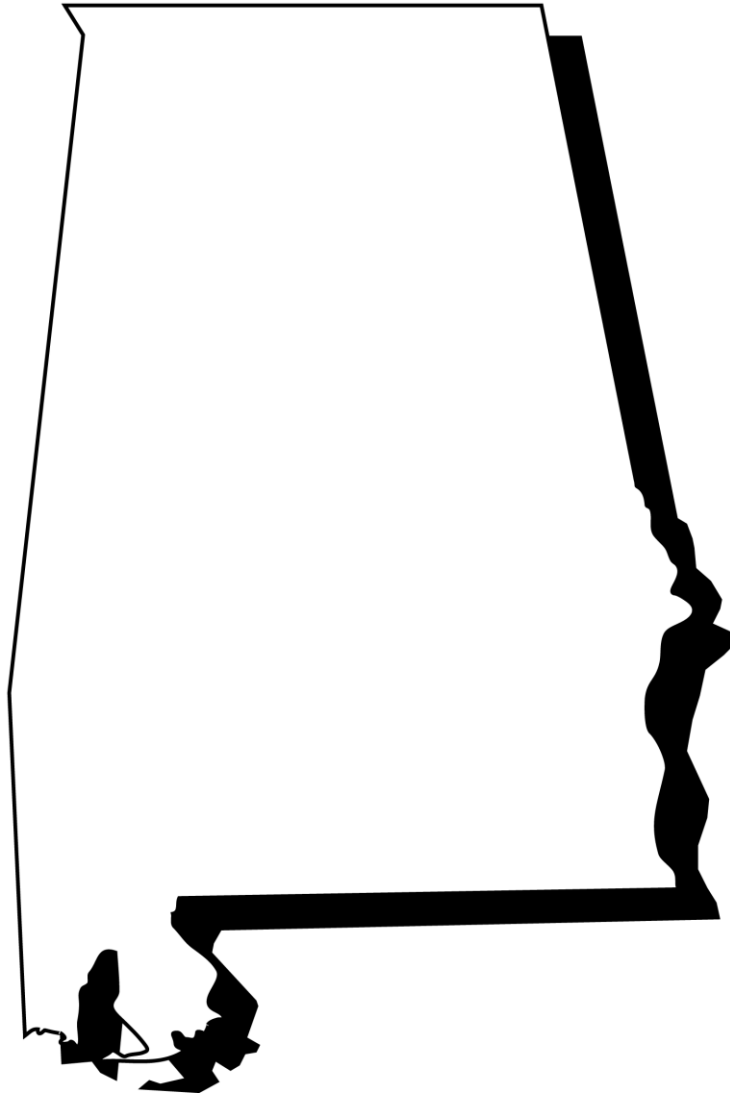


Comprehensive Counseling and Guidance State Model for Alabama Public Schools



Ed Richardson
State Superintendent of Education
ALABAMA STATE DEPARTMENT OF EDUCATION
Bulletin 2003, No. 89



**Message from the
State Superintendent of Education**

The *Comprehensive Counseling and Guidance State Model for Alabama Public Schools* (the State Plan), Bulletin 2003, No. 89, presents a sound basis for the development of an effective counseling and guidance program at the local education agency and at the individual school level. The focus of the counseling and guidance model is to address students’ needs in the areas of academic, career, and personal/social development.

Local school systems and local schools should develop and implement counseling and guidance programs in accordance with the Minimum Requirements for School Counseling and Guidance Programs in Alabama set forth in this document. This document provides the foundation upon which students, parents/guardians, educators, and the local community can build partnerships for collaboration in providing productive counseling and guidance programs that prepare all students to function successfully as citizens in the twenty-first century.

I support the 2003 *Comprehensive Counseling and Guidance State Model for Alabama Public Schools* as a model for preparing students for a bright future. If our students are to achieve success as adults, they must not only be prepared through their academic endeavors in our schools, but must also be prepared to achieve success in their career pursuits and personal goals.

Ed Richardson
State Superintendent of Education

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Preface

The *Comprehensive Counseling and Guidance State Model for Alabama Public Schools* (the State Plan), Bulletin 2003, No. 89, provides a framework for local school systems and schools to develop and implement school counseling and guidance programs. Since the publication of the previous state bulletin, the American School Counselor Association (ASCA) has developed a research-based publication, *The ASCA National Model: A Framework for School Counseling Programs*, that promulgates national school counseling standards. The National Model was used extensively in the development of Alabama's 2003 document. The *Comprehensive Counseling and Guidance State Model for Alabama Public Schools* (the State Plan), Bulletin 2003, No. 89, provides a revised structure for outcome-based school counseling and guidance programs that is aligned with the ASCA National Model and the *Alabama Professional Education Personnel Evaluation (PEPE) Program for Counselors*.

The *Comprehensive Counseling and Guidance State Model for Alabama Public Schools* (the State Plan), Bulletin 2003, No. 89, presents a model that helps prepare students for success in academic, career, and personal/social development. Counseling and guidance is an integral part of each school's total educational program. The counseling and guidance program helps students achieve their full potential through four program delivery components: School Guidance Curriculum, Individual Student Planning, Responsive Services, and System Support. This document and *The ASCA National Model: A Framework for School Counseling Programs* 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.



Acknowledgments

The *Comprehensive Counseling and Guidance State Model for Alabama Public Schools* (the State Plan), Bulletin 2003, No. 89, was developed through the cooperation and collaboration of the 2002-2003 Counseling and Guidance State Plan Task Force appointed by the State Superintendent of Education. The Task Force researched many school counseling resources in the development of this document and made extensive use of *The ASCA National Model: A Framework for School Counseling Programs*.

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Comprehensive Counseling and Guidance State Model for Alabama Public Schools



Introduction

Diversity is a common thread found throughout Alabama's school districts. This diversity is reflected by the students to be educated, the level of student competency, and the adequacy of community resources. *The Comprehensive Counseling and Guidance State Model for Alabama Public Schools* (the State Plan), Bulletin 2003, No. 89, is designed to transcend these diversities through the implementation of a framework employed to ensure a comprehensive counseling and guidance program that will meet both the challenges and constraints of all Alabama schools and students.

In the state of Alabama, the authority and responsibility for general control and supervision of public education is given by statute to the State Board of Education through its executive officer, the State Superintendent of Education. The State Board of Education is dedicated to the philosophy that our public schools must focus on the individual student and that the instructional program must be planned to serve the needs of every student.

The school counseling and guidance program is an integral part of the total educational process in the school and must be accessible to all students. The counseling and guidance program must consist of activities that address and meet students' various educational and developmental needs. School counselors must show that each activity implemented as a part of the school counseling and guidance program is developed as a result of a thorough analysis of student needs, desired achievement goals, and related data.

The 2003 State Plan is designed to reflect a comprehensive model for counseling and guidance program foundation, delivery, management, and accountability. The model provides information regarding program design, coordination, implementation, management, and evaluation with the goal of ensuring student success in three broad areas: academic, career, and personal/social development. These three areas or domains encompass the specific standards, competencies, and indicators for student learning as identified in *The ASCA National Model: A Framework for School Counseling Programs*.

School counselors in Alabama continue to define new directions for their profession that focus on a shift in emphasis from service-centered for some students to program-centered for all students. The purpose of the State Plan is to create one vision and one voice for comprehensive school counseling and guidance programs throughout the state. The plan is based on the following three premises:

1. School counseling and guidance programs are based on specific student knowledge and skill content.
2. School counseling and guidance programs are outcome-based programs.
3. School counseling and guidance programs are developmental and comprehensive in scope and sequence.

The 2003 State Plan serves as a framework for the development of district and local school counseling and guidance programs. Equitable, effective programs should be developed in accord with the guidelines and requirements contained in this document while also taking into consideration local school and community needs. Careful evaluation of all factors affecting the counseling and guidance program will result in model programs that serve all students and their parents and that are staffed by active, involved school counselors who work closely with the entire school community. As a result of such efforts, the counseling and guidance program becomes an integral component of the total school program. Such a program better prepares students to meet the challenges and demands of the school setting as well as prepare them for success beyond high school.

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. 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. Counselors work in collaborative partnerships with students, educators, parents, and community members to empower students to reach their highest level as productive members of society.

The comprehensive counseling and guidance programs provided by counselors in Alabama public schools are based on the following tenets:

1. 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 *Comprehensive Counseling and Guidance State Model for Alabama Public Schools* (the State Plan), Bulletin 2003, No. 89.
2. Every student has the right to participate in activities that promote self-direction and self-development.
3. Every student has the right to make choices and accept responsibility for choices made.
4. 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.

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 the twelfth grade. Comprehensive school counseling and guidance programs are data-driven 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 the benefits of this plan. School counseling and guidance programs have a positive impact on students, parents/guardians, teachers, administrators, boards of education, school counselors, counselor educators, communities, postsecondary institutions, and student services personnel.

Benefits for Students

- Ensures every student access to the school counseling and guidance program
- Monitors and interprets data to facilitate student improvement and school success
- Provides strategies for closing the achievement gap
- Promotes the most challenging and appropriate academic curriculum for each student
- Advocates for students and promotes equitable access to educational opportunities

Benefits for Parents/Guardians

- Supports active partnerships for student learning and career planning
- Invites and coordinates access to school and community resources
- Advocates for student academic, career, and personal development
- Provides training and informational workshops
- Provides data for information on student progress

Benefits for Teachers

- Promotes an interdisciplinary team approach to address student needs and educational goals
- Increases collaboration with school counselors and teachers
- Supports development of classroom management skills
- Analyzes data to improve school climate and student achievement

Benefits for Administrators

- Develops and implements a school counseling and guidance plan to promote student success
- Utilizes data for school improvement
- Uses data for implementation of the *Alabama PEPE Program for Counselors*
- Provides a proactive school guidance curriculum that addresses student needs and enhances school climate

Benefits for Boards of Education

- Provides data that support the implementation of a standards-based school counseling and guidance program
- Ensures equity and access to a quality school counseling and guidance program for every student
- Articulates appropriate credentials and staffing ratios
- Informs the community about school counseling and guidance program success
- Provides data about improved student achievement

Benefits for School Counselors

- Defines responsibilities within the context of a school counseling and guidance program
- Eliminates nonschool counseling program activities
- Supports access to every student
- Provides a tool for program management, implementation, and accountability
- Recognizes school counselors as leaders, advocates, and agents of change
- Ensures the school counseling and guidance program contributes to the school's mission
- Provides evidence of ongoing activities for the implementation of the *Alabama PEPE Program for Counselors*

Benefits for Counselor Educators

- Builds collaboration between counselor education programs and schools
- Provides a framework for school counseling and guidance programs
- Provides a model for site-based school counseling fieldwork and internships
- Increases data collection for collaborative research on school counseling and guidance programs
- Establishes a framework for professional development to benefit practicing school counselors

Benefits for Communities

- Builds collaboration with businesses and industries and enhances the potential for every student's postsecondary success
- Provides a workforce with a stronger academic foundation
- Promotes equity and access to the workforce

Benefits for Postsecondary Education

- Enhances articulation and transition of the student to postsecondary institutions
- Encourages and supports rigorous academic preparation that prepares every student for the most appropriate postsecondary educational opportunities
- Motivates every student to seek a wide range of substantial postsecondary options, including college
- Promotes equity and access to postsecondary education for every student

Benefits for Student Services Personnel

- Defines the school counseling and guidance program
- Maximizes collaborative teaming to ensure individual student success
- Uses school counseling and guidance program data to maximize benefits for individual student growth
- Increases collaboration for utilizing school and community resources



Program Delivery Components

A comprehensive school counseling and guidance program must ensure that every student has multiple opportunities to acquire competencies in the three domains of Academic Development, Career Development, and Personal/Social Development. A combination of the four program delivery components (School Guidance Curriculum, Individual Student Planning, Responsive Services, and System Support) should be utilized in assisting students to achieve these competencies. (See Figure 1, page 10.)

School Guidance Curriculum

School guidance curriculum includes structured experiences presented systematically through classroom and group activities from kindergarten through twelfth grade. 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:

Classroom Guidance Activities: Counselors facilitate, colead, 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.

Group Activities: 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 long-term counseling.

Interdisciplinary Curriculum Development: Counselors participate on interdisciplinary teams to develop and refine curriculum in content areas. These teams develop classroom units that integrate subject matter with the school guidance curriculum. Counselors assist teachers in the delivery of classroom units that lead to acquisition of competencies in the domains of affective, social, and employability skills for every student in developmentally appropriate ways.

Parent Workshops and Instruction: Counselors conduct workshops and information sessions for parents or guardians to address the needs of the school community and to reflect the school counseling and guidance curriculum.

Topics for school guidance curriculum activities within this component may include, but are not limited to:

- Self-Concept
- Communication Skills
- Peer Relationships
- Substance Abuse Programs
- Post-High School Planning
- Career Awareness and Exploration
- Study Skills
- Choice-Making Skills
- Personal Safety
- Pre-Employment Skills

Individual Student Planning

Individual student planning includes counseling activities that provide every student with an opportunity to plan, monitor, and manage their academic, career, and personal/social development. Individual student planning emphasizes test interpretation, while 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:

Individual or Small-Group Appraisal: 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.

Individual or Small-Group Advisement: Counselors help students acquire self-appraisal skills; personal and social development skills; and educational, career, and labor market information. This information assists students in planning for personal, academic, and career aspirations. Counselors recognize the critical need to enlist teachers and parents or guardians in helping students make academic and career choices.

Placement and Follow-Up: Counselors advise students in making transitions by providing information and by assisting in the access of resources.

Topics for individual student planning activities may include, but are not limited to:

- Career Awareness and Exploration
- Career/Technical Education Programs
- Teacher Advisor Programs
- Career Shadowing
- Postsecondary Application Process
- Four-Year Educational Plan
- Honors and Awards Program
- Financial Aid/Scholarship Advising
- Role Playing
- Student Portfolios

Responsive Services

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

Consultation: School counselors serve as student advocates by consulting with students, parents or guardians, educators, and community agencies regarding strategies to help students and families. Advocacy may include participation in student study teams and student management teams.

Personal Counseling: Counseling is provided in small-group or individual settings for students experiencing difficulties dealing with relationships, personal concerns, or developmentally appropriate tasks. Personal counseling assists students in identifying problems, causes, alternatives, and consequences leading to informed decision making.

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

Peer Facilitation: 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.

Referrals: Counselors use referral sources to enhance the services provided through the school counseling and guidance program. These referral sources may include, but are not restricted to:

- Mental Health Agencies
- Employment and Training Programs
- Vocational Rehabilitation
- Juvenile Services
- Social Services

System Support

System support includes indirect 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 system support delivery options within this component may include, but are not restricted to:

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

In-Service: Counselors attend system and school in-service training to ensure counseling skills are updated in the areas of curriculum development, technology, and data analysis. Counselors may provide in-service instruction in school guidance curriculum and areas of special concern to the school and community.

Consultation, Collaboration, and Teaming: Counselors provide important contributions to the school system by consulting, partnering, collaborating, and teaming.

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

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

Consultation with Staff: Counselors consult regularly with teachers and professional staff members in order to receive feedback on emerging needs of students and to provide information and support to staff.

Curriculum Development Support: 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.

Advisory Committees: Counselors form counseling and guidance advisory committees at both the system and the individual school level. Counselors actively serve on community committees or advisory councils that influence other programs to generate support for system and individual school counseling and guidance programs.

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. Budget, facilities, policies and procedures, and research and resource development are elements of management activities.

Research and Evaluation: Some examples of counselor research and evaluation include PEPE or other personnel guidance evaluations, program evaluations, data analysis, follow-up studies, professional development, and updating of resources.

Fair-Share Responsibilities: Fair-share responsibilities may include such tasks as bus duty, playground duty, class/club sponsorship, and taking tickets at sports events. Nonguidance responsibilities assigned to counselors should not be above and beyond those of other certified staff members, and should not interfere with the delivery of guidance services.

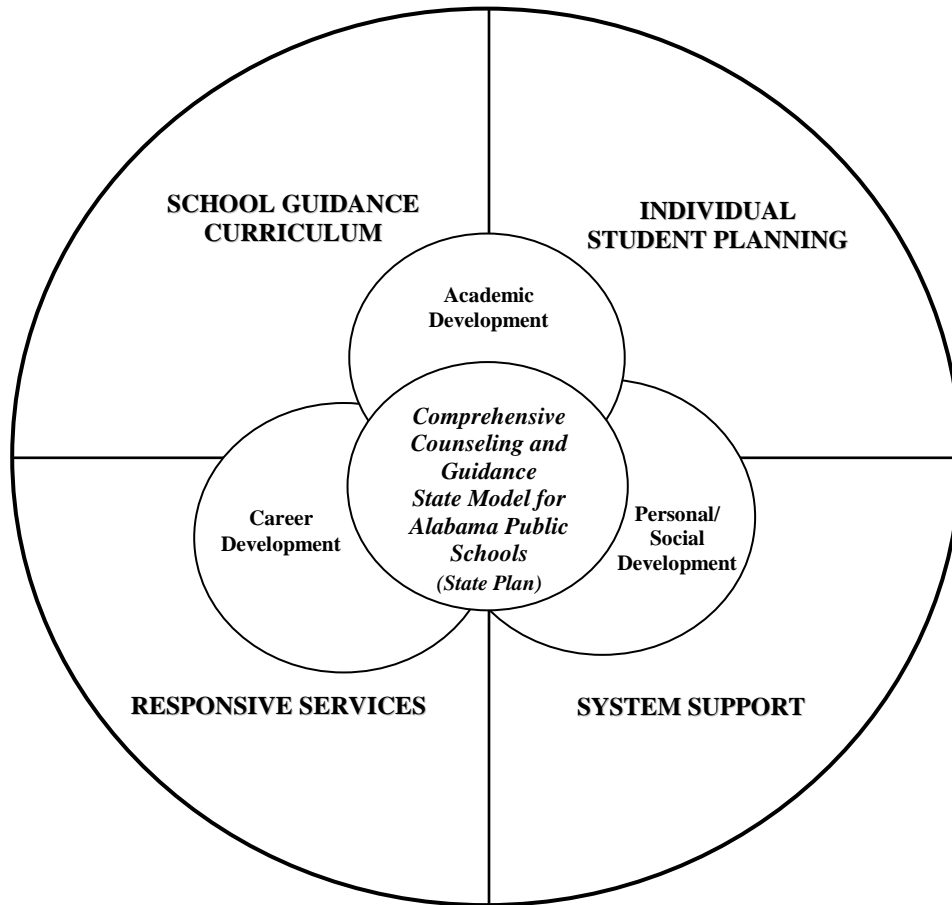


Figure 1

Program Delivery Components*			
SCHOOL GUIDANCE CURRICULUM Provides guidance content in a systematic way to all students in Grades K-12	INDIVIDUAL STUDENT PLANNING Assists students in planning, monitoring, and managing their personal and career planning	RESPONSIVE SERVICES Addresses the immediate concerns of students	SYSTEM SUPPORT Includes program, staff, and school support activities and services
Purpose Student awareness, skill development, and application of skills needed in everyday life	Purpose Student educational and occupational planning, decision making, and goal setting	Purpose Prevention and intervention	Purpose Program delivery and support
Areas Addressed: Academic Motivation to achieve Decision-making skills Goal setting Planning Problem-solving skills 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 effectiveness Responsible behavior	Areas Addressed: Academic Acquisition of study skills Awareness of educational opportunities Appropriate course selection Lifelong learning Utilization of test data Career Knowledge of career opportunities Knowledge of career/technical training Need for positive work habits Personal/Social Development of healthy self-concept Development of adaptive and adjustive social behavior	Areas Addressed: Academic Academic concerns Physical abuse Sexual abuse Emotional abuse Grief, loss, and 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	Areas Addressed: 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
Counselor Role Structured groups Consultation Guidance curriculum implementation	Counselor Role Assessment Planning Placement	Counselor Role Individual counseling Small-group counseling Consultation Referral	Counselor Role Program development and management Consultation Coordination

Note: These lists represent examples and are not exhaustive.

*Reprinted with permission, Gysbers, N.C., and Henderson, P. (2000). *Developing and Managing Your School Guidance Program*, (3rd ed.), Alexandria, Va.: American Counseling Association.



Program Structural Components

Local Education Agency (LEA) Counseling and Guidance Advisory Committee

In order to ensure that the system’s comprehensive counseling and guidance program is an integral part of the total school system and community, the LEA counseling and guidance advisory committee must 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 a school system. The committee should consist of representative stakeholders of the school counseling and guidance program, including students, parents or guardians, teachers, counselors, administrators, school board members, as well as 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, principal, and 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 local school must 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: students, parents/guardians, teachers, administrators, and community resource persons. It is recommended that the committee meet at least twice a year.

Counseling and Guidance Department Organization

At the beginning of the school year, counselors meet with principals 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 principals and counselors to ensure that program planning, design, implementation, and evaluation take place in a timely, effective, and equitable manner.

All schools must provide counseling and guidance services from certified school counselors in Grades K-12 at a ratio designated for the type of school by the Southern Association of Colleges and Schools. Adequate support personnel should be available to counselors to ensure effective program delivery.

Coordinators’ Role

Coordination and direction of the LEA’s 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 school system’s comprehensive counseling and guidance program. Counseling and guidance coordinators serve as facilitators, leaders, supporters, and advisors. Counseling and guidance coordinators provide leadership to ensure the credibility of the comprehensive counseling and guidance program for faculty, staff, and the community.

Principals' Role

Administrative support is critical to full implementation of the comprehensive counseling and guidance program. Principals, as chief administrators in schools, are ultimately responsible for the success of all instructional programs, including the school counseling and guidance program. Principals understand the role of school counselors and provide the necessary support for counselors to fulfill that role. Such support includes the provision of adequate facilities, materials, and clerical staff to allow counselors to use their specialized training in an effective manner. Principals provide input into program development and encourage and support participation of all school personnel in the implementation of the counseling and guidance program.

Counselors' Role

Counselors assume the leadership role for managing and implementing the comprehensive counseling and guidance program in their school. Counselors are responsible for the systematic delivery and evaluation of structured developmental counseling and guidance services to all students. Counselors work directly with students, 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. Counselors serve students indirectly by acting as consultants to administrators, teachers, parents, and others to help them understand and respond to the developmental, emotional, and social needs of students. Counselors coordinate various activities within the school that are related to student welfare. Appropriate referrals, placements, and follow-ups are activities that are particularly pertinent to counseling.

Elementary School Counselors

At the elementary level, counselors assist students in their efforts to learn the skills and attitudes required for school success. Elementary school counselors emphasize decision-making skills and early exploration of career and educational goals. These counselors also place strong emphasis on helping students develop self-awareness, self-esteem, and good interpersonal relationships.

Middle School Counselors

During the middle school grades, counselors' concerns shift to the changing needs of the young adolescent. Middle school counselors focus on helping students to establish, identify, and balance academic, career, and personal/social goals. Efforts begun in elementary schools are continued and expanded, although an emphasis is placed on the transition into high school. In addition, middle school counselors help students integrate knowledge of their interests, aptitude, and academic skills into the formation of a high school four-year educational plan and educational/career planning portfolio for high school and beyond.

High School Counselors

The high school counseling and guidance program builds on goals from the elementary and middle school. The high school program assists students in applying and enhancing acquired knowledge and understanding as they strive to become responsible adults. Counseling and guidance activities help students develop realistic and fulfilling life plans. Competency in decision making is stressed, career planning is refined, and personal responsibility is emphasized. The high school four-year educational plan and the educational/career planning portfolio, developed in the middle school, move with the student to the high school and are reviewed and updated annually.

Teachers' Role

Teachers play a vital role in the planning and implementation of a comprehensive school counseling and guidance program. As professionals who have the greatest contact with students, teachers are in the best position to recognize and help provide for the developmental and individual needs of students. Through appropriate communication and referral, teachers facilitate the interaction between students and counselors. Teachers demonstrate support for the program by providing adequate opportunities for student-counselor contact. Teachers contribute directly to the school counseling and guidance program by helping counselors deliver programs that facilitate the academic, career, and personal/social development of students. Teachers strengthen and follow through on concepts presented to help students retain the knowledge, skills, and understanding established through the program. Teacher support, input, and expertise make it possible for the school counseling and guidance program to become an integral part of the total educational program.

Guidance Resources

Appropriate guidance resources are required for each of the four program delivery components: School Guidance Curriculum, Individual Student Planning, Responsive Services, and System Support. These resources include equipment and materials, staff expertise, and community resources. Resource materials must be relevant to the program, appropriate for the diversity of the school and community, and of sufficient quantity to be useful. All counselors should be provided the necessary equipment and materials to implement the comprehensive counseling and guidance program.

Use of Time

The following percentages (See Figure 2 below.) serve as a guide to school counselors and administrators for determining the time the program needs to allocate for each of the four program delivery components. School counselors should keep daily records that document time and activities performed. These records allow counselors and administrators to determine the actual amount of time spent in each of the four program delivery components and in nonschool counseling activities. In this way, adjustments can be made to better utilize counselor time so that the greatest amount of time is spent in direct service to students.

Figure 2

Suggested Distribution of Total Counselor Time*			
	<i>Percentage Rate</i>		
	Elementary School	Middle/Junior High School	High School
School Guidance Curriculum	35—45	25—35	15—25
Individual Student Planning	5—10	15—25	25—35
Responsive Services	30—40	30—40	25—35
System Support	10—15	10—15	15—20
	100	100	100

*Reprinted with permission, Gysbers, N.C., and Henderson, P. (2000). *Developing and Managing Your School Guidance Program*, (3rd ed.), Alexandria, Va.: American Counseling Association.



Program Goals for Students

School counseling and guidance programs throughout Alabama may differ in recognized need; however, every school system and school must develop a comprehensive, outcome-based, and developmental counseling and guidance program. The ASCA has developed national standards to better define the role of school counseling and guidance programs. The standards address program content and identify broad areas of knowledge, attitudes, and skills that all students develop as a result of participating in an effective school counseling and guidance program.

Alabama has utilized *The ASCA National Model: A Framework for School Counseling Programs* to provide all essential elements for developing programs to help students achieve success in school. The ASCA National Standards, located below and on pages 15-20 of this document, facilitate student development in three domains: Academic Development, Career Development, and Personal/Social Development.

ASCA National Standards for Students*

Academic Development

- Standard A. Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.
- Standard B. Students will complete school with academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
- Standard C. Students will understand the relationship of academics to the world of work and to life at home and in the community.

Career Development

- 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.
- Standard B. Students will employ strategies to achieve future career goals with success and satisfaction.
- Standard C. Students will understand the relationship between personal qualities, education, training and the world of work.

Personal/Social Development

- Standard A. Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.
- Standard B. Students will make decisions, set goals, and take necessary action to achieve goals.
- Standard C. Students will understand safety and survival skills.

*Reprinted with permission from American School Counselor Association. (2003). *The ASCA National Model: A Framework for School Counseling Programs*. Alexandria, Va.: Author.

Alabama Grade-Cluster Standards, Competencies, and Indicators—Guidance Curriculum Scope and Sequence

The following competencies for Alabama students at each grade-cluster level (K-2, 3-5, 6-8, 9-12) are linked directly to the nine national standards as presented in *The ASCA National Model: A Framework for School Counseling Programs*. The competencies describe the attitudes, knowledge, and skills that students should be able to demonstrate as a result of participating in an effective school counseling and guidance program.

Counselors should determine the student competencies and the corresponding indicators (listed below each competency) to be utilized in planning and developing the school guidance curriculum and the individual student planning components appropriate for specific grade-cluster levels within the school program. Guidance activities must be outcome-based and linked to the appropriate indicators.

The following chart is a tool to be used to assist counselors in planning the overall guidance curriculum. The solid dots highlight the grade-cluster level where each competency indicator is introduced. The competency indicators are intended to be cumulative; therefore, the hollow dots highlight the grade-cluster level(s) in which the competency indicator may be expanded or reinforced. Careful analysis of the scope and sequence of the local school guidance curriculum ensures that all students master all competency indicators by the end of Grade 12.

Guidance Curriculum Scope and Sequence Chart*

ACADEMIC DEVELOPMENT DOMAIN		K-2	3-5	6-8	9-12
Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.					
I N D I C A T O R S	Competency A:A1 Improve Academic Self-Concept				
	A:A1.1 articulate feelings of competence and confidence as learners		●	○	○
	A:A1.2 display a positive interest in learning	●	○	○	○
	A:A1.3 take pride in work and achievement	●	○	○	○
	A:A1.4 accept mistakes as essential to the learning process		●	○	○
	A:A1.5 identify attitudes and behaviors leading to successful learning			●	○
	Competency A:A2 Acquire Skills for Improving Learning				
	A:A2.1 apply time-management and task-management skills			●	○
	A:A2.2 demonstrate how effort and persistence positively affect learning		●	○	○
	A:A2.3 use communications skills to know when and how to ask for help when needed	●	○	○	○
	A:A2.4 apply knowledge and learning styles to positively influence school performance			●	○
	Competency A:A3 Achieve School Success				
	A:A3.1 take responsibility for their actions	●	○	○	○
	A:A3.2 demonstrate the ability to work independently, as well as the ability to work cooperatively with other students		●	○	○
	A:A3.3 develop a broad range of interests and abilities			●	○
	A:A3.4 demonstrate dependability, productivity and initiative		●	○	○
	A:A3.5 share knowledge		●	○	○

*Adapted with permission from American School Counselor Association. (2003). *The ASCA National Model: A Framework for School Counseling Programs*. Alexandria, Va.: Author.

Guidance Curriculum Scope and Sequence Chart (Continued)

ACADEMIC DEVELOPMENT DOMAIN		K-2	3-5	6-8	9-12
Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.					
I N D I C A T O R S	Competency A:B1 Improve Learning				
	A:B1.1 demonstrate the motivation to achieve individual potential		●	○	○
	A:B1.2 learn and apply critical-thinking skills		●	○	○
	A:B1.3 apply the study skills necessary for academic success at each level	●	○	○	○
	A:B1.4 seek information and support from faculty, staff, family and peers			●	○
	A:B1.5 organize and apply academic information from a variety of sources			●	○
	A:B1.6 use knowledge of learning styles to positively influence school performance			●	○
	A:B1.7 become a self-directed and independent learner		●	○	○
	Competency A:B2 Plan to Achieve Goals				
	A:B2.1 establish challenging academic goals in elementary, middle/junior high and high school		●	●	●
	A:B2.2 use assessment results in educational planning			●	○
	A:B2.3 develop and implement annual plan of study to maximize academic ability and achievement*			●	●
	A:B2.4 apply knowledge of aptitudes and interests to goal setting			●	○
	A:B2.5 use problem-solving and decision-making skills to assess progress toward educational goals			●	○
	A:B2.6 understand the relationship between classroom performance and success in school	●	○	○	○
A:B2.7 identify postsecondary options consistent with interests, achievement, aptitude and abilities			●	○	
STANDARD C: Students will understand the relationship of academics to the world of work and to life at home and in the community.					
I N D I C A T O R S	Competency A:C1 Relate School to Life Experience				
	A:C1.1 demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life		●	○	○
	A:C1.2 seek cocurricular and community experiences to enhance the school experience			●	○
	A:C1.3 understand the relationship between learning and work	●	○	○	○
	A:C1.4 demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals			●	○
	A:C1.5 understand that school success is the preparation to make the transition from student to community member			●	○
	A:C1.6 understand how school success and academic achievement enhance future career and vocational opportunities		●	○	○

*Counselors for Grades 8-12 must guide students in the development and annual revision of a four-year educational/career plan and have students maintain a portfolio of study based on legislative and other graduation requirements. The selection of the educational/career plan must be approved in writing by the parents or guardians.

Guidance Curriculum Scope and Sequence Chart (Continued)

CAREER DEVELOPMENT DOMAIN		K-2	3-5	6-8	9-12
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.					
I N D I C A T O R S	Competency C:A1 Develop Career Awareness				
	C:A1.1 develop skills to locate, evaluate and interpret career information			●	○
	C:A1.2 learn about the variety of traditional and nontraditional occupations	●	○	○	○
	C:A1.3 develop an awareness of personal abilities, skills, interests and motivations	●	○	○	○
	C:A1.4 learn how to interact and work cooperatively in teams		●	○	○
	C:A1.5 learn to make decisions		●	○	○
	C:A1.6 learn how to set goals		●	○	○
	C:A1.7 understand the importance of planning			●	○
	C:A1.8 pursue and develop competency in areas of interest			●	○
	C:A1.9 develop hobbies and vocational interests	●	○	○	○
	C:A1.10 balance between work and leisure time		●	○	○
	Competency C:A2 Develop Employment Readiness				
	C:A2.1 acquire employability skills such as working on a team and problem-solving and organizational skills			●	○
	C:A2.2 apply job readiness skills to seek employment opportunities				●
	C:A2.3 demonstrate knowledge about the changing workplace				●
	C:A2.4 learn about the rights and responsibilities of employers and employees				●
	C:A2.5 learn to respect individual uniqueness in the workplace				●
	C:A2.6 learn how to write a resume				●
	C:A2.7 develop a positive attitude toward work and learning	●	○	○	○
	C:A2.8 understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace			●	○
C:A2.9 utilize time- and task-management skills	●	○	○	○	

Guidance Curriculum Scope and Sequence Chart (Continued)

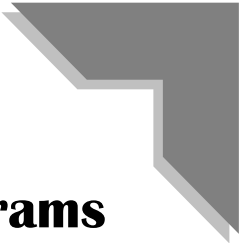
CAREER DEVELOPMENT DOMAIN		K-2	3-5	6-8	9-12
STANDARD B: Students will employ strategies to achieve future career goals with success and satisfaction.					
I N D I C A T O R S	Competency C:B1 Acquire Career Information				
	C:B1.1 apply decision-making skills to career planning, course selection and career transition			●	○
	C:B1.2 identify personal skills, interests and abilities and relate them to current career choice	●	○	○	○
	C:B1.3 demonstrate knowledge of the career-planning process			●	○
	C:B1.4 know the various ways in which occupations can be classified		●	○	○
	C:B1.5 use research and information resources to obtain career information			●	○
	C:B1.6 learn to use the Internet to access career-planning information			●	○
	C:B1.7 describe traditional and nontraditional career choices and how they relate to career choice		●	○	○
	C:B1.8 understand how changing economic and societal needs influence employment trends and future training			●	○
	Competency C:B2 Identify Career Goals				
	C:B2.1 demonstrate awareness of the education and training needed to achieve career goals	●	○	○	○
	C:B2.2 assess and modify their educational plan to support career				●
	C:B2.3 use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience			●	○
	C:B2.4 select course work that is related to career interests			●	○
	C:B2.5 maintain a career-planning portfolio			●	○
STANDARD C: Students will understand the relationship between personal qualities, education, training and the world of work.					
I N D I C A T O R S	Competency C:C1 Acquire Knowledge to Achieve Career Goals				
	C:C1.1 understand the relationship between educational achievement and career success	●	○	○	○
	C:C1.2 explain how work can help to achieve personal success and satisfaction		●	○	○
	C:C1.3 identify personal preferences and interests influencing career choice and success			●	○
	C:C1.4 understand that the changing workplace requires lifelong learning and acquiring new skills			●	○
	C:C1.5 describe the effect of work on lifestyle			●	○
	C:C1.6 understand the importance of equity and access in career choice		●	○	○
	C:C1.7 understand that work is an important and satisfying means of personal expression	●	○	○	○

Guidance Curriculum Scope and Sequence Chart (Continued)

CAREER DEVELOPMENT DOMAIN			K-2	3-5	6-8	9-12
I N D I C A T O R S	Competency C:C2 Apply Skills to Achieve Career Goals					
	C:C2.1	demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals		●	○	○
	C:C2.2	learn how to use conflict management skills with peers and adults	●	○	○	○
	C:C2.3	learn to work cooperatively with others as a team member		●	○	○
	C:C2.4	apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences			●	○
PERSONAL/SOCIAL DEVELOPMENT DOMAIN			K-2	3-5	6-8	9-12
STANDARD A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.						
I N D I C A T O R S	Competency PS:A1 Acquire Self-Knowledge					
	PS:A1.1	develop positive attitudes toward self as a unique and worthy person	●	○	○	○
	PS:A1.2	identify values, attitudes and beliefs	●	○	○	○
	PS:A1.3	learn the goal-setting process		●	○	○
	PS:A1.4	understand change is a part of growth	●	○	○	○
	PS:A1.5	identify and express feelings	●	○	○	○
	PS:A1.6	distinguish between appropriate and inappropriate behavior	●	○	○	○
	PS:A1.7	recognize personal boundaries, rights and privacy needs	●	○	○	○
	PS:A1.8	understand the need for self-control and how to practice it	●	○	○	○
	PS:A1.9	demonstrate cooperative behavior in groups		●	○	○
	PS:A1.10	identify personal strengths and assets		●	○	○
	PS:A1.11	identify and discuss changing personal and social roles		●	○	○
	PS:A1.12	identify and recognize changing family roles	●	○	○	○
	Competency PS:A2 Acquire Interpersonal Skills					
	PS:A2.1	recognize that everyone has rights and responsibilities	●	○	○	○
	PS:A2.2	respect alternative points of view		●	○	○
	PS:A2.3	recognize, accept, respect and appreciate individual differences	●	○	○	○
	PS:A2.4	recognize, accept and appreciate ethnic and cultural diversity	●	○	○	○
	PS:A2.5	recognize and respect differences in various family configurations	●	○	○	○
	PS:A2.6	use effective communications skills	●	○	○	○
PS:A2.7	know that communication involves speaking, listening and nonverbal behavior	●	○	○	○	
PS:A2.8	learn how to make and keep friends	●	○	○	○	

Guidance Curriculum Scope and Sequence Chart (Continued)

PERSONAL/SOCIAL DEVELOPMENT DOMAIN		K-2	3-5	6-8	9-12
STANDARD B: Students will make decisions, set goals and take necessary action to achieve goals.					
I N D I C A T O R S	Competency PS:B1 Self-knowledge Application				
	PS:B1.1 use a decision-making and problem-solving model		●	○	○
	PS:B1.2 understand consequences of decisions and choices	●	○	○	○
	PS:B1.3 identify alternative solutions to a problem	●	○	○	○
	PS:B1.4 develop effective coping skills for dealing with problems	●	○	○	○
	PS:B1.5 demonstrate when, where and how to seek help for solving problems and making decisions	●	○	○	○
	PS:B1.6 know how to apply conflict-resolution skills	●	○	○	○
	PS:B1.7 demonstrate a respect and appreciation for individual and cultural differences	●	○	○	○
	PS:B1.8 know when peer pressure is influencing a decision	●	○	○	○
	PS:B1.9 identify long- and short-term goals			●	○
	PS:B1.10 identify alternative ways of achieving goals			●	○
	PS:B1.11 use persistence and perseverance in acquiring knowledge and skills		●	○	○
	PS:B1.12 develop an action plan to set and achieve realistic goals			●	○
STANDARD C: Students will understand safety and survival skills.					
I N D I C A T O R S	Competency PS:C1 Acquire Personal Safety Skills				
	PS:C1.1 demonstrate knowledge of personal information (telephone number, home address, emergency contact)	●	○	○	○
	PS:C1.2 learn about the relationship between rules, laws, safety and the protection of rights of the individual	●	○	○	○
	PS:C1.3 learn about the differences between appropriate and inappropriate physical contact	●	○	○	○
	PS:C1.4 demonstrate the ability to set boundaries, rights and personal privacy		●	○	○
	PS:C1.5 differentiate between situations requiring peer support and situations requiring adult professional help		●	○	○
	PS:C1.6 identify resource people in the school and community, and know how to seek their help	●	○	○	○
	PS:C1.7 apply effective problem-solving and decision-making skills to make safe and healthy choices	●	○	○	○
	PS:C1.8 learn about the emotional and physical dangers of substance use and abuse	●	○	○	○
	PS:C1.9 learn how to cope with peer pressure		●	○	○
	PS:C1.10 learn techniques for managing stress and conflict	●	○	○	○
PS:C1.11 learn coping skills for managing life events			●	○	



Minimum Requirements for School Counseling and Guidance Programs in Alabama

School counselors function in a manner consistent with the educational philosophy and mission of the school system and the school. As a member of the educational team, each counselor has special responsibilities for helping all students meet their needs. 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.

Organizational Framework, Activities, and Time

1. Every school system and school must implement a comprehensive counseling and guidance program that:
 - a. Ensures that each counselor develops and follows a planned calendar of activities;
 - b. Ensures that 100 percent of each counselor's time is spent in providing guidance services through the four program delivery components: School Guidance Curriculum, Individual Student Planning, Responsive Services, and System Support; and
 - c. Ensures that each 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. Every school system and school must provide for performance-based evaluation of counselors. The elements of this evaluation must conform to the duties and responsibilities of the counselor as stated in the *Comprehensive Counseling and Guidance State Model for Alabama Public Schools* (the State Plan), Bulletin 2003, No. 89.
3. Every school system and school should make provisions for new counselors to attend the Alabama Department of Education Counselor Academy as well as encourage experienced counselors to attend this professional development opportunity.
4. Every school system and school must establish a counseling and guidance advisory committee to assist in the development and implementation of the comprehensive counseling and guidance program.

Competencies

5. Every school system and school must implement a comprehensive counseling and guidance program that ensures that every student has the opportunity to achieve the minimum competencies at each appropriate grade level.

Structural Components

6. All schools must provide counseling and guidance services performed by certified school counselors for all students in Grades K-12 at a ratio designated by the Southern Association of Colleges and Schools for the type of school.
7. Every school system and school must implement a comprehensive counseling and guidance program and ensure that a person is appointed at the system level to coordinate and monitor the delivery of counseling and guidance services to all students.

School Guidance Curriculum

8. Every school system and school must implement a comprehensive counseling and guidance program that:
 - a. Ensures that each counselor engages in counseling with students in small groups to influence responsible student behavior and enhance student academic achievement; and
 - b. Ensures that each counselor implements a planned sequential program of large-group guidance activities designed to teach students the competencies identified in the three domains of Academic Development, Career Development, and Personal/Social Development in a fashion that enhances the instructional program and focuses on increasing student achievement.

Individual Student Planning

9. Every school system and school must implement a comprehensive counseling and guidance program that:
 - a. Ensures that each counselor engages in counseling with students in individual settings that facilitate responsible student behavior and enhance student academic achievement;
 - b. Ensures that each Grades 8-12 counselor guides students in the development and annual revision of a high school four-year educational plan and requires students to maintain an educational/career planning portfolio of study based on legislative and other graduation requirements. (The selection of the high school four-year educational plan shall be approved in writing by the parents or guardians and become part of the educational/career planning portfolio.);
 - c. Ensures that each counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information; and
 - d. Ensures that each counselor provides equal access and appropriate placement for all students by utilizing test data and other available information that identifies interests, achievement levels, and aptitudes.

Responsive Services

10. Every counselor must assist in the early identification of students at risk of school failure and must facilitate in the delivery of preventive and interventive services.
11. Every counselor must consult with students, parents, teachers, community agencies, and others (nurses, attendance officers, school psychologists, school social workers) regarding strategies to help students achieve personal and academic advancement.

System Support

12. Every school system and school must implement a comprehensive counseling and guidance program that:
 - a. Ensures that each counselor organizes and manages the counseling and guidance program to provide equal access and the most effective delivery of services to students, staff, parents, and the community;
 - b. Conducts systematic evaluations and follow-up studies to determine the need for program revision;
 - c. Promotes awareness of the program components to students, staff, and the community; and
 - d. Ensures that each counselor coordinates guidance services with all aspects of the school program in conjunction with other school staff and community resources.

Resources

13. Every school system and school must 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 office(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, and
 - d. Ensure adequate space for reception areas and for organizing and displaying guidance materials.
14. Every school system and school must provide resource materials that are relevant to the program, appropriate for the community, and of sufficient quantity to be useful.



Program Accountability Components

Accountability and evaluation of 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 data driven. This means 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. School counselors and the comprehensive counseling and guidance program must answer the question, “How are students different as a result of the school counseling and guidance program?” Now, more than ever, 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 must follow the Minimum Requirements for School Counseling and Guidance Programs in Alabama. The monitoring of student progress and program progress in addition to performing personnel evaluations requires the collection of data that support and link school counseling and guidance programs to students’ academic success.

MONITORING STUDENT PROGRESS

Counselors of data-driven 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, administrators, 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 needs and the counselor’s role in addressing those needs.

Student Data

Using student, school site, and system data to monitor student progress ensures that every student receives the necessary support to be successful in school. In order for this to occur, school counselors must 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 as indicated on page 7 of this document in the section, “Individual Student Planning.” To achieve this goal, school counselors monitor student progress through three types of data: student-achievement data, achievement-related data, and standards- and competency-related data.

Student-achievement data measure academic progress. Student-achievement data include:

- Standardized test data
- Grade point averages
- Scholastic Aptitude Test (SAT) and American College Testing (ACT) Program scores
- Graduation rate
- Grade level (at or above) in reading, math, and other content areas
- Successful completion of all courses
- Promotion and retention rates
- Completion of specific academic programs (academic honors, Tech/Prep)

Achievement-related data measure those areas shown to be correlated to academic success.

Achievement-related data include:

- Suspension and expulsion rates
- Alcohol, tobacco, and other drug violations
- Attendance rates
- Parent or guardian involvement
- Participation in extracurricular activities
- Homework completion rates

Standards- and competency-related data measure student mastery of the competencies delineated in the comprehensive counseling and guidance program. These data include:

- Percentage of students having a four-year plan on file
- Percentage of students participating in job shadowing
- Percentage of students setting and attaining academic goals
- 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. School counselors do this by examining student academic achievement data and developing outcome-based interventions designed to help students succeed. Alabama's school counselors must not only look at data globally, but also must be able to disaggregate data. School counselors must be able to separate data by variables to determine if there are any groups of students who 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 databases to be examined are:

- Gender
- Ethnicity
- Socioeconomic status
- Vocational program
- Language spoken at home
- Special education
- Grade level

Data Over Time

Collecting immediate, intermediate, and long-range data allows the school counselor to gain a true picture of the impact of the school counseling and guidance program. Immediate data measure the impact of knowledge, skills, and attitude change as a result of counselor activity or intervention. Intermediate data measure the application of knowledge, skills, and attitudes 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 needs of students. The process of data gathering and analysis ensures that school guidance and counseling implementation plans are rooted in a clear understanding of the particular and unique needs of students. School counselors should determine student needs that are unique to their school and community. Data analysis is the mechanism by which the practicing 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 answer the question, “What did you do for whom?” and provide evidence that an event took place. Process data describe the manner in which the program is conducted and indicate if the program follows established practices. These data are important in that they indicate that an event took place, but do not provide evidence that any change occurred.

Perception data answer the question, “What do students think they know, believe, or can demonstrate?” These data are often collected through pre/post surveys, tests, or skill demonstration opportunities (role plays, evaluation forms).

Results data answer the question, “So what?” These 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. Counselors should analyze student achievement 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 show 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. (See Appendix H.)

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 the following:

- 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
- Implications of the results on the counseling and guidance program

Program Audits

The program audit is used to assess the school counseling and guidance program's alignment with the *Comprehensive Counseling and Guidance State Model for Alabama Public Schools* and The ASCA *National Model: A Framework for School Counseling Programs*. 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 are first performed when a school counseling and guidance program is being designed and then annually 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. (See Appendix I).

PERSONNEL EVALUATIONS

The *Alabama PEPE Program for 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 educators. Through the work of a state task force of educators in Alabama, the criteria for evaluation have been developed and structured into a hierarchy, which delineates the knowledge and skills required for effective personnel and specific positions.

The complete list of criteria, including the PEPE Data Sources; Counselor Surveys; and Competencies, Indicators, and Definitions Items for Counselors, is located in Appendix B of this document. The complete manual for the *Alabama PEPE Program for Counselors* can be accessed at www.alsde.edu.



Program Development and Implementation Components

The success of school counseling and guidance program development is directly linked to the understanding of the *Comprehensive Counseling and Guidance State Model for Alabama Public Schools* (the State Plan), Bulletin 2003, No. 89, by all stakeholders: the community, school board, educators, parents or guardians, and students. As an essential resource person and facilitator of change, the school counselor must assume the primary responsibility for school counseling and guidance program development.

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 a comprehensive counseling and guidance program in all school systems and in each individual school. 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.

DEVELOPMENT AND IMPLEMENTATION OF THE LEA COMPREHENSIVE COUNSELING AND GUIDANCE PROGRAM

LEA Preparation

The purpose of preparation is to help understand the foundation and evolution of the State Plan. This section is included to provide background information for counselors not familiar with previous Alabama counseling and guidance models.

- Review the history of school counseling.
- Review the history of comprehensive school counseling and guidance programs in Alabama.
 - *The Revised Comprehensive Counseling & Guidance State Model for Alabama's Public Schools* (The State Plan), Bulletin 1996, No. 27
 - *The Comprehensive Counseling and Guidance State Model for Alabama Public Schools*, (the State Plan), *Bulletin* 2003, No. 89
- Determine changes needed for transition to the new State Plan, outline a plan for change, and outline changes made.
- Align the LEA school counseling and guidance program to the new State Plan.

LEA Consultation with Leadership

The purpose of consultation with persons in leadership roles is to secure support and essential resources for implementation of the program.

- Meet with key administrators (superintendent, principal(s), coordinator) to review the outlined changes for transition to the new State Plan.
- Reaffirm and secure the commitment of the LEA counseling and guidance advisory committee regarding the transition to the new State Plan.
- Select a steering committee to develop the new document (LEA adaptation of the new State Plan).
- Develop work groups, a work plan, a time line, and a calendar for completion and actual writing of the LEA's adaptation of the new State Plan.

LEA Needs Assessment

The purpose of the needs assessment is to prioritize the competencies from the State Plan and to add any competencies that are unique to the individual LEA.

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

LEA Document Development

- Review *The ASCA National Model: A Framework for School Counseling Programs* and the *Comprehensive Counseling and Guidance State Model for Alabama Public Schools*.
- Review other system-level plans based on the ASCA National Model and/or the new State Plan.
- Review and revise the assumptions and statement of philosophy according to the following key elements:
 - Every student
 - Comprehensive in scope
 - Data-driven
 - Integral part of educational program
 - Preventive in design
 - Measurable student outcomes
 - Collaborates with all stakeholders
 - No Child Left Behind (NCLB) Act
 - Closing the achievement gap
 - Outcome-based
- Define the counseling and guidance program's component in terms of the LEA's 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 (relationship to state department, professional standards, and LEA)
 - Indicates long-range desired results.
 - Provides an anchor in the face of change
- Analyze major differences (ASCA domains, goals and standards) between 1996 State Plan and the 2003 State Plan. (See Figure 3, page 30.)
 - Domains
 - Educational Goals to Academic Development
 - Career Planning to Career Development
 - Knowledge of Self and Others to Personal/Social Development
 - Goals and Standards
 - 16 goals (1996 State Plan) to 9 standards (2003 State Plan)
- Prioritize competencies for the LEA and add other grade-level competencies, as needed.
 - Combining competencies within a single activity
 - Deciding time allotment and calendar for individual competencies

Figure 3

State Plan (1996) and State Plan (2003) Comparison of ASCA Domains and Goals and Standards*	
Alabama State Plan (1996)	Alabama State Plan (2003)
Educational Goals	Academic Development
Students will: <ul style="list-style-type: none"> • Apply effective study skills. • Gain test-taking skills. 	Student will: <ul style="list-style-type: none"> A. Acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
<ul style="list-style-type: none"> • Set educational goals. 	<ul style="list-style-type: none"> B. Complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.
<ul style="list-style-type: none"> • Learn effectively. 	<ul style="list-style-type: none"> C. Understand the relationship of academics to the world of work and to life at home and in the community.
Career Planning	Career Development
Students will: <ul style="list-style-type: none"> • Analyze skills and interests. • Plan for the future. 	Students will: <ul style="list-style-type: none"> A. Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
<ul style="list-style-type: none"> • Form a career identity. 	<ul style="list-style-type: none"> B. Employ strategies to achieve future career success and satisfaction.
<ul style="list-style-type: none"> • Combat career stereotyping. 	<ul style="list-style-type: none"> C. Understand the relationship between personal qualities, education and training and the world of work.
Knowledge of Self and Others	Personal/Social Development
Students will: <ul style="list-style-type: none"> • Develop positive attitudes. • Respect others. • Develop relationship skills. 	Students will: <ul style="list-style-type: none"> A. Acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others
<ul style="list-style-type: none"> • Gain self-awareness. • Gain responsibilities. • Make effective decisions. 	<ul style="list-style-type: none"> B. Make decisions, set goals, and take necessary action to achieve goals.
<ul style="list-style-type: none"> • Learn how to resolve conflicts. • Learn how to make healthy choices. 	<ul style="list-style-type: none"> C. Understand safety and survival skills.

*Domains for 1996 and 2003 are indicated in bold type. Goals for 1996 are indicated by bullets. Standards for 2003 are indicated as A., B., and C.

LEA Adaptation of the State Plan (2003) Program Delivery Components

Align the four program delivery components of the State Plan (1996) and the new State Plan (2003) according to the following changes/additions:

- Guidance Curriculum (1996) to School Guidance Curriculum (2003)
 - Classroom Guidance Activities
 - Group Activities
 - Interdisciplinary Curriculum Development
 - Parent Workshops and Instruction (new)
- Individual Planning (1996) to Individual Student Planning (2003)
 - Individual or Small-Group Appraisal
 - Individual or Small-Group Advisement
 - Placement and Follow-Up
- Responsive Services
 - Consultation
 - Personal Counseling
 - Crisis Counseling
 - Peer Facilitation (new)
 - Referrals
- System Support
 - Professional Development
 - In-Service
 - Consultation, Collaboration and Teaming (new)
 - Public Relations
 - Community Outreach
 - Consultation with Staff
 - Curriculum Development Support
 - Advisory Committees (new)
 - Program Management and Operations (new)
 - Research and Evaluation
 - Fair-Share Responsibilities (new)

LEA Adaptation of Program Structural Components

- Develop management agreements that reflect the Minimum Requirements for School Counseling and Guidance Programs in Alabama as well as other additional program requirements.
 - Counselor's Responsibilities
 - Counselor's Job Description
 - Counselor's Role in Parenting Education
 - Counselor's Role in Tech/Prep
 - Counselor's Role in Discipline
 - Student-Counselor Assignment
 - Counselor's Use of Time
- Consult counseling and guidance advisory committees.
 - LEA counseling and guidance advisory committee
 - Individual school counseling and guidance advisory committee
- Incorporate use of data.
 - Student progress evaluation
 - Program evaluation
 - Longitudinal data collection/storage/access regarding counseling and guidance program
 - Data analysis
 - Data management
- Develop action plans.
 - Curriculum action plan
 - Closing-the-gap action plan

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

LEA Program Accountability

- Develop forms and sample reports.
 - Program evaluation data sources
 - Demographic data
 - Attendance data
 - Suspension and expulsion rates
 - Behavioral referrals
 - Promotions and retentions
 - Graduation rates
 - Standardized test results
- Conduct program audits.
- Utilize school counselor performance evaluations.
 - PEPE- or LEA-developed counselor performance evaluation instrument
 - Data analysis of standards implementation

LEA Program Implementation Process

- Develop counselor program forms.
- Draft initial document.
- Document review by administration, board of education, and other stakeholders.
- Make changes.
- Finalize document.
- Secure letter of approval/implementation from superintendent.
- Provide copy of finalized document to each system counselor.

DEVELOPMENT AND IMPLEMENTATION OF THE INDIVIDUAL SCHOOL COMPREHENSIVE COUNSELING AND GUIDANCE PROGRAM

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.

Individual School Consultation with Leadership

The purpose of consultation with persons in leadership roles is to establish with the principal, faculty, staff, and community stakeholders the changes that will take place during the transition.

- Establish individual school counseling and guidance advisory committee.
- Consult and plan with the school principal the transition timeline, calendar and faculty in-service for the counseling and guidance plan.
- Consult and plan with the principal, advisory committee, and faculty for the needs assessment.

Individual School Needs Assessment

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

- Conduct a needs assessment as it applies to the individual school and grade level(s).
- Prioritize competencies.

Individual School Document Development

- Review the LEA’s comprehensive counseling and guidance plan.
- Review other individual school plans, as appropriate.
- Incorporate applicable components of the LEA’s comprehensive counseling and guidance program as the introductory material for the individual school plan.
 - Introduction
 - Mission
 - Program Benefits
 - Program Delivery
 - Program Goals for Students
 - Minimum Requirements
 - Program Accountability
- Utilize the competencies in the specific domains as they apply to the grade level (s) of the individual school.
- Develop at least one activity that addresses each competency for each grade level in the individual school.
- Develop a calendar for the academic year that shows the planned implementation according to the three domains.
- Develop or adapt forms for the purpose of gathering information to document program implementation and program effectiveness.

Individual School Adaptation of the State Plan (2003) Program Delivery Components

Align the four program delivery components of the State Plan (1996) and the new State Plan (2003) according to the following changes/additions:

- Guidance Curriculum (1996) to School Guidance Curriculum (2003)
 - Classroom Guidance Activities
 - Group Activities
 - Interdisciplinary Curriculum Development
 - Parent Workshops and Instruction (new)
- Individual Planning (1996) to Individual Student Planning (2003)
 - Individual or Small-Group Appraisal
 - Individual or Small-Group Advisement
 - Placement and Follow-Up
- Responsive Services
 - Consultation
 - Personal Counseling
 - Crisis Counseling
 - Peer Facilitation (new)
 - Referrals
- System Support
 - Professional Development
 - In-Service
 - Consultation, Collaboration and Teaming (new)
 - Public Relations
 - Community Outreach
 - Consultation with Staff
 - Curriculum Development Support
 - Advisory Committees (new)
 - Program Management and Operations (new)
 - Research and Evaluation
 - Fair-Share Responsibilities (new)

Individual School Adaptation of Program Structural Components

- Develop management agreements that reflect the Minimum Requirements for School Counseling and Guidance Programs in Alabama as well as other additional program requirements.
 - Counselor’s Responsibilities
 - Counselor’s Job Description
 - Counselor’s Role in Parenting Education
 - Counselor’s Role in Tech/Prep
 - Counselor’s Role in Discipline
 - Student-Counselor Assignment
 - Counselor’s Use of Time
- Consult counseling and guidance advisory committees.
 - LEA counseling and guidance advisory committee
 - Individual school counseling and guidance advisory committee
- Incorporate use of data.
 - Student progress evaluation
 - Program evaluation
 - Longitudinal data collection/storage/access regarding counseling and guidance program.
 - Data analysis
 - Data management
- Develop action plans.
 - Curriculum action plan
 - Closing the gap action plan
- Utilize calendars.
 - Annual calendar of LEA/individual school counseling and guidance activities (system-wide testing, LEA/individual school advisory committee meetings, counselor in-service programs)
 - Monthly/weekly calendar of LEA/individual school counseling and guidance activities (counseling staff team meetings, classroom guidance lessons, group counseling sessions)

Individual School Program Accountability

- Develop forms and sample reports.
 - Program evaluation data sources
 - Demographic data
 - Attendance data
 - Suspension and expulsion rates
 - Behavioral referrals
 - Promotions and retentions
 - Graduation rates
 - Standardized test results
- Conduct program audits.
- Utilize school counselor performance evaluations.
 - PEPE- or LEA-developed counselor performance evaluation instrument
 - Data analysis of standards implementation

Individual School Program Implementation Process

- Develop counselor program forms.
- Draft initial document.
- Document review by administration and other stakeholders.
- Make changes.
- Finalize document.
- Secure letter of approval/implementation from principal/superintendent.
- Provide copy of finalized document to counselor(s).