progress</th>
<th>Completed</th>
<th>Implemented</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
III. DOMAINS AND GOALS

Goals are the extension of the mission statement and focus on the results students will achieve by the time they leave the school system.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>None</th>
<th>In Progress</th>
<th>Completed</th>
<th>Implemented</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Goals have been written for the school counseling and guidance program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2 Developmental structure for the school counseling and guidance program from Grades K-12 (and beyond) and what will be measured are identified.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

IV. COMPETENCIES

Competencies are the knowledge, attitudes, or skills that are observable, can be transferred from a learning situation to a real-life situation, and involve the production of a measurable outcome. Competencies are indicators that a student is making progress toward the goals of the school counseling and guidance programs. They are developed and organized into content areas.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>None</th>
<th>In Progress</th>
<th>Completed</th>
<th>Implemented</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Student competencies have been written that directly relate to the three domains of academic, career, and personal/social development.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.2 Developmentally appropriate student competencies are specified for each grade-level grouping.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.3 Selected competencies are based on assessment of student needs and are measurable or observable.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DELIVERY SYSTEM

V. GUIDANCE CURRICULUM

The guidance curriculum consists of structured, developmentally appropriate lessons designed to assist students in achieving the competencies and is presented systematically through classroom and group activities in Grades K-12. The guidance curriculum is organized to help students acquire, develop, and demonstrate competencies within the three domains of academic, career, and personal/social development.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>None</th>
<th>In Progress</th>
<th>Completed</th>
<th>Implemented</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Guidance curriculum for all three domains has been written.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.2 All students receive, in a systemic way, the content to acquire knowledge, attitudes, and skills to enhance their academic, career, and personal/social development.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.3 Materials, equipment, and facilities are available to support program delivery.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.4 Effectiveness of curriculum is evaluated annually.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
VI. INDIVIDUAL STUDENT PLANNING

Individual student planning consists of professional school counselors coordinating on-going systemic activities designed to assist the individual student in establishing personal goals and in developing future plans.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>None</th>
<th>In Progress</th>
<th>Completed</th>
<th>Implemented</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 There is a systemic approach in place for helping students make appropriate educational plans.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.2 A tool exists at the secondary level to assist students in making appropriate educational plans (e.g., four-year plan, portfolio).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.3 Individual student planning includes individual appraisal, individual advisement, and appropriate student placement.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

VII. RESPONSIVE SERVICES

Responsive services within the school counseling and guidance program consist of activities designed to meet the immediate needs of students.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>None</th>
<th>In Progress</th>
<th>Completed</th>
<th>Implemented</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 Every Grades K-12 student receives prevention education to address life choices in academic, career, and personal/social development.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.2 Students are assisted in solving immediate problems that interfere with their academic, career, and personal/social development (e.g., conflict resolution, peer mediation).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.3 There is a systemic and consistent provision for the referral of students who exhibit barriers to learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

VIII. INDIRECT SERVICES

Indirect services consists of management activities that establish, maintain, and enhance the total comprehensive school counseling and guidance program.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>None</th>
<th>In Progress</th>
<th>Completed</th>
<th>Implemented</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1 Professional school counselors provide professional development to staff regarding the school counseling and guidance program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.2 Professional school counselors participate in professional development activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
IX. PROFESSIONAL SCHOOL COUNSELOR/ADMINISTRATOR AGREEMENTS

Agreements are statements of responsibility by each professional school counselor specifying the results for which and students for whom the professional school counselor is accountable. These agreements are negotiated with and approved by the designated administrator.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>None</th>
<th>In Progress</th>
<th>Completed</th>
<th>Implemented</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1 There is a clear division between assumed accountability for results and assigned duties.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.2 Professional school counselors have decided how to distribute caseload and access to students (e.g., alpha assignments, domain specialization, grade level, random).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

X. ADVISORY COUNCIL

An advisory council is a group of persons appointed to review the program audit, goals, and results reports of the school counseling and guidance program and to make recommendations to the school counseling and guidance department, principal, and/or the superintendent.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>None</th>
<th>In Progress</th>
<th>Completed</th>
<th>Implemented</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.1 An advisory council has been organized and has established meeting dates and has identified tasks.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.2 The advisory council meets at least twice a year.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

XI. USE OF DATA AND STUDENT MONITORING

Analysis of data drives the program. Monitoring students’ progress ensures each student acquires the identified competencies. Monitoring may be systemic by the local education agency (LEA) or specific to the individual school site, grade, class, or individually, depending on site and student need.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>None</th>
<th>In Progress</th>
<th>Completed</th>
<th>Implemented</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.1 School system and site-specific data on achievement-related data are collected and disaggregated.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.2 There is an established means to monitor students’ progress in guidance-related competencies, including academic achievement.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
XII. USE OF DATA AND CLOSING THE GAP
Analysis of data drives the program. Monitoring of individual progress reveals interventions that may be needed to support each student in achieving academic success through access to rigorous academic programs.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>None</th>
<th>In Progress</th>
<th>Completed</th>
<th>Implemented</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.1 The data are disaggregated by variables such as gender, ethnicity, and grade level.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.2 The identified needs become sources for the determination of closing-the-gap activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

XIII. ACTION PLANS (GUIDANCE CURRICULUM AND CLOSING THE GAP)
For every competency taught or result anticipated by professional school counselors, there should be a plan of how the responsible professional school counselor intends to achieve the desired competency or result.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>None</th>
<th>In Progress</th>
<th>Completed</th>
<th>Implemented</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.1 Action plans are drafted by the counseling team during a planning meeting.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.2 Action plans address every aspect of the program and the domains of academic, career, and personal/social development.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.3 Action plans and closing-the-gap plans are completed in the spring for the next year and signed by the professional school counselor and principal.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

XIV. USE OF TIME/CALENDAR
A master calendar of events is developed and published to effectively plan and promote the school counseling and guidance program. To maximize active participation in the program, the calendar provides students, parents, teachers, and instructional leaders with knowledge of appropriate information.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>None</th>
<th>In Progress</th>
<th>Completed</th>
<th>Implemented</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.1 The master calendar is published and distributed to appropriate persons, including students, staff, parents, and community.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.2 The professional school counselor’s weekly/monthly schedule is posted.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX G

ACCOUNTABILITY

XV. RESULTS REPORT

For every competency or result assumed by professional school counselors, there should be a plan of how the assigned professional school counselor intends to achieve the desired competency or result.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>None</th>
<th>In Progress</th>
<th>Completed</th>
<th>Implemented</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

XVI. PROFESSIONAL SCHOOL COUNSELOR PERFORMANCE EVALUATION

The professional school counselor’s performance standards used for evaluation contain basic standards of practice expected of professional school counselors who implement a comprehensive school counseling and guidance program.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>None</th>
<th>In Progress</th>
<th>Completed</th>
<th>Implemented</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

XVII. PROGRAM AUDIT

The program audit provides evidence that the school counseling and guidance program has been assessed. The primary purpose for collecting information is to guide future actions within the program and to improve future results for students.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>None</th>
<th>In Progress</th>
<th>Completed</th>
<th>Implemented</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>17.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Bibliography


Glossary

**Academic achievement**: attainment of educational goals determined by data such as standardized achievement test scores, grades on tests, report cards, grade point averages, and state and local assessments of academic progress.

**Accountability**: responsibility for one’s actions, particularly for objectives, procedures, and results of one’s work and program; involves an explanation of what has been done; includes responsibility for professional school counselor performance, program implementation, and results.

**Advisory council**: persons representing all elements of the school and community appointed to audit the school counseling program goals and to make recommendations to the department, the administration, and the school board regarding program priorities.

**The Alabama Model**: the abbreviated name for the 2015 Comprehensive Counseling and Guidance Model for Alabama Public Schools.

**Assessment**: measurement or evaluation of a program, service, or intervention for impact.

**Career development**: acquisition of necessary knowledge, attitudes, and skills for successful transition from school to work, postsecondary training, or education.

**Closing the gap**: refers to the difference or discrepancy in areas such as achievement level, attendance, or behavior among disaggregated groups of students.

**Competencies**: specific knowledge, attitudes, and skills students should obtain.

**Comprehensive school counseling program**: integral part of the total educational program that helps every student acquire the knowledge, skills, and attitudes in academic, career, and personal/social development that promote academic achievement and meet developmental needs.

**Counseling**: special type of helping process implemented by a professionally trained and certified person; involves a variety of techniques and strategies that help students explore academic, career, and personal/social issues impeding healthy development or academic progress.

**Delivery system**: means around which the counseling program is organized and delivered; includes four components of guidance core curriculum, individual student planning, responsive services, and indirect services.

**Direct services**: consists of counseling and guidance core curriculum, individual student planning, and responsive services.

**Disaggregated data**: data separated into component parts by specific variables such as ethnicity, gender, or socioeconomic status.

**Domains**: broad areas of knowledge base (e.g., academic, career, personal/social) that promote and enhance the learning process.

**Foundation**: includes program focus, student competencies, and professional competencies.
Goals: extension of the mission statement; indicate the desired student results to be achieved by the time the student leaves the school system.

Guidance curriculum: structured developmental lessons designed to enhance students’ academic, career, and personal/social development; all students in Grades K-12 are served through the collaborative efforts of professional school counselors and teachers.

Indicator: measurable evidence that individuals have abilities, knowledge, or skills for a specific competency.

Indirect services: consists of professional development, consultation, collaboration and teaming, and program management and operation activities that establish, maintain, and enhance the total school counseling and guidance program.

Individual student planning: professional school counselor coordination of ongoing systemic activities designed to assist individual students in establishing personal goals and developing future plans.

Master calendar: schedule of guidance events maintained by school counseling and guidance staff and distributed to teachers, students, and parents on a regular basis; planning, visibility, and credibility are enhanced by effective use of a master calendar.

Mission statement: outline of the purpose or vision of the school counseling and guidance program; identifies the long-range desired outcome for students; must be compatible with the stated purpose or mission of the school system within which the program operates.

Perception data: measure what students and others observe or perceive, knowledge gained, attitudes and beliefs held, or competencies achieved.

Performance evaluation: assessment of the level of counseling and guidance program implementation and status.

Personal/social development: acquisition of skills indicative of individual growth and social maturity in the areas of personal management and social interaction.

Process data: information using figures to show activities, number of students served, and group and classroom visits; does not include results from activities.

Program audit: assessment of the school counseling and guidance program relative to the components of The Alabama Model; primary purpose for collecting information is to guide future action within the program and to improve future results for students.

Program management: activities that develop, monitor, and evaluate the implementation of the comprehensive school counseling program.

Responsive services: activities that meet immediate needs for counseling, consultation, information, or referral for students, parents, and teachers.

Results: demonstration of learning, performance, or behavioral change after counseling and guidance program participation.
**Results data:** outcome data; how students are measurably different as a result of the counseling and guidance program.

**Results report:** written presentation of the outcomes of counseling and guidance program activities; contains process, perception, and outcome data.

**Standards:** statements of what students should know and be able to do; model addresses four types of standards: content standards, program standards, performance standards, and ethical standards.

**Student centered and data informed:** related to decisions concerning future actions that are based on information, survey reports, assessments, statistics, or other forms of data.

**Use of data:** analysis of data (e.g., student needs, achievement, competency acquisition) to effect change within the school system; essential to ensure that all students receive benefits of a school counseling and guidance program.


2015 Draft of the Comprehensive Counseling and Guidance Model for Alabama Public Schools