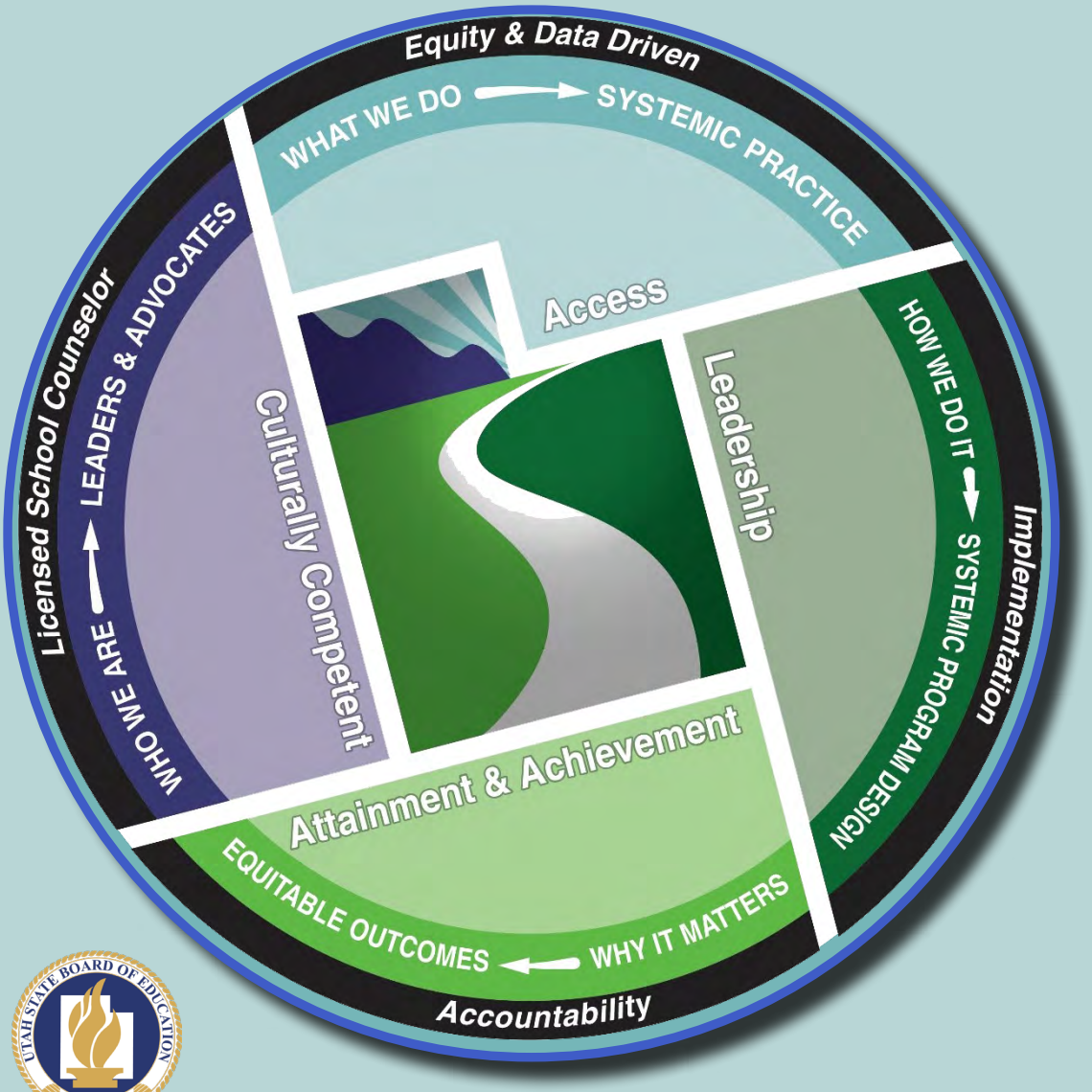
College and Career Readiness School Counseling Program Model Third Edition



Utah State Board of Education 250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200 Sydnee Dickson, Ed.D., State Superintendent of Public Instruction
ADA Compliant: 10/21/2020

College and Career Readiness School Counseling Program Model

Third Edition/2020

Adopted October 2020

Utah State Board of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, UT 84114-4200

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State Superintendent
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Acknowledgment goes to the hard-working school counselors throughout the state of Utah. Without their commitment to student success, the Utah College and Career Readiness School Counseling Program would not be leading the way for school counselors everywhere.

The framework for the Utah College and Career Readiness School Counseling Program uses the American School Counselor Association (ASCA) National Model as a base and incorporates other competency-based programmatic approaches, meaning that students are provided with opportunities to develop the skills and attributes needed to achieve their future educational and career goals.

Citation Guide

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ACKNOWLEDGMENTS

Developing a model that meets the needs of today's stakeholders while also being forward thinking is challenging. Over a two-year period, committees of district leadership, working counselors, as well as nationally recognized school counseling professionals have worked to create a document useful to all stakeholders. The path is paved by those who have worked for statewide implementation of the Utah State Model for School Counseling Programs.

Dr. Lynn Jensen saw that a programmatic approach would be the ideal method to deliver services to students. Many conversations between Dr. Jensen and Norm Gysbers led to the development of the Utah Model for Comprehensive Counseling and Guidance in the 1980s. The work of Norm Gysbers is also the foundation of the ASCA National Model. Dr. Jensen's leadership also led to line-item funding in the Utah State Legislature in the Utah State Minimum School Program. Since then, school counseling programs have continued to progress and develop throughout the state.

Pat Martin, former Senior Director of the National Office of School Counseling Advocacy/College Board and current faculty at John Hopkins University, has been a huge part of this work in rewriting the updated model. Utah school counselors thank her for her expertise, which has been essential in revising this model to represent equitable services and best practices for school counselors.

Dr. Vivian Lee, former Senior Director of the National Office of School Counseling Advocacy/College Board and current faculty at John Hopkins University, has been a huge part of this work in rewriting the updated model. Utah school counselors thank her for expertise, which has been essential in revising this model to represent equitable services and best practices for school counselors.

Utah Career and Technical Education (CTE) is a key resource for students in planning their future. We are grateful for the positive relationship between the College and Career Readiness School Counseling Program and Utah Career and Technical Education (CTE).

The 2nd Edition Model Revision Work Committee was integral in the transformative direction of Utah's school counseling program framework. We would like to thank the following members of the model revision

work committee: Sheila Arredondo, Kathy Bitner, Rob Couraud, Cathy Hansen, Dane Hanvey, Kris Hart, Nancy Karpowitz, Colin Metzger, Karen Miller, Julie Scherzinger, Holly Todd, Lillian Tsosie-Jensen, Momi Tu'ua, and Jamie Vargas.

Thank you to the professional school counselors who have sacrificed their time and efforts to make a difference in the lives of students, parents, and the community.

EXECUTIVE SUMMARY

THE NEED FOR A THIRD EDITION

In 2016, the second edition of the school counseling program model was released. The updated framework stemmed from the ASCA National Model and strongly emphasized college and career readiness for every student and the counselor's role in helping students realize positive postsecondary outcomes. It is student-centered, data-driven, counselor-implemented, and systemic in nature so that students complete high school with the social capital necessary to participate fully in a global society. Furthermore, the refined approach moved the school counseling profession beyond traditional, process-oriented practices frequently detached from the curriculum to transformational, outcome-oriented practices characterized by embedded student activities and evidence-based accountability.

Due to new legislation, Board rule, and ADA compliance, the need for a third edition was necessary. The third edition sustains the integrity of the 2016 Model while incorporating updated language in alignment with the Utah State Board of Education Board Rule R277-464: School Counselor Direct and Indirect Services. This Board rule defines direct and indirect school counselor services, school counselor time allocations, appropriate and inappropriate school counseling activities, non-school counseling duties, and fair share responsibilities. These components have always been part of Utah's school counseling program framework, but the third edition, Appendix C, provides consistent language between the Utah School Counseling College and Career Readiness School Counseling Program Model and Board rule.

ORGANIZATION

The framework is organized into seven chapters: (1) Introduction, (2) Data-Driven Leadership, (3) Leaders and Advocates, (4) Systemic Practice, (5) Systemic Program Design, (6) Equitable Outcomes, and (7) Appendix. These sections provide details about the roles and responsibilities of today's school counselor; essential strategies and suggested practices for ensuring student access, attainment, and achievement; and approaches for developing, implementing, and evaluating high-quality, schoolwide programs that benefit students, educators, and communities. Several themes weave throughout the document displaying their interconnectedness, significance, and relevance to program implementation. Themes include access, advocacy, collaboration, college and career readi-

ness, data-driven decisions, equitable outcomes, leadership, social justice, student focus, systemic approach, and transformative practices. Taken collectively, these themes encapsulate the essence of school counseling.

CHAPTER PREVIEWS

Chapter two focuses on a key objective of school counseling programs. Data-driven leadership involves the ethical and responsible use of relevant process, perceptual, and outcome data to identify and address barriers to student learning and growth. School counselors are uniquely positioned to be student and system stewards who advocate for social justice. Topics discussed in this section include leadership, systemic transformation, types of data, as well as data projects and student learning outcomes.

Chapter three speaks to the roles and responsibilities of the professional school counselor. This section reviews the philosophy and beliefs guiding a school counseling program, the school counselor's role as a culturally competent leader, advocate, collaborator, and agent of systemic change; and the types of activities that are appropriate and worthy of counselors' time.

Chapter four discusses strategies used by counselors to promote access, opportunity, and equity for students as well as ways to perform more effectively in their schools and communities. The Plan for College and Career Readiness is Utah's statewide approach for helping students develop individual learning plans that include personal academic and career goals, associated coursework and pathways, and evidence of progress and achievement. School counselors must also apply a systemic approach to dropout prevention, which consists of social/emotional supports that meet student needs. Collaborative classroom instruction occurs when counselors and other educators work together to embed within the regular curriculum opportunities for students to develop and attain Utah's College and Career Readiness Student Mindsets and Competencies. Systemic program management is also described.

Chapter five presents strategies for designing comprehensive school counseling programs. Collaboration among policymakers, administrators, educators, support staff, parents, and other community members is necessary to create inviting spaces where students want to spend time and enjoy learning. By working together and taking a systemic approach to program design, counselors develop and manage efforts in which policies, practices, and behaviors are aligned, mutually supportive, and student-centered. Essential preconditions include local education agency (LEA) and administrative support, adequate human and financial resources, facilities and infrastructure, and relevant professional development.

Five steps to establish a program are:

1. Plan the program
2. Build the foundation
3. Create an action plan
4. Operate the program
5. Evaluate the program to ensure accountability

Effective program management demands positive working relationships with administrators and staff, clear expectations and annual agreements, and well-appointed advisory committees.

Chapter six emphasizes the value and significance of high-quality, comprehensive, school-wide counseling programs. The primary goal is for students to be college and career ready when they complete high school. Thus, accountability matters. Program standards and individual school counselor performance standards provide a framework for accountability. The effective collection, analysis, and use of data help counselors demonstrate accountability for their performance as well as program implementation and results. As part of the program performance review process, schools are required to complete a formal review every six years, with an interim review done by local district leadership during year three. Accountability for student outcomes and meeting program standards is used to determine fund appropriation.

Appendices include a historical perspective of the evolution of school counseling programs, an outline of the Utah College and Career Readiness Student Mindsets and Competencies, and an overview of direct and indirect student services, including the recommended distribution of total school counselor time, and a list of appropriate and inappropriate school counseling activities.

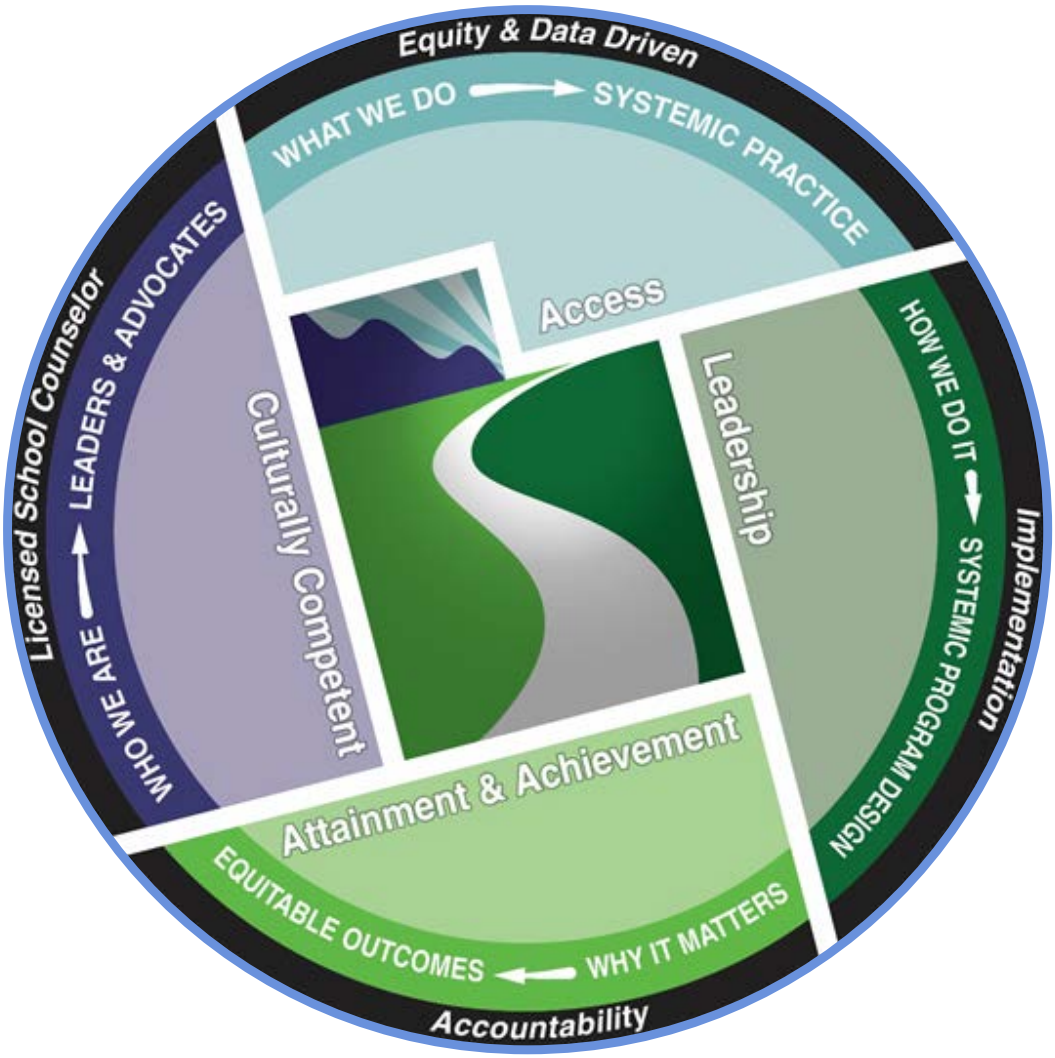
HOW TO USE THIS DOCUMENT

Whether a novice to the field or veteran, this document serves as a reminder of the important role that school counselors play in students' lives. It provides the rationale, and a clear guide, for implementing effective practices and high-quality programs. Some practitioners may choose to read the full document, from beginning to end, prior to each school year. Others may want to review sections with their colleagues at various times throughout the school year. Another option is to begin with the end in mind, section 6, and why this matters, and then delve into the implementation details. Finally, most readers are likely to reference pertinent sections depending upon student needs and local circumstances. An individualized approach is encouraged to make the information meaningful and useful, and improve the performance of all school counselors.

An electronic version of the Utah College and Career Readiness School Counseling Program Model can be found at: ***www.schools.utah.gov***.

Utah College and Career Readiness

SCHOOL COUNSELING PROGRAM MODEL FRAMEWORK



1 INTRODUCTION

TOPICS INCLUDE:

- Overview
- Framework

OVERVIEW

Welcome to the ***Utah College and Career Readiness School Counseling Program Model***.

Utah school counselors demonstrate accountability, social justice, and systemic change. The Utah Model provides a **FRAMEWORK** for (1) systemic school counseling practices that advocate for equitable educational access, (2) rigorous academic preparation, and (3) the achievement and attainment necessary for college and career readiness for all students. Taking a comprehensive, systemic approach offers school counselors, teachers, administrators, other school personnel, and policymakers a range of strategies and practical tips on how to work more effectively in their schools and communities.

Effective collection, analysis, and use of data ensure counselors are accountable for personal performance and program implementation. The data-driven process helps school counselors and other education stakeholders select and implement appropriate supports and interventions that close opportunity gaps, demonstrate program effectiveness, and raise achievement levels. Through the use of a data-driven decision-making model, the Utah College and Career Readiness School Counseling Program ensures a whole-school approach to student success. A student-focused, data-driven, counselor-implemented, systemic practice allows every student to engage in an educational experience that results in exiting high school with the educational preparation and social capital necessary for college and career success and full participation in a global society. A data-driven, decision-making process is described in chapter two of this document.

K–12 SCHOOL COUNSELING

In Utah, traditionally, school counseling has been thought of as a function of secondary education; however, comprehensive school counseling recognizes the importance of early intervention in elementary school. This framework is intended to support the design and implementation of systemic counseling programs for all grade levels. Although some information may be more appropriate at the secondary level, it is equally important and essential to elementary school counseling programs. Elementary school counseling programs play an integral role in preparing students to be college and career ready. Elementary school counselors provide academic, personal, social, and life skills development opportunities that are necessary for student success and lifelong learning.

Collaboration with teachers and administration is key to providing students with opportunities and experiences that will develop these competencies. For successful futures, the earlier these skills are exposed and developed, the better for students. Elementary school counseling is more preventive and proactive in nature, helping students develop skills to break down barriers. It is the goal of the Utah State Board of Education to have 100 percent of students in grades K–12 receive support from a professional school counselor. Although state school counseling program funding does not currently provide support for elementary school counselors, it is highly recommended that school districts find opportunities to allocate resources to provide these services to all students.

CAREER LITERACY

The focus of career pathways changes the paradigm of career planning for students from career development to career literacy. There is an expectation in education to ensure that every student is college and career ready. The foundation and history of school counseling in Utah is Career Literacy. Career Literacy is the basic knowledge and skills that students need to navigate the world of work. It involves a holistic approach that helps students to understand a range of career fields, multiple entry and exit points for various occupations, and strategies for career development and advancement. The Career Literacy process transforms the student mindset to enable them to make more informed decisions regarding their career pathway.

REDEFINING THE UTAH MODEL

Researchers and leaders in the school counseling field emphasize redefining and reforming school counseling programs, as well as the responsibilities of the school counselor. Reform efforts provide school counselors with the knowledge and data that they need in order to close the achievement gap for underserved populations of students (Dollarhide and Saginak, 2008). Moving from traditional to transformational practices necessitates the school counselor serves as a leader in the school improvement process. A systemic, data-driven school counseling program is fundamental in reaching social justice and equitable outcomes for all students.

A social justice-based school counseling program is part of the framework of transformative practices for school counselors and allows the school counselor to use data to identify marginalized students. A systemic approach questions school policies and practices that impede the growth and success of students (Holcomb-McCoy, 2007), and requires school counselors to reduce their use of individual-based helping models (i.e., "putting out fires"). "Although individual counseling is important, these methods are not always effective when addressing systemic challenges or institutionalized barriers" (Dunn, 2012). Counselors should move toward systemic interventions that address problematic school and district policies and provide individual counseling and interventions when appropriate. Counselors collect and use data for systemic change and, last but not least, improve connectedness within schools (Dunn, 2012). Operating within a social justice framework for school counseling programs addresses inequities and builds student access to opportunities for success.

School counseling has become an integral and transformative program in the achievement of each Utah student. The model is written to reflect a systemic approach to program administration. The implementation of this model expects Utah students to be served equitably, based on data gathered and analyzed yearly at each school. Data is analyzed to target intervention to improve student outcomes.

References

Dollarhide, C.T., & Saginak, K.A. (2008). *Comprehensive school counseling programs: K-12 delivery systems in action*. Boston: Allyn and Bacon.

Dunn, J. (2012). *Proceedings from NOSCA '12: Destination Equity*. National Harbor, MD: College Board

Holcomb-McCoy, C. (2007). *School counseling to close the achievement gap: A social justice framework for success.* Thousand Oaks, CA: Corwin.

The Utah Model for College and Career Readiness School Counseling Program Model empowers school counselors to place themselves as educational leaders in their school systems and establish a foundation for school improvement. School counselors are partners and collaborators in school improvement and advocates of social justice. The Utah College and Career Readiness School Counseling Program Model is based on standards and the use of data, transforming the school counselor forward in a growth mindset. Today's school counselors emphasize accountability, social justice, and systemic change. School counselors value the importance of working with some students one on one but then look deeply within school programs systemically to eliminate barriers to student success. This growth mindset requires leadership skills. Leadership skills require vision, collaboration, the willingness to be accountable, and the capability to see the systemic process. Implementation of the Utah College and Career Readiness School Counseling Program Model assures that every student has the opportunity for access, attainment, and achievement.

— Lillian Tsosie-Jensen, School Counseling, Equity, Prevention Coordinator, USBE

2 DATA-DRIVEN LEADERSHIP

TOPICS INCLUDE:

- Leadership
- Systemic Transformation
- Access, Attainment, and Achievement Data
- Types of Data
- Data Projects and Student Learning Outcomes
- Data Evaluation

Data-driven leadership for school counselors is a powerful way to literally and figuratively wrap your arms around each student by using data to break down institutional and environmental barriers to create the conditions that help students realize their potential. Data-driven leadership will garner support and secure the school counselor's position with the educational system. Data-driven leadership is a call to action for school counselors to lead toward and advocate for social justice on behalf of all students.

LEADERSHIP

School counselors provide an important leadership role in improving student achievement and are uniquely positioned to be student and system advocates. School counselors strive to ensure equity and access to a well-balanced education and rigorous courses for every student. Working as leaders, advocates, and collaborators, school counselors promote student success by working to close existing achievement gaps for students of ethnic or culturally diverse backgrounds, students from low-income families, students needing academic support, and first-generation college students. Thus, school counselors work as advocates to remove systemic barriers that impede the academic success of students. Through their leadership, advocacy, collaboration, and the effective use of relevant data, school counselors minimize barriers to student learning and growth. Counselors ensure future opportunities for every student in the school by providing access to rigorous courses. Measurable success resulting from these efforts will include increased numbers of students completing high school academically prepared to

choose from a range of substantial postsecondary educational options (Lee & Goodnough, 2015).

SYSTEMIC TRANSFORMATION

Look at the terminology of *systemic* versus *systematic*. A *systemic* perspective focuses on the "big picture" and long-range goals. A *systematic* perspective focuses on the task at hand in a very linear way. Both perspectives are needed; however, if school counselors want to be truly effective, a systemic approach to program implementation is crucial. Systemic transformation is the global perspective of change into a growth mindset. Systemic transformation allows school counselors to use data, addressing gaps and barriers to student success.

Systemic transformation is a shift in school counseling. This shift provides a structure for systemic school counseling practice that advocates for equitable educational access, achievement for student success, and attainment necessary for college and career readiness for all students. A systemic approach offers school counselors, administrators, and policymakers a wide range of strategies to work more effectively in their schools and communities. "Using strategic interventions helps school counselors adopt a more proactive approach and focus on the output in the form of student success rather than on the input of the counseling program" (Lee & Goodnough, 2015). Hence, school counselors are a vital part of a collaborative group of educators committed to access, attainment, and achievement for all students. A social justice-based school counseling program is part of the framework of transformative practices for school counselors and allows the school counselor to use data to identify marginalized students.

The ASCA National Model was written to help answer the question "How are students different as a result of what school counselors do?" It created a framework for a comprehensive, data-driven school counseling program. The Utah Model takes that framework and builds upon it to further help Utah students.

Utah is taking a courageous step. It is moving beyond the ASCA National Model. It is taking the framework and making it specific to our state and our students.

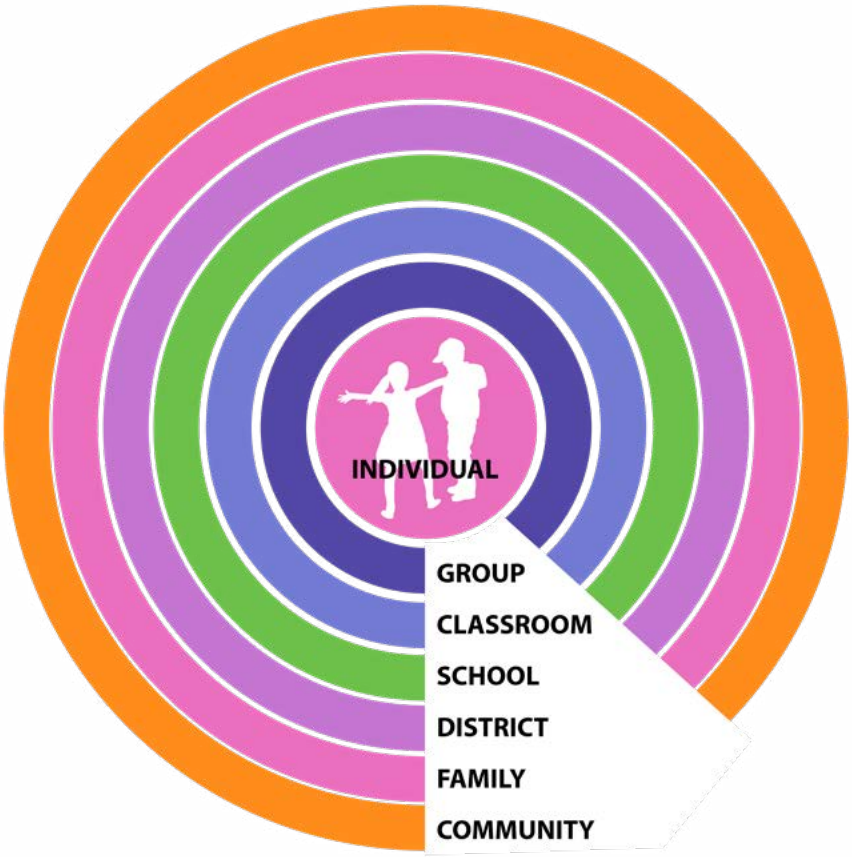
I believe that every Utah school counselor needs a strong understanding of the ASCA National Model. It provides a "language" to the profession of school counseling. It provides a common ground or starting place for school counselors nationwide. Utah school counselors have an additional responsibility to understand the Utah Model and the advancements that our state is taking into the future of our profession and our students.

Kathy Bitner
Canyons School District School Counselor

In order to implement effective interventions based on data-driven decisions, it is important to design a systemic approach within the comprehensive school counseling program. "A systemic focus is achieved by placing the individual at the center of the system (see Figure 2.1) and examining the relationships between, and expectations of, larger subsystems that affect the individual, such as school, family, community, and society" (Lee and Goodnough, 2015). It is a priority to identify the relationships connecting the student to these different subsystems, ensuring interventions that are holistic and sustained over a period of time. A systemic practice allows for a preventative design instead of reacting to existing patterns of crisis.

A Systemic Focus

Figure 2.1 (Adapted from Lee, 2012)



Within the school levels exist vertical and horizontal alignments:

Vertical alignment, once known as interschool communication, encompasses elementary schools feeding into middle schools, which then feed into one high school. Data can be used by school counselors, administrators, and policymakers to

evaluate the different levels of the education system. Data also provides feedback about the strength of the school counseling program and is used to make appropriate changes for improvement.

Horizontal alignment may include all school levels (e.g., all elementary schools) or a particular grade level in all schools (e.g., all eighth graders) within a district. When program implementation is strongly aligned, the school counseling program standards provide a coherent set of expectations for students and educators. Horizontal alignment connects the relationship between standards and student outcomes. Intentional alignment helps ensure collaborative efforts are focused on positive student outcomes.

The alignment of practices with data-driven foresight is intuitive in systemic transformation, social justice, and equitable outcomes for all students (see Figure 2.2). Social justice "asks school counselors to know what they believe in and to courageously lead and advocate through intentional behaviors in their daily work on behalf of all students" (Lee and Goodnough, 2015).

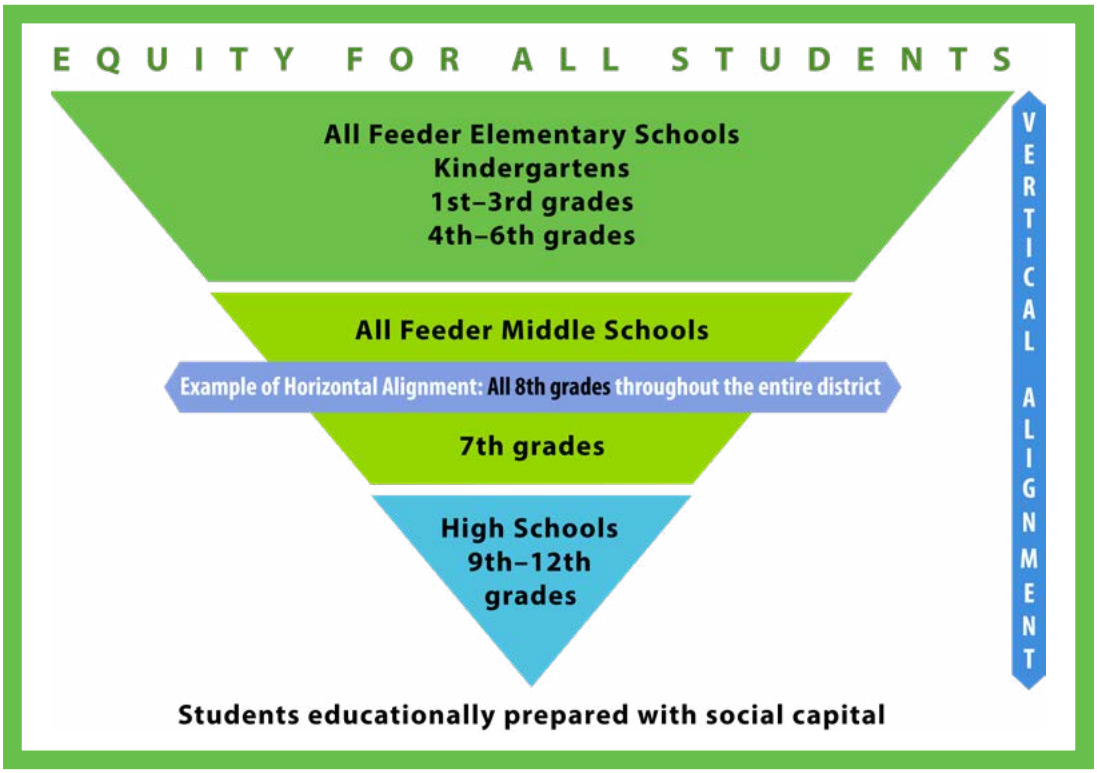


Figure 2.2

A systemic approach allows school counselors to examine each level of support in identifying existing barriers impeding student success. Such barriers could exist within school systems and at home. An example of a systemic approach is when the school counselor comparatively analyzes data of school demographics against

student enrollment in Advanced Placement (AP) classes and identifies an underrepresented student group. The school counselor must review current school policies and challenge existing barriers (e.g., grade point average, prerequisite courses, and fees). To emphasize retention and achievement, the culturally competent school counselor must focus on a growth model and not a deficiency model for students. The school counselor must provide disaggregated outcome data to the faculty in order to promote continued AP enrollment of diverse student groups. Further examination of feeder school policies with regard to honor class enrollment will also be examined by school counselors as they collaborate with the cone site school counselors.

ACCESS, ATTAINMENT, AND ACHIEVEMENT DATA

The task of educators is to close access, attainment, and achievement gaps among student groups, as well as the gap between achievement and academic standards for all students (Lee, 2005, 2006; Lee & Goodnough, 2006, 2010, 2015). To effectively manage and analyze data, it is important to have categories of data. These categories assist school counselors in examining data to determine the need and school counseling program delivery for all students. School counselors should ask questions about the data and why the data looks the way it does. Questioning and analyzing provides insight into the data elements required to address access, attainment, and achievement gaps (Lee & Goodnough, 2014). Within this process of vertical and horizontal data implementation, a systemic transformation is formed.

The use of data is critical if we are to be effective and efficient in our profession. Analysis of student access, attainment, and achievement data available to us tells the real story of what is going on in our schools. It tells us who is slipping through the cracks, struggling with success, and—intentional or not—who is being ignored. Data tells us where to focus our efforts so that equity gaps in the areas of access, attainment, and achievement can begin to be closed. If we are not using data to shape and direct our counseling programs, our efforts become purely arbitrary and inefficient. We must act intentionally if we want to achieve equity and help all students realize their potential. Arbitrary counseling efforts can only be transformed into equitable, intentional, effective ones when data is considered.

Jamie Vargas
Jordan School District School Counseling Specialist

ACCESS DATA

Access data provides an examination of the groups of students who are able and who are not able to consider educational programs. By further disaggregating data within groups, the school counselor identifies where specific gaps exist. As an example, comparing a school's overall student demographics to those of students enrolled in honors classes or early college coursework (e.g., Concurrent Enrollment, Advanced Placement, and International Baccalaureate) could reveal that fewer low-income and students of ethnic or culturally diverse backgrounds are enrolled in these courses. Thus, the purpose of access data analysis is to increase the availability of courses and educational programs for all students.

Equitable access supports (Lee & Goodnough, 2015):

- Availability of and access to rigorous courses
- Examining pathway information—personal, academic, college and career
- Availability of and access to highly qualified teachers
- Increased awareness and access to resources to support the individual

Examples of data elements are:

- Rigorous courses
- Gifted and talented
- Special education
- Leadership opportunities
- Extracurricular activities
- College and career readiness recognition

Access data questions identify existing barriers, such as (Lee & Goodnough, 2015):

- What is the availability of rigorous or advanced courses?
- Who and how many students have access to advanced or rigorous courses, and who does not?
- Who has identified interests, careers, and colleges; and who has not?
- Who has access to resources, and who does not?

ATTAINMENT DATA

Attainment data are completion rates for existing benchmarks (Lee & Goodnough, 2015). Such benchmarks are:

- Dropout rates
- Graduation rates
- Special education rates
- Gifted and talented rates

- Math and reading proficiency rates
- Enrollment in rigorous courses rates
- Discipline—suspension rates
- Course completion rates
- Test-taking (ACT/SAT) rates
- Submitted college applications rates
- Completed Free Application for Federal Student Aid (FAFSA) forms rates
- SOAR*

Attainment data questions identify existing barriers of *who* and *how many*. For example, who is enrolled in eighth grade Honors English classes? How many students from each demographic group? Where are the educational opportunity gaps?

The Utah State Board of Education (USBE) provides a yearly Student Outcomes Accountability Report (SOAR) for counselors to acquire data about their school. This report includes a school profile, which provides demographic information, state testing results, attendance rates, behavior and incident reports, rigorous course participation numbers, graduation rates, dropout rates and other college and career readiness indicators.

ACHIEVEMENT DATA

Achievement data are evaluations of academic performance revealed through (Lee & Goodnough, 2015):

- Grades on exams and end marking periods (quarter, trimester, semester)
- Grade point average
- Test scores from end-of-level testing
- ACT/SAT college entrance exams
- SOAR*

TYPES OF DATA

There are three types of data: process, perception, and outcome. Process data describe the counseling activities conducted and how many students participate in them; it is counting the numbers. Perception data is collected through pre- and post-testing, systemic assessments, program evaluation surveys, or other feedback methods; it may indicate changes in attitudes and beliefs or perceived gains in knowledge or skill mastery. Perception data is the understanding of a concept. Outcome data show the impact of an activity or program on student behavior, performance, or at-

tainment of competencies; it is results and achievement. Although this paragraph is outlined in the Model, it is the data-driven leader that understands the data elements and participates in systemic practice by using access, attainment, and achievement data. The accountability section of the Utah Model requires outcome data of access, attainment, and achievement. School counselors will need to provide evidence through data projects of closing access, attainment, and achievement gaps.

SYSTEMIC ASSESSMENT

School counselors are uniquely positioned to create a program that equitably serves all students and supports the school improvement plan. In a necessary leadership role, school counselors conduct **a systemic (needs) assessment**. The systemic assessment is "used to identify the needs of students and the larger community by reaching every subsystem of that community" (Lee & Goodnough, 2015).

The purpose of conducting a systemic assessment is to use the data to drive the school counseling program and implement data-driven interventions. The data from the systemic assessment allows for school counselors to serve the ever-changing needs of a school in a culturally responsive manner. When the school counseling program is relevant to the needs of the school, it more easily integrates and supports the school improvement plan. A comprehensive understanding of the needs of all students, and of the school, becomes evident with the systemic assessment. Once the needs are identified, data-driven goals can be developed for the systemic school counseling program (Lee & Goodnough, 2015).

DATA PROJECTS AND STUDENT LEARNING OUTCOMES

The school improvement plan and process depend upon systemic change. As school counselors work within the system with administration and school leadership teams, they work continuously with data. Outcome data is a requirement of systemic practice and access, attainment, and achievement for student success. School counselors work on many data projects within one school year; however, only one project is reported annually to the Utah State Board of Education (USBE) using the data project template. Data projects submitted to the USBE is only one example of a larger data-driven school counseling program and systemic practice within the educational setting. In writing the data project report, state the specific expected outcome for the intervention. See Figure 2.3 for steps to writing a measurable goal.

Each year, all schools receiving Utah College and Career Readiness School Counseling Program funds are required to submit a data project to USBE. The

electronic data project reporting template can be found on the USBE School Counseling Program website. Data projects need to be connected with school needs and goals for student achievement from the school improvement plan. School counselors track the data elements regularly and report results at the end of the school year using the template. If the data project demonstrates student growth using outcome data, school counselors may consider the data project as a Student Learning Outcome (SLO) goal. School counselors must check with the school leadership to see if the data project can meet the SLO section requirements of the Educator Effectiveness Project. Utah school counselors are accountable for their personal performance as well as their program's performance. School counselors, no matter their level or number of years in education, must develop competence in data skills to implement data-based decisions toward an effective counseling program. In essence, the systemic process of a data-driven decision-making model allows school counselors to answer the question, "Is the school counseling program making a difference for students, and how can I prove it?"

For data projects submitted to the USBE, consider ending the data collection and project prior to the school year. Next, school counselors must identify contributors in the systemic process of interventions that will be involved with the target group of students. Record actual results by collecting longitudinal and/or cohort data. It is recommended that a data chart (spreadsheet) be created to track the success of the target group over several years (e.g., improvement in math proficiency by 5% for ninth grade girls on fee waiver). Even though the data project report is due each year, the data project process will usually last more than one year to collect longitudinal outcomes. If the preferred intervention does not produce the desired results, the school may adapt or change the strategy at any time.

How to write a measurable goal:

Example: Increase Latinx students' FAFSA completion rate by 10 percent by the end of the year.

1. Direction	2. Group	3. Data Element(s)	4. Expected Outcome	5. Date of Outcome
Increase	Latinx students	FAFSA completion rate by	10% by	End of the year
Direction (1)	Group (2)	Data element (3)	Expected outcome (4)	Date of outcome (5)

Figure 2.3 (Lee,2012)

District counseling leaders compile the data project reports for all secondary schools in the district and send the documents to the USBE school counseling program specialist by **June 1** each year. District counseling leaders also share results with the local board of education. School counselors share the results

of the data project with key stakeholders (e.g., parents, students, community, faculty, and school counseling advisory committee).

DATA EVALUATION

Data evaluation demonstrates accountability and creates credibility for professional school counselors and school counseling programs. Many school counselors do not have the resources to conduct research studies (Lee & Goodnough, 2015), but do have the ability to complete data projects. School counselors who possess the knowledge and skills necessary to develop and implement data-driven school counseling programs will ensure that school counseling is integral to the school improvement plan. Data projects are concrete measures of accountability. More importantly, systemic, data-driven school counseling

When counselors use data effectively to inform their work, they:

- Advocate and provide equity in college and career readiness preparation.
- Transform school counseling practices to better serve student needs.
- Monitor student progress in multiple areas.
- Engage decision-makers in data-driven decisions.
- Challenge existing policies, practices, attitudes, and mindsets.
- Expose equity barriers for focused advocacy.
- Target resources, programs, interventions, and strategies.
- Include systemic assessment in program improvement.
- Provide leadership in systemic educational reform.
- Demonstrate accountability.

The disaggregation of access, attainment, and achievement data reveals inequities that will help school counselors focus efforts in the greatest area of need (Lee & Goodnough, 2015). Disaggregation of data can be done by any of the following:

- Gender
- Race/ethnicity
- Language spoken in home
- Parent/guardian level of education
- Grade point average
- Grade level
- Socioeconomic status
- Special education identification
- 504 identification

programs ensure the needs of all students are equitably met and inspire academic success.

LONGITUDINAL DATA

Documenting baseline data before strategic planning and programmatic restructuring provides necessary information for longitudinal data collection. Each year data is charted, indicating growth or change in the areas of concern. The analysis of longitudinal data enables counselors to identify patterns and trends in student development by the four mindsets and competency domains: academic/learning, life/career, multicultural/global citizen, and social/emotional (see Appendix B). It gives the counseling staff the ability to review overall student progress and provides a review of the comprehensive program for the school site or district. Using the longitudinal data gives counselors and administrators the big picture and serves as a catalyst for systemic change. Tracking data over time helps schools evaluate and alter programs for improvement.

THE ANALYSIS OF DATA OVER MULTIPLE YEARS SHOULD INCLUDE THE FOLLOWING:

1. Student demographics: Enrollment data, gender, ethnicity, grade levels and languages
2. Academic/learning development: Standardized test scores, grade-point averages, dropout rates, and graduation rates
3. Life/career development: Students participating in work-based learning experiences, job shadowing, and Career and Technical Education (CTE) programs and pathways
4. Multicultural/global citizenship development: Climate survey results, bullying, and relational aggression issues
5. Social/emotional development: Climate survey results, substance use and abuse statistics, attendance data, and office disciplinary referrals
6. Parent or guardian involvement: Parent or guardian attendance at evening activities, parent workshops, and conferences
7. Plan for College and Career Readiness: CTE Pathways, postsecondary enrollment, Free Application for Federal Student Aid (FAFSA) completion, and career interest areas

DATA—THE ESSENTIAL COMPONENT

School counselors value the importance of working with some students one on one, but then look deeply within school programs systemically to eliminate barriers to student success. Data analysis and the use of data to implement program interventions allow school counselors to target their use of time towards direct services to students. The use of data allows school counselors to create

equitable services and provide social justice to every student.

Utah College and Career Readiness School Counseling Program Data Projects are action research. Using data projects, school counselors can provide evidence needed to show how well their interventions help students. This data usage must be shared with educational stakeholders, as well as other partners and leaders within the global practitioner community. School counselors who complete data projects are fundamentally instrumental in promoting and improving the work of school counseling, thus affecting data-driven change.

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3 LEADERS AND ADVOCATES— WHO WE ARE

TOPICS INCLUDE:

- Evolution of Practices
- Philosophy and Beliefs
- Vision and Mission
- Roles and Responsibilities
- Culturally Competent Counselors
- Whole-School Approach of Integrated Services

This chapter reviews the role of the professional school counselor in a school counseling program, the philosophy and beliefs guiding a systemic approach, and how culturally competent school counselors are key to student success. Culturally competent school counselors work toward a framework of social justice and transformative practices. The Utah Model is a whole-school method for achieving equitable outcomes for all students. This chapter provides foundational influence of practice for school counselors, which evoke system-wide change where equitable access and high standards are the norm.

EVOLUTION OF PRACTICES

Implementing a data-driven school counseling program, school counselors are sometimes working in a way that might be different than they are accustomed. This may be true if the school counselor is part of a department where counselors were trained in a traditional approach to school counseling programs. In schools today, increased academic performance for all students is the goal. School counselors must be leaders and improve their data skills. Data, actually move school counselors closer to students because the school counselor has made an impact on students' learning (Stone & Dahir, 2016). "The new paradigm for school counseling is based on a standards-based defined program that emphasizes student growth, learning, and results, and also recognizes that all children growing up in America face the normal challenges of coping

with everyday problems" (Stone & Dahir, p. 17, 2016). On a daily basis school personnel encounter students who are frustrated by the cycle of personal and academic failure or suffering from feelings of worthlessness. Many students face emotional, physical, social, and economic barriers that inhibit successful learning. Transformed school counselors examine their practice and look at ways of working beyond one student at a time, focusing their attention on raising student aspirations. "Transformed school counselors use data to inform their practice and use data-driven decision-making to respond to the needs of today's students and schools" (Stone & Dahir, p. xiii, 2016). Since the mid-1990s, the school counseling profession has undergone a transformation that parallels the call for change in schools (Education Trust, 2009) (Figure 3.1). When school counselors use data to drive their decision-making, they can spend more time in prevention and intervention rather than working in crisis mode.

Figure 3.1

EVOLUTION OF SCHOOL COUNSELING PRACTICES

From Traditional Practices		To Transformational Practices
Ancillary support personnel	→	Integral team members and leaders
Work in isolation	→	Collaborate with stakeholders
Reactive services	→	Proactive interventions
Limited in scope with a focus on individual problems	→	Comprehensive in scope to make systemic changes that benefit all students
Unique and at-risk student groups	→	All students
Address deficiencies	→	Develop strengths
Treatment of personal and social concerns	→	Prevention and student success
Keep records	→	Use data to effect desired changes
Course selection and placements	→	Inclusion and rigorous preparation
Career information services	→	Career literacy and planning
Detached from the curriculum	→	Integrated into the curriculum
Ad hoc student activities	→	Embedded student activities
College planning with interested students	→	Postsecondary plans and pathways for all students
Process-oriented	→	Outcomes oriented
Limited accountability	→	Strong, evidence-based accountability

PHILOSOPHY AND BELIEFS

Each school, under the direction of the administration and counselors, works with stakeholders to develop a set of beliefs, a vision statement, and a mission statement for the counseling program. They then use data to develop a set of program goals, create curricula, and plan activities that support the school improvement plan. These activities and interventions will help students achieve life and learning goals articulated in the mindsets and competencies (see Appendix B). The Utah school counseling program framework supports the school's academic mission by promoting and enhancing the learning process for all students. School counselors are student-focused and, through the integration of academic learning and life skills, student readiness for college and career increased in the following areas:

- All students (regardless of abilities, interests, backgrounds, and so forth) succeed at high levels given sufficient support and encouragement.
- All students are prepared for 1, 2, 4, or more years of postsecondary education and or training upon graduation from high school.
- All students respect others and are prepared to fully participate in a global society.
- All students deserve a quality education to complete the holistic development of the individual.
- All students have access to the skills, knowledge, and mindsets provided by school counseling professionals.
- All students graduate with career literacy skills that are necessary to succeed in postsecondary education, training, and the workplace.

VISION AND MISSION

Utah school counselors are student-focused. School counselors envision a Utah where every school has a high-quality, comprehensive counseling program that drives student outcomes and ensures postsecondary plans and pathways for all students. This is not limited to closing achievement gaps, but reveals disparities in outcomes in student groups, and guaranteeing equitable access through the removal of barriers for underserved populations by using data to effect desired changes. To accomplish this, school counselors collaborate with stakeholders and are an integral part of the school leadership team where decisions regarding school improvement and climate are made.

ROLES AND RESPONSIBILITIES

LEADERSHIP, ADVOCACY, COLLABORATION, AND SYSTEMIC CHANGE

> "Since the inception of the profession of school counselor, the role has been redefined and modernized, often-times to meet the needs of changing society or in response to societal events." (Beesley, 2004; Burnham & Jackson, 2000, Gysbers & Henderson, 2001).

The role of the school counselor has changed from a service provider to a data-driven change agent who provides leadership in systemic education reform, equity in college and career readiness, and refocus of school counseling practices. Transforming the role of the school counselor from the traditional role to the transformational role includes teaming and collaboration, leadership, assessment, and the use of data to effect change, advocacy, and coordination (The Education Trust, 2009; Musheno & Talbert, 2002). School counselors are uniquely positioned to be student and system advocates.

Recognizing the foundational elements of the ASCA National Model, school counselors incorporate the qualities of **leadership, advocacy, collaboration, and systemic change** in their role and responsibilities to implement the Utah Model. Working as leaders, advocates and collaborators, school counselors promote student success by closing the existing achievement gap whenever it is found among students of ethnic or culturally diverse backgrounds, students from low-income families, students needing academic support, first-generation college students, and any underrepresented or disadvantaged group. Thus, the Utah Model moves school counselors into a position of change agents in a systemic standard in school improvement.

School counselors work as advocates to remove systemic barriers that impede the academic success of any student. Through their leadership, advocacy, collaboration, and the effective use of current and relevant school data, school counselors minimize barriers to

> The need to make changes to the model developed because the model is becoming outdated. ASCA has changed their model, which left Utah with either an outdated model that matched ASCA's previous model or the need to update the Utah model. There are some current ideas, mindsets, and components that are not represented in the current model, and are key elements of Utah school counseling. I believe a model must represent where the counseling programs in Utah should be, are, and will go in the near future. As I have worked on this project, one of the ideas that kept recurring for me was "simple, direct, relevant."
>
> ***Dane Hanvey, Utah County Academy of Sciences School Counselor***

student learning. Measurable successes resulting from these efforts will include increased numbers of students completing high school academically prepared to choose from a range of substantial postsecondary educational and career options. School counselors are catalysts for educational **change** and accept a **leadership** role in educational reform.

School counselors are in a position to not only call attention to barriers within schools that can defeat, frustrate, or hinder student achievement but to also be proactive change agents for student success and school improvement. School counselors are **advocates** for students striving to prepare for the transition to college and career. School counselors provide the leadership to assess school learning using disaggregated data, identify student needs, and **collaborate** with others to develop priority interventions to help achieve desired student outcomes. School counselors are trained to use data to identify academic and social deficiencies which hinder student success. Through their roles as school leaders and collaborators, school counselors are positioned to provide interventions and promote **systemic change.**

CULTURALLY COMPETENT COUNSELORS

Cultural differences influence the behaviors not only of students, but also of school counselors (Holcomb-McCoy, 2012). Often, "school counselors think that they are fair and culturally sensitive when they treat all students the same" (Holcomb-McCoy, 2012). This traditional practice is not transformational in nature and can contribute to inequities because all students are not the same. To ignore an individual worldview can impede the counseling process. Look and listen to students as individuals. Listen to the voice of diversity, showing respect by validating the uniqueness of each student. School counselors should also focus on the strengths of the student, rather than their deficiencies. This embraces trauma-informed practices used to help students move past a wound or shortcoming and focus on healing or achievement. The culturally competent school counselor cultivates hope for student success.

The culturally competent school counselor works toward a framework of social justice embedded in self-awareness, worldview, positive relationships, and counseling advocacy interventions. In order to be culturally competent school counselors, individuals recognize, value, and respect cultural differences. School counselors stay current on international and world events and seek professional development to design and implement culturally competent school counseling program services and interventions. Culturally competent school counselors acquire knowledge of historical events that manifest generational trauma and are sensitive to each student's cultural identity.

WHOLE SCHOOL APPROACH OF INTEGRATED SERVICES

The **school counselor** is an essential member of the school leadership team and works with the administration, faculty members, and other stakeholders to establish rigorous academic standards and develop long- and short-range goals to improve student learning for every student in the school population. Each school develops practices to measure the academic progress of all students and ensures that all students have equal opportunity to learn and have equal access to rigorous courses. Annually, the school leadership team gathers and analyzes data to identify achievement gaps and determine the specific needs of the school.

RESILIENCY AND SCHOOL CLIMATE

Resiliency and wellness are qualities that need to be present for quality learning to occur at school. School counselors are the building experts in these areas, and thus are valuable to students, teachers, parents and community members interested in ensuring that all students are successful learners. These important areas include high expectations, meaningful student engagement, connectivity and bonding, skills for life, clear and consistent boundaries, and unconditional support.

Resiliency and wellness are influenced by these key environmental protective factors that are in place in a positive, supportive learning environment. These factors help students develop or strengthen individual personal protective factors such as self-motivation, humor, flexibility, creativity, perseverance, and love of learning. For students to achieve the goal of graduating from high school ready for success in both college and career, the school community must establish a learning environment where each student is held to high academic expectations and can access supportive, effective interventions that will ensure mastery of rigorous college and career readiness standards. This happens when students feel safe, accepted, and connected to caring adults and peers. School counselors are logical facilitators of these efforts.

META-COGNITIVE FACTORS

In addition to content knowledge and academic skills, students must develop sets of behaviors, skills, attitudes, and strategies that are crucial to academic performance. Researchers have described these elements as social-emotional or meta-cognitive skills or factors. As defined by the University of Chicago Consortium on School Research (2012), five categories of meta-cognitive factors connected to academic performance are:

1. Academic behaviors
2. Academic perseverance
3. Academic mindset

4. Learning strategies
5. Social skills

These factors are embedded in the Utah College and Career Readiness Student Mindsets and Competencies, organized into the following four domains:

1. Academic/Learning Development
2. Life/Career Development
3. Multicultural/Global Citizenship Development
4. Social/Emotional Development

Academic/Learning Development refers to the academic core curriculum and attitudes towards learning that students possess at graduation. Life/Career Development means training students to understand the world of work and be able to make informed decisions on postsecondary education leading to a desired career. Multicultural/Global Citizenship Development is an understanding of each individual's contribution to our global community. Social/Emotional Development refers to a student's ability to understand the need for balance and a social/emotional support structure.

SYSTEMIC PERSPECTIVE

School counselors function as agents for systemic change in the creation of a positive school climate. The standards of the Utah College and Career Readiness Student Mindsets and Competencies reflect and reinforce the elements that create a positive school climate. School counselors collaborate with various stakeholders to provide leadership and support to the school improvement plan and school climate. Counselors focus on all students' academic achievement and constantly strive to both identify and eliminate gaps in access and opportunity. As outlined in chapter 2, each comprehensive school counseling program is required to create a data project whereby a group of students is identified, and specific interventions are developed to improve school performance. Baseline data is collected and analyzed by the counselors to shape and/or modify future interventions based on outcome data. School counselors are engaged in extensive risk-prevention efforts for their students. School counselors provide interventions and lessons in a variety of topics such as suicide prevention, substance abuse prevention, healthy relationships, and bullying prevention. School counselors work with other school officials and community agencies to ensure that effective information and resources are both available and given to students. School counselors work in systemic practice, outlined in chapter 4, that allows every student to engage in an educational experience that results in exiting high school with the educational preparation and social capital necessary for college and career success and full participation in a global society.

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The Utah College and Career Readiness School Counseling Program Model is the systemic framework for school counselors to advocate in decreasing existing barriers which impede student success, as well as the framework for school counselors to lead in promoting growth in areas of social/emotional, life/career, academic/learning, and multicultural/global citizenship toward college and career readiness. The landscape of careers are ever changing according to the demands of consumers. School counselors help students make informed decisions as they plan and prepare for their future. The Utah College and Career Readiness School Counseling Program Model reflects the school counselor's role in providing equitable supports for every student according to best-practices based on a data-driven model which also measures student outcomes. Students must be prepared to meet career expectations of the future.

– Momi Tu'ua, School Counseling Specialist, USBE

4 SYSTEMIC PRACTICE—WHAT WE DO

TOPICS INCLUDE:

- Plan for College and Career Readiness Process
- Systemic Approach to Dropout Prevention with Social/Emotional Supports
- Collaborative Classroom Instruction
- Systemic Program Management

This chapter discusses systemic practices and strategies used by counselors to promote equity, access, and opportunity for all students. K–12 school counseling programs ensure that students are well prepared for life after high school. Systemic transformation offers school counselors a wide range of strategies on how to work more effectively in their school. Forming both a comprehensive and systemic program design is essential in establishing effective school counseling programs. A comprehensive program design promotes a whole child approach to student development in the four domains of academic/learning, life/career, multicultural/global citizenship, and social/emotional supports. However, it is the systemic program design that provides equitable support to all students. A systemic approach allows school counselors to use data, addressing gaps, and barriers to student success. Therefore, a systemic program design ensures student supports are deeply ingrained in the system to improve equitable outcomes for students, not only academically, but also for lifelong success. The comprehensive, systemic program design reaches 100% of students through the following four program delivery areas: 1) Plan for College and Career Readiness, 2) Systemic Approach to Dropout Prevention with Social/Emotional Supports, 3) Collaborative Classroom Instruction, and 4) Systemic Program Management.

PLAN FOR COLLEGE AND CAREER READINESS PROCESS

The Plan for College and Career Readiness process is a systemic approach to individual student planning in which school counselors coordinate ongoing ac-

tivities to help students establish personal goals and develop future plans. School counselors help students make successful transitions from grade level to grade level, set future goals, which include selecting college and career pathways, and establish career literacy. Career literacy is the basic knowledge and skills that students need to navigate the future work environment. The process of planning for college and career readiness and developing career literacy can be accomplished by gathering information on student interests, identifying strengths, and helping students overcome barriers. School counselors who establish a systemic approach for the school counseling program build an environment where all students have equitable access to all school programs and can achieve and attain their goals. Reflect back to figure 2.1 as a visual to what a systemic approach to student planning might look like for your students. The student college and career-ready planning process is implemented through strategies such as the following:

- **Transition planning:** School counselors work with students in transitioning from one educational program to another, from one school to another, or from school to college/career (e.g., next-step planning). This can be done through gathering information, overcoming barriers, and establishing necessary conditions to maximize student achievement.
- **Individual or small-group appraisal:** School counselors work with students to analyze and assess students' abilities, interests, skills, and achievements. Test information, inventories, and other data are used as the basis for appraisal to help students develop immediate, intermediate, and long-range plans. A common example of appraisal is the analysis of a completed interest inventory to inform the student's selection of a career pathway.
- **Individual or small-group advisement:** School counselors advise students using social/emotional, educational, career and labor market information in planning college and career readiness goals. Advisement includes recommendations for exploring services and opportunities available at the school and community, making appropriate course selections, determining meaningful educational goals, and selecting programs of study that aligns with career interests.
- **Student/parent Plan for College and Career Readiness meetings:** School counselors meet with students and their parents or guardians consistent with state and LEA policy to develop, review, and/or revise the student's Plan for College and Career Readiness. School counselors collaborate with special educators to hold the IEP meeting with the Plan for College and Career Readiness meeting so that the student, parents or guardians, teachers, and school counselor all contribute together on behalf of the student.

SYSTEMIC APPROACH TO DROPOUT PREVENTION WITH SOCIAL/EMOTIONAL SUPPORTS

It is sometimes difficult to affect change in the educational system because of traditional approaches and vested interests. A systemic approach involves continuous investigation of practices and data-driven identification of improvement areas that expand student supports. The removal of organizational barriers provides a system-wide structure that supports change. School counselors promote student engagement, which is vital to dropout prevention. The systemic approach to dropout prevention is a K–12 framework; this factor also highlights why elementary school counselors are so critical.

All services for students are responsive services. However, the systemic approach to dropout prevention in the school counseling program consists of activities to meet student needs and concerns. These needs or concerns require counseling, consultation, and referral. School counselors offer a range of services along the continuum from early intervention to crisis response in order to meet student needs. Although school counselors have special training and skills to respond to school-based mental services, more intense interventions are sometimes needed for student supports and wraparound services. This makes the consultation and referral process essential to student advocacy.

Another component of systemic practice to strengthen dropout prevention includes school counselors in consultation with parents or guardians, school personnel, and other identified parties to develop plans and strategies for facilitating student supports. The systemic practice of school counselors incorporates individual and group counseling, crisis management, and suicide prevention. Counselors use the following methods to provide student services:

The Utah School Counselor Association is proud of its long-standing and mutually supportive relationship with the Utah State Board of Education School Counseling Department. Utah is a national leader in the implementation of high-quality, comprehensive school counseling programs. Beginning with school counseling programs in the 1980s, Utah counselors have strived to develop and continuously improve a school counseling model that understands and meets student needs. Since 2010, there has been a shift in the way school counselors meet the needs of students in college and career planning. This current Utah College and Career Readiness School Counseling Program Model helps counselors provide data-driven, student-focused, best practices to students.

—Holly Todd, 2014-2015 Utah School Counselor Association President & School Counseling Specialist, USBE

1 **COLLABORATION:** Professional school counselors consult and partner with teachers, staff members and parents or guardians regularly to provide information, support the school community, receive feedback on the emerging needs of students, and to address those needs.

2 **INDIVIDUAL AND SMALL-GROUP COUNSELING:** Counseling is provided on a small group or individual basis for students expressing difficulties dealing with relationships, personal concerns, or normal developmental tasks which impedes student success. Individual and small-group counseling helps students identify problems, causes, alternatives, and possible consequences or appropriate action. Such counseling is short-term in nature. School counselors do not provide ongoing therapy. When necessary, referrals are made to appropriate community resources.

3 **REFERRAL RESOURCES:** Professional school counselors compile referral resources to utilize with students, staff, and families to effectively address issues. Professional school counselors make referrals to appropriate professionals when necessary. These referral sources may include mental health agencies, employment and training programs, vocational rehabilitation, disability resource centers, juvenile services, and other social and community services.

4 **CRISIS COUNSELING:** Crisis counseling provides prevention, intervention, and postvention services. Counseling and support are provided to students and families facing emergencies. Such counseling is short-term and temporary in nature. When necessary, referrals are made to appropriate community resources. School counselors provide a leadership role in the district's crisis intervention team process. Written procedures are followed in crisis situations.

PREVENTION AND INTERVENTION

Utah school counselors implement systemic practice through prevention and intervention collaboration. Some of the common models used in Utah are as follows:

- **Tiered Intervention:** A Multi-Tiered System of Support (MTSS) is a data-driven, problem-solving framework to improve outcomes for all students. MTSS relies on a continuum of evidence-based practices to support student needs. Schools apply this model as a way to align academic, behavioral, social, and emotional support to improve education for all students. The primary tier (Tier 1) serves as the foundation for behavior and academic support. This tier is a preventative, universal schoolwide or class-wide system of services for all students. The secondary tier (Tier 2) is a specialized level of support for students who need

targeted interventions and support. The tertiary tier (Tier 3) provides an individualized level of support for students who need intensive interventions and support. A three-tiered prevention logic requires that all students receive support at the universal or primary tier. If the behavior of some students is not responsive, more intensive behavioral supports are provided. This could be in the form of small group interventions (targeted or secondary tier) or individualized plans and/or referral to additional services (intensive or tertiary tier). It is important to remember these tiers refer to levels of support students receive, not to students themselves. Students receive Tier 2 or Tier 3 supports, they are not Tier 2 or Tier 3 students.

- **Advisory/Flex Program:** The purpose of an advisory/flex program is to make a large school smaller by allowing a small group of students the opportunity to regularly interact with an adult in an individual and/or small group setting. Students are best served when school counselors consult with administration, faculty, staff, parents, and community partners in delivering appropriate prevention, intervention, responsive services, and dropout prevention.
- **Student Support Team:** A Student Support Team ensures students who struggle receive targeted intervention until a resolution is reached. The purpose of a Student Support Team is to review the academic and/or behavioral interventions documented by the school counselor and teachers that have not proven successful and to brainstorm other interventions that would support students and help them experience success. This team is typically comprised of administrators, school counselors, school psychologists, special education representatives, and/or other student support personnel.
- **Schoolwide Positive Behavior Interventions and Supports (SWPBIS)/ Multi-Tiered Systems of Support:** Improving student academic and behavior outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. SWPBIS provides an operational framework for achieving these outcomes. More importantly, SWPBIS is not a curriculum, intervention, or practice, but is a decision-making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students. In general, Schoolwide PBIS emphasizes four integrated elements: (a) data for decision-making, (b) measurable outcomes supported and evaluated by data, (c) practices with evidence that these outcomes are achievable, and (d) systems that efficiently and effectively support the implementation of these practices.

TRAUMA-INFORMED SCHOOLS

Trauma can affect school performance, increase dropout rates, and lead to more suspensions and expulsions (National Child Traumatic Stress Network, 2008). Embracing a trauma-informed school culture requires an understanding of the impact adverse childhood experiences have on students' academic achievement and social/emotional development. It is vital for school counselors to engage in professional development in trauma-informed practices and promote trauma-sensitive schools. Trauma-informed practices promote resiliency, in which school counselors assist in student development through the school counseling program. School counselors, collaborating with school staff and community partners, can help transform the school into a safe, supportive, trauma-sensitive learning environment for all students. School counselors advocate for policies and procedures focused on a trauma-sensitive framework and the establishment of a safe school climate for all students.

RESTORATIVE PRACTICES

Restorative practices focus on repairing the distressed individual by rebuilding connectedness through collaboration and communication. Restorative practices allow for school counselors to advocate for change on a social justice framework. The integration of school counseling programs with restorative practices keeps students in school when problems arise and provides students with appropriate tools to solve problems. Student competencies in restorative practices help build character traits and meta-cognitive skills and form relationships within the school community. Professional competencies include social justice, advocacy, and systemic change. Techniques include circle processes, peer mediation, and restitution. Positive changes can be presented to administrators or school boards as a way to advocate for the use of restorative practice. Griffin and Steen (2011) call for several different concepts to be present for school counselors to approach their role in a social justice framework, including developing cultural competencies, using data, gaining allies, advocating for student needs, educating and empowering families, and staying politically active and persistent. Advocating for a systemic change to restorative practice contains components of promoting school counseling programs and practices that keep students in schools and involve families and the community.

COLLABORATIVE CLASSROOM INSTRUCTION

In systemic practice, teacher, administrator, and school counselor collaboration is essential. The collaboration and integration of content require school counselors to become familiar with the academic curriculum and the sequence of the curriculum being taught throughout the school. School counselors must

know concepts across academic disciplines, such as critical thinking and problem solving. In systemic practice, school counselors support teachers with the distribution of knowledge and skills in areas where counseling expertise can enhance student academic learning and development (Lee & Goodnough, 2014). This is collaborative classroom instruction.

Collaborative classroom instruction consists of a written instructional program that is comprehensive in scope, preventative, proactive, and developmental in design. Aligning instruction to the content standards ensures that students acquire competencies that are integrated and cross-curricular, meaning that they are fully woven into the context of the core curriculum whenever possible. It includes structured lesson plans intended to help students attain mindsets and competencies in these four domains:

ACADEMIC AND LEARNING DEVELOPMENT

- Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
- Students will complete school with the attitudes and abilities to be successful in college or career.
- Students will understand the relationship of school experiences and academic achievement to the world of work, home, and community.

LIFE AND CAREER DEVELOPMENT

- Using knowledge of self, students will investigate the world of work and make informed college and career decisions.
- Students will be successful in employing strategies to achieve future college and career goals.
- Students will understand the relationship between personal qualities, academic achievement, and dedication to success in college and career.

MULTICULTURAL AND GLOBAL CITIZENSHIP DEVELOPMENT

- Students will demonstrate a deep regard for self and others.
- Students will demonstrate a personal commitment to basic democratic principles.
- Students will demonstrate a civil and considerate spirit while participating in society.

SOCIAL AND EMOTIONAL DEVELOPMENT

- Students will acquire the knowledge, attitudes, and interpersonal skills to better understand and respect self and others.
- Students will make decisions, set goals, and take the necessary action to achieve their academic and life goals.

- Students will develop resiliency skills necessary for physical and emotional self-care and self-advocacy.

Counseling teams meet to review data to determine which competencies and mindsets should be covered at each grade level to meet student needs based on data gaps and the goals of the school improvement plan. Also, counselors collaborate with their feeder schools to develop a scope and sequence for the collaborative classroom instruction. The scope and sequence of instruction, whether developmental or academic, can be outlined using a school counseling program curriculum delivery survey for teachers. Collaborative classroom instruction is delivered through such strategies as:

- **Classroom instruction:** School counselors provide instruction, team teach or assist with learning activities or units in classrooms, the career center, or other school facilities. A variety of engaging strategies are employed to reach students with diverse learning styles and needs.
- **Parent workshops and instruction:** School counselors conduct workshops and informational sessions for parents and/or guardians to address the needs of the school community and support collaborative classroom instruction. With parent involvement, students are more engaged in learning and feel connected to school.
- **Interdisciplinary curriculum development:** School counselors participate on interdisciplinary teams to develop and refine the curriculum in content areas. These teams develop a collaborative classroom instruction that integrates with the subject matter. Aligning the curriculum to the content standards ensures that students acquire integrated, cross-curricular competencies, meaning that they are fully woven into the context of core curriculum whenever possible.

SYSTEMIC PROGRAM MANAGEMENT

Systemic practice consists of management activities that establish, maintain, and enhance the total school counseling program. School counselors use their leadership and advocacy skills to promote systemic change by contributing in the following areas using a minimum of counselor time: professional development; consultation and referrals; collaboration, outreach, and advocacy; program management and operations; technology use; and professional development.

OUTREACH AND ADVOCACY

Through collaboration, consultation, and referral with education stakeholders, professional school counselors establish priorities for systemic practice. In systemic practice and transformation, school counselors serve as leaders in establishing positive learning environments that promote educational equity and success for students. Collaboration, consultation, and referral provide the best

avenue for advocacy and outreach as they help education stakeholders understand how the school counseling program is integral to student achievement and college and career readiness.

PROGRAM MANAGEMENT AND OPERATIONS

This includes the planning and management tasks needed to support activities conducted in the school counseling program. It also includes fair-share responsibilities that need to be fulfilled by members of the school staff.

- **Management Activities:** These include budget, policies and procedures, annual calendaring, research and resource development, and data analysis.
- **Data Analysis:** Counselors analyze student achievement and counseling program-related data to evaluate the counseling program, conduct research on activity outcomes, and discover gaps between different groups of students that need to be addressed. Data analysis also aids in the continued development and updating of the school counseling program and resources. School counselors share data and their interpretation with staff and administration to ensure each student has the opportunity to receive an optimal education.
- **Fair Share Responsibilities:** As team members within the educational system, school counselors perform "fair share" responsibilities that align with and are equal in amount to the fair share responsibilities provided by other educators on the school site. Counselors should not routinely be assigned sole responsibility for test coordination and administration, master schedule building, or other non-school counseling activities. For an appropriate list of school counselor duties and time allocation, see Appendix C.

PROFESSIONAL DEVELOPMENT

School counselors actively seek out opportunities for updating their professional knowledge and skills.

Examples include the following:

- **Ongoing Training:** School counselors participate in school and district in-service training, counselor conferences and webinars sponsored by the Utah State Board of Education, Utah System of Higher Education, Utah Association for Career and Technical Education, Utah School Counselor Association, and other entities that help school counselors stay current with best practices and research.
- **Professional Learning Communities:** School counselors participate in professional learning communities to analyze student data, discuss student interventions through a tiered approach, and develop collaborative classroom instruction curricula that support goals for overall school improvement.
- **Professional Association Membership:** As the school counseling profession continues to change and evolve, school counselors can maintain and improve their level of competence by being members of professional associations and

taking advantage of the resources and supports which they provide.

- **Post-Graduate Education:** School counselors are lifelong learners and pursue post-graduate educational opportunities to improve their skills and knowledge base. School counselors are encouraged to contribute to the professional literature.

TECHNOLOGY USE TO PROMOTE SCHOOL COUNSELING PROGRAMS

School counselors plan and organize numerous counseling events. It is crucial to promote and inform stakeholders about these activities. Counseling teams should actively publish information to promote these events. Multiple forms of technology may be used to advertise and raise awareness of counseling activities.

Technology is a vital tool in system support. It encourages active participation for students and is an invaluable resource for parents and other education stakeholders. Websites can help counselors perform the following functions:

- Identify the priorities and goals of the counseling program
- Make available information to supplement individual planning sessions
- Provide information and links on College and Career Readiness
- Offer information regarding social/emotional supports to dropout prevention
- Enable access to a calendar of counseling activities
- Identify grade levels, dates, and activities
- Display time allocations for school counselors that clarify roles and responsibilities

The use of other forms of social media and technology is also encouraged to help publicize school counseling programs. The choice of media and content needs to be school appropriate and monitored for accuracy. Students are increasingly technologically competent and need access to college and career readiness materials in various formats and through multiple platforms.

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5 SYSTEMIC PROGRAM DESIGN—HOW WE DO IT

TOPICS INCLUDE:

- Development
- Management

The education community is composed of state leaders, legislators, state and local school board members, state and local advisory committee members, school administrators, counselors, teachers, parents, and students. An educational system must have collaboration from many different stakeholders in creating an environment where students can become successful. Such a system is said to be systemic because its missions, efforts, procedures, and policies affect the entire educational organization and every person in the system. The Utah School Counseling Program is systemic and affects the entire education community at the state and local levels. This chapter provides an overview of the development and management of school counseling programs as it relates to existing school counseling programs, new administrators, and schools starting a new program.

DEVELOPMENT

Systemic program design helps individuals conceptualize a school counseling program. The development and use of a systemic process utilize global thinking and involves strategic planning, so that stakeholders can implement a solution-focused approach to address challenges. Partnership in the solution-focused approach provides a basis for a program framework. Essential preconditions for developing a school counseling program are outlined in the following pages.

LEA AND ADMINISTRATIVE SUPPORT

It is important to recognize that the Utah College and Career Readiness Counseling Program is adopted at the LEA level. Available incentive funds flow to the LEA for distribution by the local career and technical education (CTE) director or school counseling director from the funds received through CTE

add-on funding. Also, as a reminder, the funds available from Utah College and Career Readiness School Counseling Program were never intended to be the sole source of funding for school counselors; likewise, CTE is not to be the sole source of funding for a program designed to serve all students. LEAs and local schools generally provide additional funding to support professional school counseling at about five times the amount received through Utah College and Career Readiness School Counseling Program.

The support of school administrators is also necessary to ensure effective implementation of the school counseling program. The entire school counseling staff and the administration collaborate to make management decisions. Site principals and their administrative team are involved in this process for several important reasons:

- Administrators are school leaders who understand the school's direction and needs.
- Administrators who meet regularly with the counseling staff to discuss the school's mission and the counseling program are critical links in supporting the school's mission and meeting student needs.
- Administrative support is vital if school counseling programs are to be fully functioning and effective.
- An involved and supportive administrator who understands the value of the school counseling program is one of the program's best advocacy tools.
- Administrators and counselors work together to create a systemic and interdependent approach to improving student academic achievement and achieve school goals.
- School counselors and administrators are especially alert to and responsible for the needs of every student, including those who are underserved (Van Zandt, 2001).

PRE-CONDITIONS/STRUCTURAL COMPONENTS

To support the school counseling program, the following conditions should be met:

PROGRAM

- Every student, parent or guardian, teacher, and other recipients of the school counseling program has equal access to the school counseling program.
- The program operates in a supportive work environment and has an adequate budget and school counseling materials.
- The school counselor works cooperatively with parents or guardians, teachers, and community partners and local policies regarding counseling with students.

- School administrators and school board or governing board members understand and support the program's priorities and demands.
- The Utah State Board of Education provides leadership, training, and technical assistance as schools implement a Utah College and Career Readiness School Counseling Program.
- The school counselor works cooperatively with parents or guardians, teachers, and community partners as well as follows federal, state, and LEA laws, regulations, and policies regarding counseling with students.

STAFF

- School counselors hold a valid Utah school counselor license.
- School counselor responsibilities are clearly defined by the program to make maximum use of the school counselor's expertise. (See School Counselor Performance Standards.)
- The student-to-counselor ratio is appropriate to implement the designed program. ASCA recommends a ratio of at least one school counselor to every 250 students. Utah State Board Rule R277-462-6 requires schools receiving Utah College and Career Readiness School Counseling Program funds to have a counselor-to-student ratio no greater than 1:350 or have a plan to meet that standard.
- All staff members accept responsibility for the infusion of Utah College and Career Readiness School Counseling Program Student Mindsets and Competencies into the program.
- School counselors are members of their state and national professional associations.
- School counselors understand and are willing to follow the ASCA's Code of Ethics.
- School counselors engage in ongoing professional development.

BUDGET

- A school counseling department budget is established to support program needs and goals.
- Budgets similar to those of other departments are established at the local or LEA level.
- Local, state, and federal funds are made available to support the program's goals.

MATERIALS, SUPPLIES, AND EQUIPMENT

- Materials are relevant to the program and appropriate for the community.
- The school counselor consults with the advisory committee and the local

board policy concerning the evaluation and selection of program materials.

- Materials, supplies, and equipment are easily accessible and of sufficient quantity to support the program.
- All school counselors have locking file cabinets, private telephone lines, and computers with internet access in their offices.

FACILITIES

- All facilities are easily accessible and provide adequate space to organize and display school counseling materials.
- The school counselor has a private office that is designed with consideration of the student's right to privacy and confidentiality.
- Access is provided to facilities for meeting with groups of students.

TECHNOLOGY

- School counselors use technology, especially the Utah Career Information Delivery System (CIDS), to help students perform career and advanced educational searches and create online portfolios.
- School counselors receive yearly training in all areas of technology advancement and updates.
- School counselors use technology in the planning, implementation, and evaluation of the school counseling program.
- School counselors use technology as a tool to gather, analyze, and present data to drive systematic change.
- School counselors use data regarding their school population to work with the principal, teachers, and advisory council in making recommendations to improve academic achievement.

STEPS FOR NEW PROGRAM DEVELOPMENT

Five steps are involved when school- or district-wide teams decide they want to establish a College and Career Readiness School Counseling Program: (1) Plan the program, (2) Build the foundation, (3) Create an action plan, (4) Operate the program, and (5) Make the program accountable through evaluation processes.

1. **PLAN THE PROGRAM:** The planning phase starts with the decision to align with the Utah College and Career Readiness School Counseling Program.

   A. Secure commitment.

   - Read the Utah School Counseling Program Model.
   - Obtain school board or governing board approval for the Utah College and Career Readiness School Counseling Program.

B. Get organized.

- Form a cadre of school counselor(s) and staff members to work as a program development team.
- Create a timeline for program development and implementation.

C. Assess your current program.

- Use the *Utah College and Career Readiness School Counseling Program Performance Review* booklet to identify components and elements already in place and those that need to be developed.
- Identify current counseling functions, activities, and services.
- Conduct a counselor use-of-time analysis.

2. BUILD THE FOUNDATION:

A. Assess the needs of the school and the LEA.

- Use data from surveys for teachers, parents or guardians, and students to identify needs.
- Use school achievement and related data, including attendance, dropout rates, graduation rates, and college attendance rates.
- Identify how adopting and implementing the Utah College and Career Readiness School Counseling Program will support the school's mission and goals.

B. Commit to the Utah College and Career Readiness Counseling Program Framework.

- Discuss beliefs about students and learning, philosophies, and mission.
- Write the program philosophy and mission statement.

3. CREATE AN ACTION PLAN:

After creating a philosophy, writing a mission statement, and determining student competencies to be addressed in the school counseling program, priorities are identified and corresponding percentages of counselor time are allocated in system practices, chapter 4. The school counseling program must be clear, purposeful, and presented in a manner that can be easily understood by all who are involved in the program.

- Identify specific counseling strategies and interventions for each program component based on data and student need.
- Develop detailed and specific work plans for systemic practices outlined in chapter 4.
- Identify the curriculum, resources, and instructional strategies to be used.
- Determine data to collect when implementing the program (e.g.,

process, perception, outcome) and the frequency of data collection. Note that for data projects, outcome data is required.

- Decide who will perform the various tasks, and when.

4. OPERATE THE PROGRAM: In this phase, the comprehensive counseling program is put into operation. The most important aspect of this phase is to have the official approval or adoption from the school LEA governing board. This requires the board to have a working knowledge of the program and to be prepared to assume ownership and support all aspects of the program.

A. Set up the program.

- Consider the pre-conditions mentioned in the Utah College and Career Readiness School Counseling Program.
- Establish the budget for the program.
- Complete the principal/counselor agreement with the school administration (see the USBE school counseling program website for form)
- Establish a leadership and advisory committee (see the following pages in this chapter).
- Send a Letter of Intent to implement the Utah School Counseling Program Model to the USBE School Counseling Program Specialist during the enrollment period of March 1 to May 1.

B. Work within the program.

- Develop a master planning calendar for the program at all grade levels.
- Determine school counselor target time allocations based upon the program design.
- Launch the program by implementing collaborative classroom instruction and/or school counselor core curriculum based on systemic assessment for each grade level.
- Select a data project activity to implement and measure.
- Collaborate with administration, school staff, feeder system, and other educational stakeholders to develop a systemic approach to college and career readiness.

C. Promoting the school counseling program.

- Develop a program brochure.
- Present the program to the school site staff.
- Develop a school counseling department website.
- Design multiple methods of communicating with students, parents, and other stakeholders.

5. MAKE THE PROGRAM ACCOUNTABLE: When the program is fully implemented, an evaluation to determine the program's effectiveness is conducted and shared with the advisory council. At this point, after one year of a fully implemented Utah College and Career Readiness School Counseling Program, schools can arrange for an on-site review of the program, using the Utah School Counseling Program Model performance standards for effective program implementation. An evaluation provides the information necessary to ensure that there is a continuous process to measure the results of the school counseling program by reviewing the following.

- Develop program results reports.
- Revisit your program self-evaluation to determine areas of improvement and areas requiring more attention.
- Reflect on the results when making decisions for program adjustment and improvements.
- Assess how the counseling team is working together.

MANAGEMENT

Management of the Utah School Counseling Program requires counselors to develop relationships with all members of the educational communities across the state. The key local relationships revolve around counselors, principals, PTA members, and school advisory committee members. Existing school counseling programs utilize several management tools to increase their efficacy. The use of a Principal/Counselor Annual Agreement assures the alignment of program and school goals. It is an essential document that outlines duties and responsibilities as well. Counselors also meet with their advisory committee to maximize stakeholder input and determine priorities within the communities they serve. Finally, counselors use time allocation tools to ensure that 85 percent of their time is spent on direct student services. See appendix C for more details on time allocation. These services are allocated in different delivery areas depending upon the grade levels in the school that the counselor serves. Together, these management tools provide supports that enable a counselor to be more effective in their role as a leader within the school.

PRINCIPAL/COUNSELOR RELATIONSHIP

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. The College Board's National Office for School Counselor Advocacy (NOSCA) promotes the value of school counselors as leaders in advancing school reform and student achievement. Together, the College Board's National Office for School Counselor Advocacy, the American School Counselor Association, American

School Counselor Association, and the National Association of Secondary School Principals have published several documents on the topic of the principal-counselor relationship.

- *A Closer Look at the Principal-Counselor Relationship* (2009)
- *Finding a Way: Practical Examples of Effective Working Relationships* (2009)
- *Enhancing the Principal-School Counselor Relationship Toolkit* (2011)

In developing a shared vision of the outcomes students can achieve through an excellent school counseling program, the principal is a key stakeholder in promoting collaboration throughout the school on behalf of students. School counselors and principals want to see students be successful at their school and beyond in college and through future career goals. By working together, their efforts can create better opportunities for all students to achieve.

USING THE PRINCIPAL/COUNSELOR ANNUAL AGREEMENT

The use of annual agreements within the school counseling program can enable smooth, effective program implementation to meet student needs. The entire school counseling staff, including the administrator who oversees school counseling, must make management decisions based on site needs and data analysis. Program implementation is predicated on integrating all elements of the school counseling program. Organizational plans should consider the following:

- How will students be assigned to school counselors to ensure every student has access to the program and acquires the predetermined competencies? Will students see any counselor, one certain counselor, or a combination of counselors?
- Will counselors choose to specialize in different areas? Suggestions might include specialists at a grade level, for scholarships, for refugee or migrant issues, for graduation, for certain career interests, for financial aid info, on in-state colleges, with Utah Career Information Delivery System (CIDS), on FAFSA help, and so forth.
- Will the school site implement a "counselor of the day" schedule, so there is always one school counselor available for crises regardless of the day's schedule?
- What amounts of time should be spent delivering collaborative classroom instruction, providing individual student planning, delivering responsive services, and managing system support?
- Who is responsible for the implementation of the various services and specialty tasks?

- How will counselors be compensated for work beyond the regular workday?
- What budget is available to purchase the necessary materials and supplies to implement the program?
- What professional development is needed to support the school counselor or team's ability to provide a comprehensive school counseling program?
- How often should the school counseling department meet as a team, with the administration, with the school staff, and with the advisory council? How often should school counselors deliver presentations to these stakeholder groups?
- Who determines how support services for the counseling team will be provided and organized?
- What role do school counseling assistants, registrars, and/or clerks fulfill on the counseling team?
- How should "fair share" responsibilities be determined for school counselors in a school so that they are appropriate?

ADVISORY COMMITTEE

An advisory committee is a representative group of persons appointed to advise and assist the school counseling program within a school. The advisory committee reviews the program goals, competencies, and results and participates in making recommendations to the school counseling department, principal, and superintendent (Johnson & Johnson, 2006). Advisory council membership must reflect the school and community's diversity and demographics. It should include representative stakeholders of the school counseling program: students, parents or guardians, teachers, counselors, administrators, school board members, business, and community members. The committee meets a minimum of twice a year.

When creating an advisory committee, the school counselor must consider two things: stakeholder representation and group size. The advisory committee truly represents the school's stakeholders. The broader the representation on the advisory committee, the more the group's work will accurately reflect the school and community's values, concerns, etc. Although broad representation is important, it is equally important to consider the size of the group. A council with too many members may be ineffective. Rather, creating an environment that is conducive to informed, constructive discussion is optimal.

School counseling program goals based on school data analysis can be subject to revision as the need arises. To ensure effectiveness, it is crucial that each advisory council meeting has a specific agenda and goals to be accomplished. Committee members should receive the minutes of meetings and an agenda of the upcoming meeting several days in advance.

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6 EQUITABLE OUTCOMES— WHY IT MATTERS

TOPICS INCLUDE:

- College and Career Ready Students
- College and Career Readiness Mindsets and Competencies
- School Counseling Program Accountability
- Individual School Counselor Accountability

This chapter explains why accountability matters. In a standards-based school counseling program, school counselors pursue a transformational mindset of practice that ensures equitable outcomes for all students. Accountability measures are foundational in the work of school counselors and systemic change. School counselors are accountable to ensure students are college and career ready through the use of program standards and individual counselor performance standards.

COLLEGE AND CAREER READY STUDENTS

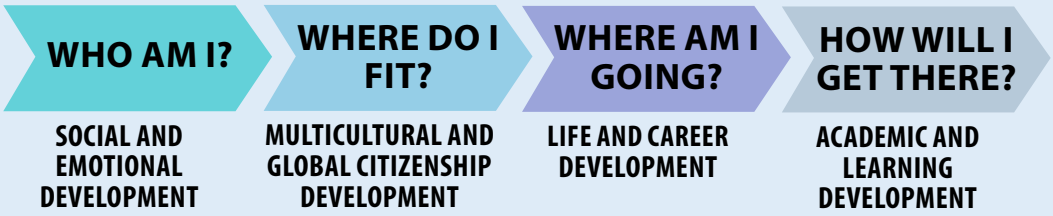
Students are college and career ready when they demonstrate certain mindsets and competencies. Utah's College and Career Readiness Student Mindsets and Competencies address these important issues through student participation in the Utah College and Career Readiness School Counseling Program. School counselors seek to teach, model, and inspire students to develop an understanding of themselves, the world of work options, range of postsecondary education opportunities available, and tasks required to transition successfully after high school graduation. When students participate in comprehensive counseling programs focused on the development of these mindsets and competencies, they answer important questions for themselves:

1. How can I increase my academic abilities and confidence and be more successful in school?
2. How does school relate to my future life after high school? What do I do after graduation?

3. What type of future career area would match my interests and natural abilities, and what are my options in this area? What careers will be most in-demand in the future to ensure my financial and personal success?
4. How can I learn about the required training for my fields of interest and get into the best program or college for me?
5. How can I pay for it?
6. How do I set important goals for myself, and make good decisions about my future?
7. What do I do if things do not work out the way I hoped they would? What if I face failure?
8. What does it mean to be socially competent in the workplace, and why is this a concern?
9. What do I want to do as a future career, and how do I get there?

The Utah College and Career Readiness Student Mindsets and Competencies are based on research and organized into four domains. The term *domains* refers to board areas of knowledge base that promote and enhance the learning process, and are organized as follows:

- Academic and Learning Development
- Life and Career Development
- Multicultural and Global Citizenship Development
- Social and Emotional Development



Utah College and Career Readiness Student Mindsets and Competencies
Four Domains of Student Development

Figure 6.1

The Utah College and Career Readiness Student Mindsets and Competencies have been updated and expanded from the original Utah Model (2008) based on "ASCA Mindsets and Behaviors for Student Success" (2014). ASCA standards were based on new research into how students learn and what characteristics they need to develop to be successful in postsecondary studies and future career and

life endeavors. These standards are based on the framework of social/emotional learning factors presented in the critical literature review "Teaching Adolescents to Become Learners" conducted by the University of Chicago Consortium on Chicago School Research (2012). This literature review makes clear what parents and educators already know: that content knowledge and academic skills are only **part** of the equation for student success. "School performance is a complex phenomenon, shaped by a wide variety of factors intrinsic to students and the external environment" (University of Chicago, 2012, p. 2).

Utah College and Career Readiness
STUDENT MINDSETS AND COMPETENCIES

(See Appendix C for full text)

ACADEMIC AND LEARNING DEVELOPMENT

COMPETENCY A:

Students will acquire the academic self-concept skills to maximize learning, and achieve school success necessary to contribute to effective learning in school and across their lifespan.

1. **Improve academic self-concept.**
2. **Acquire skills for maximizing learning.**
3. **Achieve school success.**

COMPETENCY B:

Students will understand the relationship of school experiences and academic achievement to the world of work, home, and community.

1. **Relate school to life experiences.**

COMPETENCY C:

Students will complete school with essential coursework that provides a wide range of substantial postsecondary options.

1. **Plan to achieve goals through the implementation of a Plan for College and Career Readiness.**
2. **Understand the opportunities available (1, 2, 4 or more year degrees and certificates) and know how to access an array of postsecondary options.**

LIFE AND CAREER DEVELOPMENT

COMPETENCY A:

Students will explore the world of work.

1. **Locate and evaluate life/career information in preparing for the world of work.**

COMPETENCY B:

Students will become aware of self in relation to the world of work.

1. **Develop self-knowledge through experience and exploration.**
2. **Understand self in the world of work.**

COMPETENCY C:

Students will use strategies to achieve future life/career goals.

1. **Make life/career plans.**

MULTICULTURAL AND GLOBAL CITIZENSHIP DEVELOPMENT

COMPETENCY A:

Students will develop the ability to evaluate life as a contributing citizen in our global community.

1. **Demonstrate a deep regard for self and others.**
2. **Demonstrate a personal commitment to basic democratic and social principles.**

COMPETENCY B:

Students will approach life as a contributing citizen in our global community.

1. **Demonstrate the ability to effectively participate in the global society.**
2. **Demonstrate a willingness to seek service opportunities to approach life as a contributing citizen in our global community.**

SOCIAL AND EMOTIONAL DEVELOPMENT

COMPETENCY A:

Students will develop positive regard for self and others.

1. **Acquire self knowledge.**
2. **Demonstrate interpersonal skills.**

COMPETENCY B:

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

1. **Demonstrate skills for goal setting.**
2. **Demonstrate skills for decision-making and problem-solving.**

COMPETENCY C:

Students will develop resiliency skills necessary for physical and emotional self-care and self-advocacy.

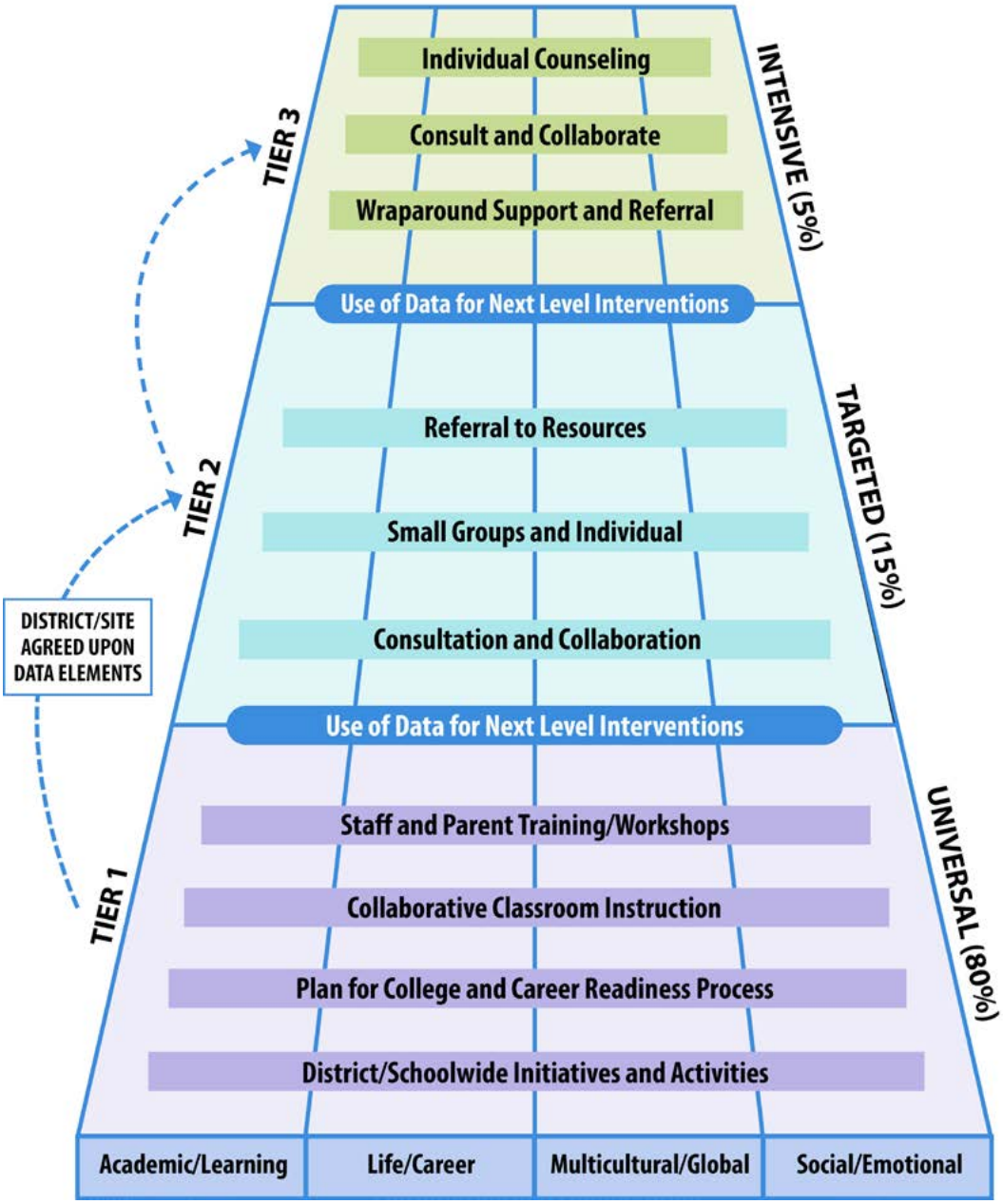
1. **Develop skills for physical self-care.**
2. **Develop skills for emotional self-care.**

MULTI-TIERED, MULTI-DOMAIN SYSTEM OF SUPPORTS (MTMDSS)

The entire school community is invested in student academic achievement, college and career readiness, and social/emotional well-being. A systemic approach suggests that schoolwide proactive, preventative, and data-driven intervention services and activities are the responsibility of the entire school. Similar to MTSS and RTI, the Multi-Tiered, Multi-Domain System of Supports (MTMDSS) is a program planning and decision-making framework that utilizes an evidence-based practice approach to school counseling core curriculum and instruction to address the needs of all students in the four domains of the Utah College and Career Readiness Student Mindsets and Competencies: academic/learning, life/career, multicultural/global citizenship, and social/emotional. School counselors are integral to the total educational program for student success. Therefore, integrating the Utah College and Career Readiness Student Mindsets and Competencies into the school system is most effective from a tiered approach. Figure 6.2 reflects the alignment between MTSS and the work of the school counselor through an MTMDSS approach (adapted from Hatching Results, 2017).

Figure 6.2

Multi-Tiered, Multi-Domain System of Supports (MTMDSS)



SCHOOL COUNSELING PROGRAM ACCOUNTABILITY

As part of the program performance review process, schools are required to complete a formal review every six years, with an interim review done by the local district leadership during year three. During the formal review process, the Utah State Board of Education Specialist meets with school administrators and counselors to assess the level of adherence to the program standards and assurances outlined in the performance review manual. The performance review document is a tool for school counselors to break down and analyze each program component. These standards are the foundation for creating college and career-ready students.

Once completed, the review indicates implementation areas that will be improved or enhanced. The program review provides evidence of the program's alignment with the Utah Model for College and Career Readiness for School Counseling Programs. The primary purpose of collecting this information is to guide future actions within the program and to improve future results for students. Accountability for student outcomes and meeting program standards (performance indicators) is used for the appropriation of school counseling program funds. To the general public, accountability means student achievement.

ASSURANCES

1

BOARD ADOPTION AND APPROVAL

Adoption and approval of the College and Career Readiness School Counseling Program by the local board of education/governing board and ongoing communication with the local board regarding program goals and outcomes supported by data.

2

STRUCTURAL COMPONENTS

Structural components and policies support the College and Career Readiness School Counseling Program. This includes adequate resources and support for the school counseling facilities, materials, equipment, clerical staff, and school improvement processes.

3

ADMINISTRATIVE ASSURANCES

Administration (CTE director and building administrators) understands the value in the College and Career Readiness School Counseling Program and its relationship to the school improvement plan.

4

USE OF DATA

The program uses multiple data sources, including the formal school counseling program systemic (needs) assessment, for strategic program implementation to improve student outcomes.

5

PROGRAM LEADERSHIP AND MANAGEMENT

Structures and processes are in place to ensure effective program management, including an advisory committee.
Evidence is present that counselors are working as program leaders and the College and Career Readiness School Counseling Program is an integral part of the school improvement team.

6

TIME ALLOCATION

Evidence is provided that 85 percent of aggregate counselors' time is devoted to direct services to students through a balanced program of individual planning, collaborative classroom instruction, and dropout prevention with social emotional supports consistent with the results of school data and identified student needs.

7

COLLEGE AND CAREER READINESS SCHOOL COUNSELING PROGRAM TRAINING

Regular participation of all team members in USBE sponsored Utah College and Career Readiness School Counseling Program trainings.

8

SCHOOL COUNSELOR CHECKLIST

School counseling programs annually evaluate program implementation and effectiveness to meet accountability requirements.

PROGRAM EVALUATION CONTAINS THE FOLLOWING **STANDARDS**:

1 EACH STUDENT

All program elements are designed to recognize and address the diverse needs of each student. Access, attainment, and achievement data for academic and non-academic student needs are used to guide the College and Career Readiness School Counseling Program. This standard provides the framework for the school counseling program to reach each student as individuals. Modification to program implementation based on identified gaps from this standard should be reflected in the remaining standards.

2 DATA EFFECTIVENESS AND PROGRAM IMPROVEMENT

Systemic program management and implementation are driven by the collection and analyses of current school data, including a formal student, parent, and teacher systemic assessment. Data projects are developed and implemented based on the data results to close access, attainment, and achievement gaps and evaluate program effectiveness.

3 PLAN FOR COLLEGE AND CAREER READY PROCESS

Programs shall establish Plans for College and Career Readiness for each student, both as a process and a product, consistent with local board policy and the Utah College and Career Readiness School Counseling Program Model, Utah Code 53E-2-304, and Utah State Board of Education Board Rule R277-462.

4 CAREER LITERACY

Career literacy provides students with the capacity to make informed decisions regarding their college and career readiness plan. Through career development assistance for all students—which includes career awareness and exploration, job applications, interview skills, and understanding of CTE Pathways and 1, 2, 4, or more postsecondary educational opportunities—students will complete high school with the social capital necessary to participate fully in a global society.

5 COLLABORATIVE CLASSROOM INSTRUCTION

The program delivers a developmental school counseling curriculum in harmony with content standards identified in the Utah College and Career Readiness School Counseling Program Model. The curriculum is prioritized according to the results of the school curriculum delivery survey, systemic assessment, and other data analyses to improve academic and non-academic student outcomes.

6 SYSTEMIC APPROACH TO DROPOUT PREVENTION WITH SOCIAL EMOTIONAL SUPPORTS

The program provides a systemic approach to addressing the immediate academic and non-academic concerns and identified needs of all students through an education-oriented and programmatic approach, and in collaboration with existing school programs and coordination with school, family, and community resources.

7 ALIGNMENT

Program alignment includes communication, collaboration, and coordination with the K–12 feeder system regarding the College and Career Readiness School Counseling Program.

INDIVIDUAL SCHOOL COUNSELOR ACCOUNTABILITY

Effective school counselors are leaders in systemic education reform. The effective school counselor focuses on students' long-term academic, college and career, citizenship, and social/emotional development; an effective school counselor demonstrates the basic skills and dispositions to promote students' autonomy, literacy, responsibility to self and others, and lifelong learning. Effective school counselors help every student develop the social capital necessary for success in college, career, and community.

The Utah Educator Effectiveness Project for High-Quality Education recognized that the development of educational standards was the first step in creating assurances of high-quality instruction for all students. The development and adoption of the standards was the initial action in fulfilling the Utah State Board of Education's strategic plan. The Utah School Counselor Performance Standards provide the framework for consistent alignment to the educational system in the state of Utah. **The seven counselor performance standards** shift the focus from a traditional service-provider model to a data-driven and standards-based model.

School counselor performance standards align with the ASCA National Model and the Utah College and Career Readiness School Counseling Program Model and contain basic standards of practice expected from counselors. These school counselor standards accurately reflect the unique training of school counselors preparing them to contribute to school leadership and to fulfill their focused responsibilities within the school system. The standards are an important tool in the school counselor's self-assessment, professional advocacy, and development of personal and professional growth plans. Using the Utah Effective School Counselor Performance Standards, school counselors and administrators should work within their individual LEA systems to design appropriate evaluation tools that meet the requirements in policy. The Utah School Counselor Performance Evaluation will be completed between the school counselor and administrator. It is suggested that an evaluation tool for counselors include a section for individual comments as well as a four-level rating system for how well the school counselor is meeting required performance standards.

COUNSELOR PERFORMANCE STANDARDS

Performance Standard 1:

Collaboration, Leadership, and Advocacy

The professional school counselor is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.

Performance Standard 2:

Collaborative Classroom Instruction and Instructional Skills

The professional school counselor delivers a developmental and sequential school counseling curriculum prioritized according to the results of the school needs assessment process.

Performance Standard 3:

Plan for College and Career Readiness Process

The professional school counselor implements the individual planning component by guiding individuals and groups of students and their parents or guardians through the process of educational plan for college and career readiness.

Performance Standard 4:

Systemic Approach to Dropout Prevention with Social/Emotional Supports

The professional school counselor provides responsive services through the effective use of individual and small-group counseling, consultation and referral skills, and implements programs for student support in dropout prevention.

Performance Standard 5:

Data-Driven Accountability and Program Evaluation

The professional school counselor collects and analyzes data to meet the needs of students and ensures program improvement.

Performance Standard 6:

Systemic Program Management

The counselor is involved in management activities that establish, maintain, and enhance the total school counseling program.

Performance Standard 7:

Professional and Ethical Behavior

The counselor demonstrates the highest standard of legal, moral, and ethical conduct in Utah State Board Rule R277-515.

In review, students gain competencies of college and career readiness through accountable school counseling programs and the support of effective individual counselors. Accountability matters. School counselors pursue a transformational method of practice that ensures equitable outcomes for all students. Accountability measures are vital to systemic change.

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APPENDICES

Due to continuous updates for program development, the appendices are designed as a resource that will be primarily located on the USBE website.

The historical perspective of the work in school counseling is located in this section of the model to endorse the foundation of the development of school counseling in Utah.

The following items can be found in the appendices:

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- Evolution of School Counseling Programs . . 62
- Utah History of Comprehensive School Counseling 65
- Redefining the Utah Model 66

B. Utah College and Career Readiness Student Mindsets and Competencies 69

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Appendix A: **Historical Perspective**

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- Redefining the Utah Model 66

Models	Vocational Guidance	Mental Health 1930s–1960s	Developmental Guidance 1960s–1980s	Comprehensive Counseling 1980s–2002	College and Career Readiness Counseling 2002–Present
Forces	Economic issues, Industrial Revolution and the Great Depression	Child studies, mental hygiene, and psycho-metrics; the war effort; Vocational Education Act of 1946; *ASCA(1952); *USCA (1962); *NDEA of 1958	Economic and social conditions, civil rights, equity, and the nature of school counseling; Johnson's Great Society programs; *ESEA 1965	Demographic shifts, diversity, and English language learners; standards-based education and Goals 2000; ASCA model adopted by Utah (1987)	Economic and social issues, equity, and diversity; skills and competencies; Information Revolution; and *NCLB 2002,ESSA 2015
Focus	Introduces the "world of work" to prepared students for apprenticeships, entry-level jobs, and college	One-on-one counseling; small group counseling; crisis counseling developing potential; referral services	Developmental career guidance, knowledge, and skills; job interest inventories, job fairs, and school-to-work programs; preventative, alternative, peer mentoring, and transition programs	Career conferencing, individual planning, advising, and student portfolios (*SEOP); Guidance curriculum develops students' skills in four domains; connecting courses and post-secondary preparation; responsive services; system support	The practice of the program moves from a **service-driven model** to a **data-driven and standards-based model**; comprehensive, holistic, longitudinal, student-centered vision; leadership, advocacy, collaboration, and systemic change; career literacy for all students; (Plan for College and Career Readiness) data-driven and standards-based programs and practices; use of technology in career development practices

EVOLUTION OF SCHOOL COUNSELING PROGRAMS

Models	Vocational Guidance	Mental Health 1930s–1960s	Developmental Guidance 1960s–1980s	Comprehensive Counseling 1980s–2002	College and Career Readiness Counseling 2002–Present
Duties	Scheduling, tracking, truancy manager, discipline and policing, classroom guidance on civility	Scheduling, career and vocational interests and assessment, assisting with college choices, testing, truancy follow-up, classroom guidance on civility	Scheduling, career and vocational interests and assessment, assisting with college choices, testing, truancy follow-up, classroom guidance on civility	Scheduling; career interests and assessment; assisting with college choices; community outreach and referral; systems planning; program design, monitoring, and evaluation	Focusing on College and Career Readiness; academic, career, and life counseling; dropout prevention; consultation; coordination of services; systems planning; resource management; program design, monitoring, and evaluation
Odd Jobs	Hall/bus monitor, substitute teacher, coach, and fill in for administrato	Hall/bus monitor, substitute teacher, coach, and filling in for administrators	Hall/bus monitor, substitute teacher, coach, and filling in for administrators	Substitute teacher, coach, testing, and filling in for administrators	"Fair share" responsibilities

*(**ASCA**) American School Counseling Association
(**ESSA**) Every Student Succeeds Act
(**NDEA**) National Defense Education Act
(**USCA**) Utah School Counselor Association
(**ESEA**) Elementary and Secondary Education Act
(**NCLB**) No Child Left Behind
(**SEOP**) Student Education Occupation Plan

UTAH HISTORY
OF COMPREHENSIVE SCHOOL COUNSELING

1986–1989 Utah's foundation for Comprehensive Counseling and Guidance Programs is rich in history—beginning with the leadership of Lynn Jensen, who brought the work of Dr. Norm Gysbers to Utah in 1986. Lynn Jensen, Utah State Office of Education career development coordinator, had a dream of career development for all students. Dr. Gysbers, along with his associates at the University of Missouri-Columbia, created a structural model, comprehensive to serve all students, to better meet the needs of all students. From 1986–89, Utah counselor leaders sounded the call to raise the standard of school counselor effectiveness by adopting this programmatic framework.

1990–2002 Throughout the following years, from 1990–2002, Utah was implementing Comprehensive School Counseling Programs through training and by working to gain approval for the program standards created for Utah. Since then, the Utah State Board of Education has worked to ensure that school counselors throughout our state are competently trained in the Comprehensive School Counseling Model to help students prepare for postsecondary education, career pathways, and lifelong learning.

In 2003, the American School Counselor Association (ASCA) published "The ASCA National Model: A Framework for School Counseling Programs," based on the Gysbers Model.

In 2005, Utah school counselors followed with their publication, "The Utah Model for Comprehensive Counseling and Guidance: K–12 Programs." Utah state and local educational leaders and school counselors were introduced to and then trained in this new and unique approach.

In 2014, Utah's enhanced and redesigned model included:

1. Additional planning for improvements
2. New design decisions based on evaluation data and current information
3. Implementation plans for the new design

As the needs of students change, school counseling programs have evolved to meet these new needs as identified by data. The Comprehensive School Counseling Program has grown into a fully implemented statewide program with updated goals and standards. It is now called the Utah College and Career Readiness School Counseling Program.

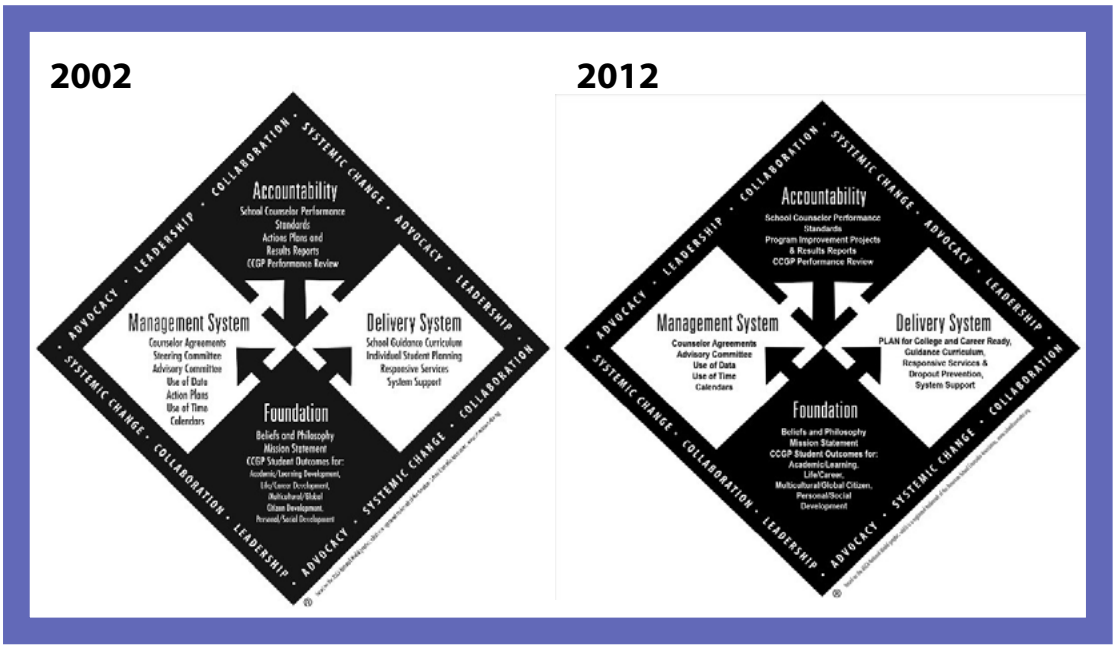
REDEFINING THE

Over the past 25 years, there have been vast changes in technology, college expectations, school accountability, the needs of the employers, essential workforce skills, personal challenges for students, and expectations of parents, which all have an impact on the services provided to students through comprehensive school counseling programs. With the student as the focus, school counselors provide students and families with the information, support, and leadership they need to develop the competencies essential for post-secondary education and future career and life experiences.

Policymakers, post-secondary institutions, business, industry, and parents over recent years are calling for schools to ensure that students are college and career ready. Recent national reports such as Help Wanted (2010), from Georgetown University and Pathways to Prosperity (2011) from Harvard captured the attention of business leaders, policymakers and the higher education community, and increased pressure and expectations on secondary educators to focus on efforts to ensure that every student is college and career ready.

Other researchers and leaders in the school counseling field emphasize redefining and reforming school counseling programs, as well as the responsibilities of the school counselor. Reform efforts provide school counselors with the knowledge

Figure 7.1



UTAH MODEL

and data that they need to close the achievement gap between underserved populations of students (Dollarhide & Saginak, 2008). Moving from traditional practices to transformational practices ensure the school counselor serves as a leader and collaborates effectively as a school team member to make sure that each student succeeds.

In summary, the transformation of the Utah School Counseling Model, figure 7.1, illustrates the evolution of the framework of the program.

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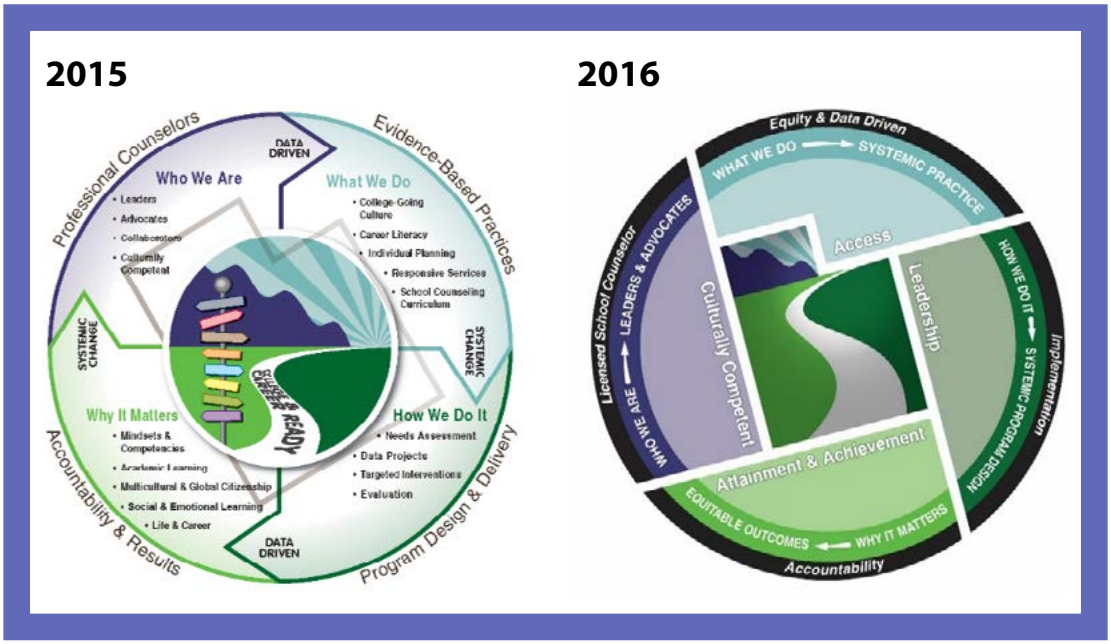

Appendix B: **Utah College and Career Readiness Student Mindsets and Competencies**

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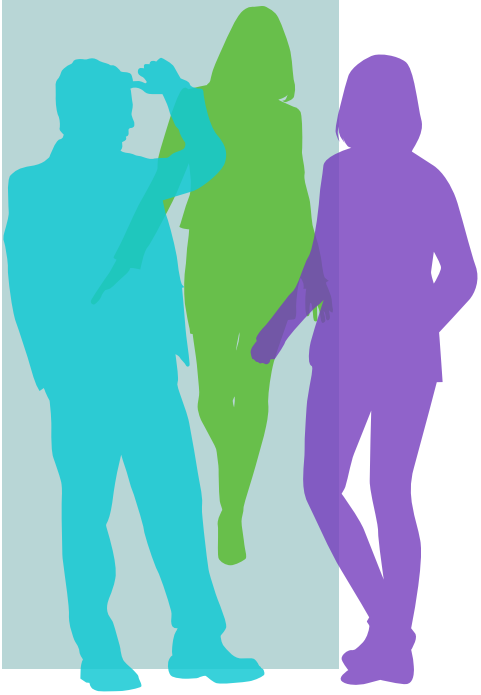

ACADEMIC AND LEARNING DEVELOPMENT

Competency A: Students will acquire the academic self-concept, skills to maximize learning, and achieve school success necessary to contribute to effective learning in school and across the lifespan.

1. **Improve academic self-concept.**
   a. Understand that through dedication and hard work, knowledge and skills can be improved.
   b. Identify and apply attitudes, expectations, and behaviors which lead to successful learning.
   c. Understand individual strengths and how to remediate or compensate for weaknesses.
2. **Acquire skills for maximizing learning.**
   a. Apply time-management and task-management skills.
   b. Demonstrate how effort and persistence positively affect learning.
   c. Demonstrate advocacy skills and the ability to assert self, when necessary.
   d. Develop media and technology skills.
3. **Achieve school success.**
   a. Reach benchmark standards in core curriculum areas.
   b. Learn and apply critical thinking skills.
   c. Develop a pattern of regular school attendance.
   d. Demonstrate the ability to work independently, as well as cooperatively with other students.
   e. Connect to school in positive ways.
   f. Apply the study and homework skills necessary for academic success.

Competency B: Students will understand the relationship of school experiences and academic achievement to the world of work, home, and community.

1. **Relate school to life experiences.**
   a. Demonstrate the ability to balance family life, school, homework, community and leisure time.

b. Develop the understanding that post-secondary education and lifelong learning are necessary for long-term career success.

c. Establish a connection from the process of school learning to career learning.

Competency C: Students will complete school with essential coursework that provides a wide range of substantial post-secondary options.

1. **Plan to achieve goals through the implementation of a Plan for College and Career Readiness.**
   a. Actively involve parent(s) or guardian(s) in the Plan for College and Career Readiness process.
   b. Actively engaged in challenging coursework in elementary, middle/junior, and high school.
   c. Gather evidence and consider multiple perspectives to make informed academic decisions.
   d. Use problem-solving and decision-making skills to assess progress toward educational goals.
   e. Identify next-step planning options consistent with interests, achievement, aptitudes, and abilities.

2. **Understand the opportunities available (1, 2, 4, or more year degrees and certificates) and know how to access an array of post-secondary options.**
   a. Explore CTE Pathways programs.
   b. Develop skills in job-seeking skills, post-high school placement skills.
   c. Know how to access post-secondary options and training.
   d. Know how to apply for post-secondary training.
   e. Know how to seek and apply for financing post-secondary training, including college affordability, scholarships, and the financial aid process.

LIFE AND CAREER DEVELOPMENT

Competency A: Students will explore the world of work.

1. **Locate and evaluate life/career information in preparing for the world of work.**

a. Use research and information resources, including the statewide online College and Career Readiness platform, CTE Pathways, labor market information, and other sources for career exploration.

b. Develop skills to locate, evaluate, and interpret career information.

c. Develop employability skills.

d. Acquire job-seeking skills such as writing a resume, completing a job application, and interviewing.

Competency B: Students will become aware of self in relation to the world of work.

1. **Develop self-knowledge through experience and exploration.**
   a. Develop the belief in using abilities to their fullest to achieve high-quality results and outcomes.
   b. Develop a positive attitude toward work and learning.
   c. Complete multiple career assessments.

2. **Understand self in the world of work.**
   a. Demonstrate the ability to manage transitions and adapt to changing situations and responsibilities.
   b. Understand how gender, family, and socioeconomic background can influence career choices.
   c. Understand that post-secondary education and life-long learning are necessary for long-term career success.

Competency C: Students will use strategies to achieve future life/career goals.

1. **Make life/career plans.**
   a. Develop a written Plan for College and Career Readiness.
   b. Identify post-secondary options consistent with interests, achievement, aptitude, and abilities.
   c. Annually assess and modify education plans to support life/career goals.
   d. Evaluate academic achievement in terms of life/career plans.
   e. Identify long- and short-term academic, career, social/emotional, and multicultural/global goals.

f. Identify factors that might interfere with achieving goals.

g. Demonstrate persistent effort in accomplishing goals.

MULTICULTURAL AND GLOBAL CITIZENSHIP DEVELOPMENT

Competency A: Students will develop the ability to evaluate life as a contributing citizen in our global community.

1. **Demonstrate deep regard for self and others.**
   a. Recognize, appreciate, and respect individual uniqueness, alternative points of view, ethnicity, culture, race, religion, economic-status and lifestyle.
   b. Understand and respect the history of our own culture and cultures of others.
   c. Recognize that everyone has human rights and responsibilities.
   d. Develop the ability to express an opinion with regard to others' point of view.
2. **Demonstrate a personal commitment to basic democratic and social principles.**
   a. Develop the ability to be sensitive to and defend human rights.
   b. Learn about the relationship among rules, laws, safety, order, and the protection of individual rights.
   c. Develop a commitment to the principles of equity, social justice, caring, fairness, responsibility, and compassion.

Competency B: Students will approach life as a contributing citizen in our global community.

1. **Demonstrate the ability to effectively participate in the global society.**
   a. Demonstrate the ability to collaborate with others in school, community, and global environments.
   b. Acquire the ability and skills to resolve conflicts peacefully.
   c. Analyze and evaluate issues from a local, national, and global perspective.
   d. Demonstrate ethical decision-making and social responsibility.

e. Understand that school success prepares students to be employable and productive community members in a global economy through enterprise and innovation.

f. Comprehend the impact of individual actions on the global economy, environment, and community.

g. Develop the understanding that continued growth and life-long learning are necessary for global citizenship.

2. **Demonstrate a willingness to seek service opportunities to approach life as a contributing citizen in our global community.**
   a. Promote all individuals have basic human rights to food, water, shelter and sanitation.

   b. Respect and protect the environment with a willingness to make necessary changes to accommodate the changing ecosystem and promote sustainability.

SOCIAL AND EMOTIONAL DEVELOPMENT

Competency A: Students will develop positive regard for self and others.

1. **Acquire self-knowledge.**
   a. Develop an awareness of self, which includes a healthy balance of mental, social/emotional, and physical well-being (strengths and weaknesses, values, interests, skills).

   b. Identify and express feelings, attitudes, and beliefs.

   c. Develop an awareness of the connection between social and emotional wellness and future success.

   d. Recognize self-identity and develop positive self-acceptance.

2. **Demonstrate interpersonal skills.**
   a. Develop and use effective communication skills, including speaking, listening, and nonverbal behavior.

   b. Develop healthy relationships that include trust, respect, and caring.

   c. Understand the need to accept and be accepted by others.

   d. Use effective collaboration and cooperation skills.

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

1. **Demonstrate skills for goal setting.**
   a. Identify a process for goal setting.
   b. Recognize the importance of goal setting to achieve success.
   c. Identify barriers that might interfere with achieving goals.
2. **Demonstrate skills for decision-making and problem-solving.**
   a. Identify a process.
   b. Explore appropriate alternative solutions.
   c. Identify and use appropriate resources.
   d. Recognize how effective decision-making and problem-solving impact success.

Competency C: Students will develop resiliency skills necessary for physical and emotional self-care and self-advocacy.

1. **Develop skills for physical self-care.**
   a. Demonstrate knowledge of and an ability to protect personal information.
   b. Differentiate between appropriate and inappropriate physical contact.
   c. Differentiate between situations requiring peer support and those requiring adult or professional help.
   d. Demonstrate the knowledge and skills to advocate for self.
   e. Understand the importance of lifelong physical fitness and good nutritional choices.
   f. Understand the dangers and consequences of risky behaviors.
2. **Develop skills for emotional self-care.**
   a. Recognize personal boundaries, rights, and privacy needs.
   b. Differentiate between appropriate and inappropriate physical, emotional, verbal and social media/technological interaction.
   c. Recognize and generate assertive responses to peer pressure.
   d. Differentiate between situations requiring peer support and those requiring adult or professional help.
   e. Demonstrate the knowledge and skills to advocate for self.

f. Demonstrate the ability to balance school, home, and community activities.

g. Demonstrate effective coping skills when faced with a problem.

Appendix C: **School Counselor Direct and Indirect Services**

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SCHOOL COUNSELOR

Direct and Indirect Services

School counselors provide activities and services to students and for students. Delivery of services consists of two broad categories: direct and indirect student services.

- Direct student services are in-person interactions between school counselors and students. Through the direct services of classroom instruction, career literacy, dropout prevention, social and emotional supports, and individual student planning, school counselors help students develop knowledge, attitudes, and skills to enhance academic achievement and college and career readiness.

- Indirect student services are services provided on behalf of students as a result of effective program implementation and school counselor's interactions with others. Through indirect services of program management, advocacy and outreach, collaboration, consultation, and referral, school counselors enhance student achievement and promote equity and access for all students.

DIRECT STUDENT SERVICES

Direct student services include activities that promote a whole child approach to academic/learning, life/career, multicultural/global citizenship, and social/emotional development for each student. School counselors review access, attainment, and achievement data to inform their decisions about what activities they will deliver to create the most significant impact on student outcomes.

Direct student services are delivered in several ways: instruction, individual student planning, dropout prevention, and academic and non-academic supports. Through each of these direct services, the school counselor and students work together toward a specific goal. Direct student services are delivered through the following program delivery methods:

- **Plan for College and Career Readiness** (53E-2-304) means a plan developed by a student and the student's parent, in consultation with the school counselor that:
  - is initiated at the beginning of grade 7;
  - identifies a student's skills and objectives;
  - maps out a strategy to guide a student's course selection; and

- links a student to post-secondary options, including higher education and careers.

Although the formal Plan for College and Career Readiness is not initiated until grade 7, the Plan for College and Career Readiness ***process*** is a K–12 experience in which school counselors help students establish a foundation in college and career readiness by helping them identify their interests, abilities, and skills as well as explore educational and career opportunities, expectations, or requirements. This includes support and recommendations for exploring services and opportunities available at the school and community, making appropriate course selection and changes to the course schedule, determining meaningful educational goals, and selecting programs of study that support the student's 4-year and next-step plans.

- **Collaborative Classroom Instruction** includes teaching the school counseling curriculum in alignment with Utah Core Standards and College and Career Readiness Student Mindset and Competencies. The school counseling curriculum is a planned, written instructional program that is comprehensive in scope, preventative in nature, and developmental in design. Examples include:
  - Academic lessons on topics such as study skills, goal setting, self-motivation, and balancing school, home, and activities.
  - Career lessons on topics such as building self-awareness of skills and interests, exploring careers, and understanding connections between lifestyle and career choices.
  - Multicultural and global citizenship lessons such as civic engagement, perspective-taking, appreciating diversity, and demonstrating deep regard for self and others.
  - Social/emotional lessons on topics such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

- **Systemic Approach to Dropout Prevention with Social/Emotional Supports** is assistance and support provided to a student or small group of students during times of transition, critical change, or other situations impeding student success. It is short-term and based on evidence-based practices that are effective in a school setting to promote academic/learning, life/career, multicultural/global citizenship, and social/emotional student development. Services are proactive as well as responsive and help students identify problems, causes, potential consequences and benefits, alternatives, and outcomes so they can make informed decisions and take appropriate actions.

INDIRECT STUDENT SERVICES

School counselors provide indirect student services to effectively implement a comprehensive, systemic school counseling program and promote equity and access for all students through consultation, collaboration, and referrals. Indirect student services are delivered through the following strategies:

- **Systemic Program Management** consists of management activities that establish, maintain, and enhance the implementation of the school counseling program. Some activities include:
  - **Program management and operations:** This includes the planning and management tasks needed to support activities implemented in a school counseling program.
    - **Management activities:** In order to effectively manage a school counseling program, school counselors oversee and maintain the following: budget, policies and procedures, annual calendaring, research and resource development, and data analysis.
    - **Professional development:** As the school counseling profession continues to change and evolve, it is imperative that school counselors keep up to date with current trends, new research for effective practice, and evidence-based strategies and techniques through professional development and professional association membership. School counselors also provide professional development regarding the school counseling program and other areas of expertise to the school and community.
  - **Advocacy and outreach** are the actions in which school counselors promote equity and access for all students by identifying and removing systemic barriers that impede the academic success of students. Advocacy and outreach help stakeholders understand how the school counseling program is integral to student achievement and college and career readiness through the following:
    - **Collaboration** is the process in which multiple individuals work toward a common goal and share responsibility for the associated tasks. This occurs in a variety of situations, including teaming and partnering, faculty and leadership meetings, and community partnerships. By serving on department, school, district, state, and community committees, school counselors assist in generating interventions, resources, and programs to promote positive student outcomes.
    - **Consultation** is the process of providing and seeking information and recommendations to or from individuals who can support the student's needs. School counselors both provide and seek

consultation to identify strategies to promote student success.

- **Referral** occurs when students' needs extend beyond the training and/or responsibilities of the school counselor role. School counselors provide instructional, advisement, and counseling services through brief, targeted approaches. When a student needs support beyond short-term services or counseling, it is a school counselors' ethical duty to refer students and parents to school or community resources for additional assistance or information.

SCHOOL COUNSELOR TIME ALLOCATIONS

To achieve the most effective delivery of a school counseling program, a minimum of counselor time should reflect at least 85% in direct services to students, with a maximum of 15% of counselor time in indirect services to students. The time percentages are designed to be programmatic, not counselor specific, but each counselor also maintains a balance of services, even though they may have areas of expertise. School counselors are encouraged to allot times based on program priorities and needs. A time/task analysis is charted annually by each counselor (e.g., one day each week or one week per month – at least ten sample days) to determine total school counselor time spent in direct and indirect student services.

The recommended distribution of total school counselor time (Figure 7.2) is the general recommendation for a school counseling program, use of time within the 85% may be allocated differently from school to school based on needs identified in school data. All components of direct and indirect student services are necessary for a program to be considered a school counseling program, but decisions about specific time allocation are based on student needs as demonstrated in the analysis of school and program data and in alignment with school and annual student outcome goals. Time spent in indirect student services should not exceed 15 percent of school counselor time.

Figure 7.2

RECOMMENDED DISTRIBUTION OF TOTAL SCHOOL COUNSELOR TIME

Program Delivery Area	Elementary School Percent of Time	Middle School Percent of Time	High School Percent of Time
Plan for College and Career Readiness (Direct Services)	5–10%	35–45%	45–55%
Collaborative Classroom Instruction (Direct Services)	35–45%	25–35%	15–25%
Systemic Approach to Dropout Prevention with Social/ Emotional Supports (Direct Services)	30–40%	25–30%	15–20%
Systemic Program Management (Indirect Services)	10–15%	10–15%	10–15%

Adapted from Gysbers, N.C. K& Henderson P. (Eds.) (2000). *Developing and managing your school guidance program (3rd ed.)*, Alexandria, VA: American School Counseling Association.

USE OF TIME: APPROPRIATE AND INAPPROPRIATE SCHOOL COUNSELING ACTIVITIES

School counselors' duties are focused on the overall delivery of the school counseling program—direct and indirect student services, program management, and school support. Administrators are encouraged to eliminate or reassign inappropriate tasks, allowing school counselors to focus on the prevention and intervention needs of their program.

▸ NON-SCHOOL COUNSELING DUTIES

Non-school counseling duties are identified by the ASCA National Model as inappropriate to the school counselor's role and take away valuable time from implementing a school counseling program that meets the needs of students. This includes activities such as test coordination and administration, master schedule building, student discipline, and substitute teaching. The focus of the school counselor's work must be on leadership, advocacy, consultation, collaboration, referral, and systemic change. In order for the school counselor to maintain focus, it is critical to define appropriate and inappropriate activities.

Figure 7.3

APPROPRIATE AND INAPPROPRIATE ACTIVITIES

APPROPRIATE ACTIVITIES (Direct & Indirect Student Services)	INAPPROPRIATE ACTIVITIES (Non-School Counseling Duties)
Interpreting cognitive, aptitude, and achievement tests	Administering cognitive, aptitude, and achievements tests. School counselors should not be organizing and administering AP testing
Giving input to administrators on the master schedule	Building the master schedule
Individual student academic program planning, including support and guidance in course selection, course scheduling, and class changes that support the student's educational and postsecondary goals	Data entry and registering (main office in-take) all new students
Providing short-term individual and small/large-group counseling services to students that promotes a whole child approach to academic/learning, life/career, multicultural/global citizenship, and social/emotional development	Providing long-term counseling in schools to address psychological disorders in a therapeutic, clinical mode
Counseling students who are tardy, absent, or have disciplinary problems	Disciplining students who are tardy, absent, or have disciplinary problems
Collaborating with teachers to present school counselor curricula lessons	Teaching classes when teachers are absent
Interpreting student records	Maintaining student records
Collaborating with teachers regarding building classroom connections, effective classroom management, and the role of noncognitive factors in school success	Supervising classrooms or common areas
Protecting student records and information per state and federal regulations	Keeping clerical records
Advocating for students at individual education plan, 504, student support team, response to intervention, and MTSS meetings, as necessary	Coordinating schoolwide individual education plans, 504 plans, student support team meetings, response to intervention, or MTSS plans
Analyzing disaggregated schoolwide and school counseling program data	Doing data entry
In leadership collaboration, assisting the school principal with identifying and resolving student issues, needs, and problems	Assisting with duties in the principal's office

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

▸ FAIR SHARE RESPONSIBILITIES

As a team member within the educational system, school counselors perform "fair share" responsibilities that align with and are equal in amount to the fair share responsibilities provided by other educators on the school site. For example, if the school site is administering the ACT to all juniors, counselors may be asked to perform "fair share" duties on that day that is in equal amount to other educators on site. However, counselors should not routinely be assigned sole responsibility for test coordination and administration, master schedule building, or other non-school counseling duties.

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