

Tennessee Model for Comprehensive School Counseling

Revised 2005

Acknowledgment

This document is based on a comprehensive, developmental school counseling program model provided by the American School Counselor Association. The original Tennessee model, The Tennessee School Counseling Program: A Framework for Action, was developed in 1997 by a statewide steering committee facilitated by Mary Simmons, Director of School Counseling Services for the Tennessee Department of Education. The revised model, The Tennessee Model for Comprehensive School Counseling, was developed by a statewide steering committee facilitated by Kellie Hargis, Coordinator of School Counseling Services for the Tennessee Department of Education in 2005.

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Special thanks to Dr. Carol Dahir at the New York Institute of Technology in Old Westbury, NY and Dr. Carolyn Stone at the University of North Florida in Jacksonville, FL for their valuable research, counsel and input throughout the development of this model.

American School Counselor Association

The School Counseling Framework Revision Committee endorses the American School Counselor Association National Standards for School Counseling Programs. These standards, along with the ASCA National Model: *A Framework for School Counseling Programs*, continue to guide us through the process of development and revision of the **Tennessee Model for Comprehensive School Counseling**.

National Standards for School Counseling Programs and The ASCA National Model: *A Framework for School Counseling Programs* are available for purchase from the following:

American School Counselor Association Publications

P.O. Box 960

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or

phone: 1-800-401-2404

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Tennessee Model for Comprehensive School Counseling

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Preface

This document offers a program for delivering school counseling services to Tennessee public school children. It is based on a developmental, comprehensive, systematic, sequential and accountable school counseling program model endorsed and distributed by the American School Counselor Association (ASCA).

This document is divided into seven sections, two outliers (the introduction and appendix) and five color-coded model components (preconditions, foundation, management systems, delivery systems, and accountability).

Introduction: includes the Rationale, under girded by the benefits & needs of a comprehensive school counseling program and roles of stakeholders

Preconditions: includes the structural components of the program, such as technology, staffing, materials, equipment, budget, facilities, supplies and other resources

Foundation: includes the Mission/Vision Statements, Guiding Principles, Program Definition, Tennessee Guidance and Counseling Standards, Tennessee Laws and State Board Policy

Management Systems: includes information about Management Agreements, Advisory Council, Use of Data, Action Plans and Use of Time and Calendars

Delivery Systems: includes information about Guidance Curriculum, Individual Student Planning, Responsive Services, and System Support

Accountability: includes information about MEASURE (6 Step Process to Accountability), SPARC Reports, other Results Reports, Program Audits, and Counselor Performance Evaluation: Tennessee “Special Groups” Model.

Appendix: includes the ASCA Ethical Guidelines, necessary forms and other resource information

This model is intended for use by individual school systems across Tennessee. School systems and local schools are encouraged to use this document as a guide in tailoring their own school counseling programs based on the assessed needs of their communities. The writers of this revised framework continued in the way of their predecessors (Framework Committee 1997) and focused on creating a model aligned to national standards, incorporating standards of achievement in the areas of academic, personal/social and career development.

It is the intent of the committee that this model serve as a catalyst of change, empowering and uniting Tennessee school counselors as they fulfill their mission of preparing Tennessee students to live and work in the 21st century.

INTRODUCTION

School counseling programs in Tennessee have always played an important role in the total educational process for our children and youth. School counselors work with students, families, communities, faculties and staff addressing the issues that have a substantial impact on student academic, personal/social and career development. Wherever counselors serve, be it in rural, urban or suburban areas, they strive to meet the needs of **all** students.

There is a general belief that our public schools are at a critical point and that priorities must change if our schools are to provide the education that will enable our youth to function successfully in our complex society. Across the nation, school counselors are responding to the challenges and expectations by changing traditional position-centered (counselor-centered) services to data-driven, student-centered services.

The **Tennessee Model for Comprehensive School Counseling** represents what a school counseling program should contain and serves as an organizational tool to identify and prioritize the elements necessary for program implementation. Such programs are vital to the school improvement process. School counselors work strategically as part of an instructional team to promote student success. They are specially trained educators in a position to call attention to situations within our schools that impact student learning. Serving as leaders and advocates, school counselors work collaboratively to provide services in a proactive, developmental and preventative manner.

RATIONALE

The purpose of the **Tennessee Model for Comprehensive School Counseling** is to focus and revitalize school counseling programs in Tennessee schools to be more responsive to the challenges facing our children, youth, families and communities today and in the future. The continued emphasis is on reaching ALL children with a school counseling program that is based on a clearly defined framework emphasizing student standards, connecting activities and processes. Further, it is to be delivered by a licensed school counselor using appropriate materials and resources. The program must incorporate a team approach, academic, personal/social and career competency development, deficiency remediation and systemic implementation. Additionally, it must be continuously refined through quality evaluation, addressing the changing needs of the student and the school.

SHARED BENEFITS: POSITIVE ASPECTS OF THE TENNESSEE MODEL FOR COMPREHENSIVE SCHOOL COUNSELING

For Students

- Facilitates academic development and increased achievement
- Promotes career exploration and development in our changing world
- Ensures equitable access to educational opportunities
- Strengthens understanding of self and others in a diverse society
- Increases the number and quality of opportunities for counselor-student interactions
- Promotes a rigorous academic curriculum for every student

For Parents/Guardians

- Provides support regarding their child's short range and long range educational development
- Increases opportunities for collaboration and communication between parents and school
- Improves parents' understanding of the school counseling program and its benefits
- Assists parents in obtaining necessary resources
- Ensures academic planning for every student

For Business, Industry and Labor

- Provides increased opportunities for schools to collaborate with the business community, industry and labor

- Enhances the role of the counselor as a community resource person
- Supports the academic preparation necessary for students' success in the workforce

For Local School Board Members

- Provides a rationale for implementing a comprehensive, developmental school counseling program
- Provides a structure for defining school counseling programs
- Provides for equity and consistency of school counseling services within districts
- Demonstrates the need for appropriate levels of funding

For Administrators/Principals

- Provides program structure with specific content
- Provides a quantitative means of evaluating comprehensive, developmental school counseling programs
- Enhances the image of the school in the community
- Promotes a curriculum responsive to local needs

For Teachers

- Encourages positive, supportive working relationships among teachers and counselors
- Provides teachers with a resource person who can assist them in analyzing and interpreting data

For School Counselors

- Clearly defines their role and function with emphasis on direct services to students
- Creates a tool for program management and evaluation
- Provides opportunities to serve all students
- Clearly defines responsibilities and activities for achieving specific student competencies
- Ensures the program's contribution to the school's mission

For Post-Secondary Educators

- Enhances articulation and transition of students to post-secondary institutions
- Prepares every student for advanced educational opportunities
- Motivates every student to seek a wide range of substantial, post-secondary options
- Encourages and supports rigorous academic preparation
- Promotes equity and access to post-secondary education for all students

ROLES IN RELATIONSHIP TO THE SCHOOL COUNSELING PROGRAM

School counseling is an integral part of the school program. The school counseling model is developmental and sequential. It is implemented by licensed school counselors with the support of teachers, administrators, support personnel, students, parents and community members. The school counseling program belongs to everyone and serves all students.

The Role of the School Counselor

- To counsel with students individually and in small groups
- To present developmental lessons in the classroom and in small groups
- To serve as a student advocate
- To consult with teachers, administrators, school support personnel, parents and business/community agencies
- To participate in school meetings
- To work with parents in teaching effective parenting skills, creating a positive environment, and encouraging parent participation
- To provide staff development in identified areas of need and in orientation to the school counseling program
- To provide leadership in career development of all students
- To coordinate school activities pertaining to the school counseling program
- To facilitate the evaluation of the school counseling program

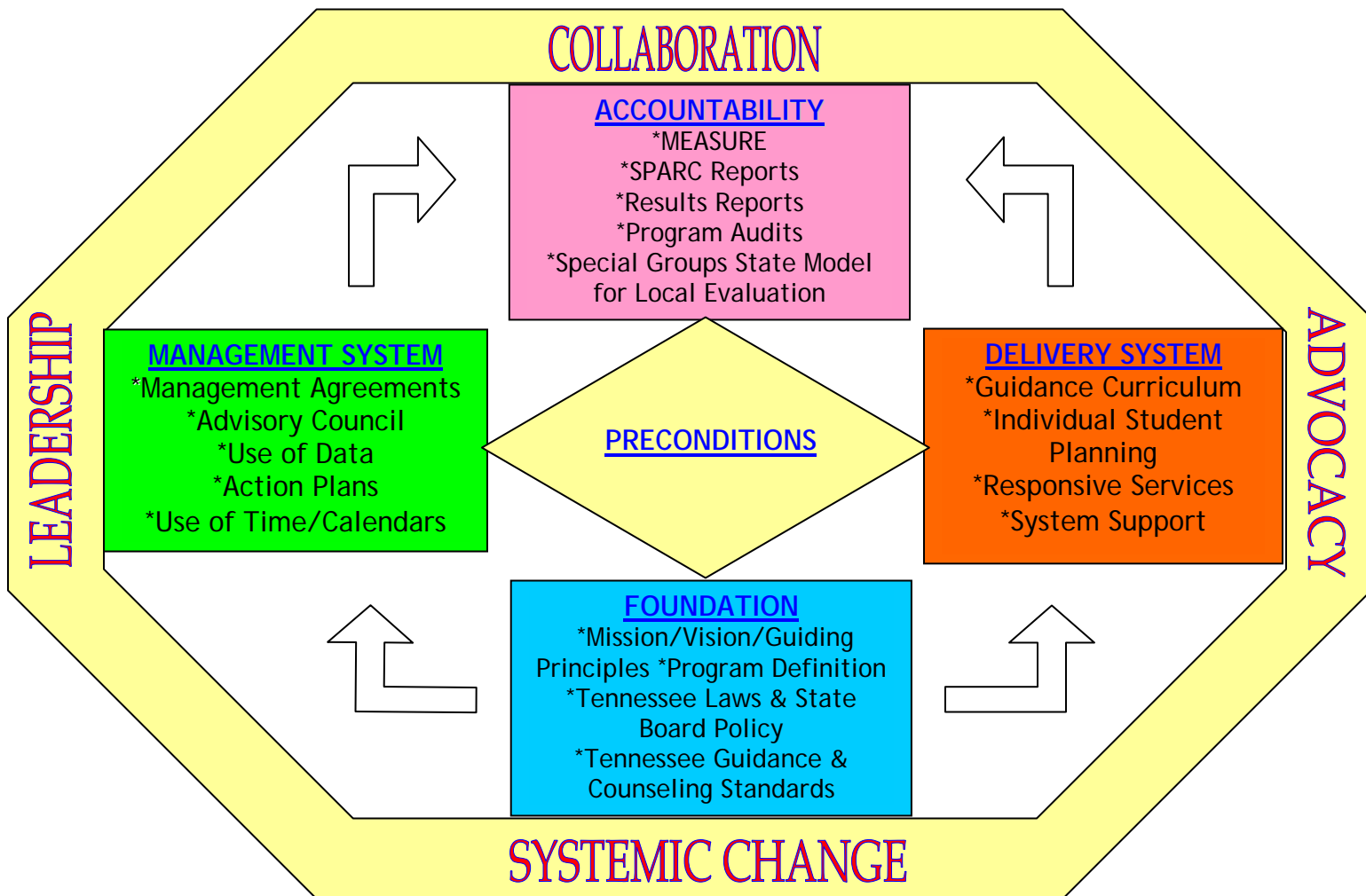
The Role of the Principal

- To support the school counseling program
- To assist the school counselor, as needed
- To consult with the school counselor
- To provide appropriate facilities and equipment
- To work with the counselor in establishing an advisory council
- To help the counselor insure that the school counseling program is an integral part of the total school program
- Assist in the evaluation of the school counseling program
- To recommend for employment properly licensed counselors

The Role of the Teacher

- To share insight and knowledge with the counselor in creating a positive environment for the student
- To support and assist with the implementation of the school counseling program
- To assist in identifying students with special needs and in making appropriate referrals
- To share student data with the counselor
- To incorporate information and insight from the counselor in developing effective teaching strategies
- To recognize that all students need some assistance in resolving problems
- To recognize that the school counseling program is vital to student academic success
- To collaborate with the school counselor in integrating the school counseling program into the academic program

Tennessee Model for Comprehensive School Counseling



OVERVIEW

The model graphic on the previous page represents the operational structure and components of the **Tennessee Model for Comprehensive School Counseling**. Like *The ASCA National Model: A Framework for School Counseling Programs* (2003), the graphic contains three levels and four squares, each representing one of the major systems of the model. All major components are listed in the model graphic within corresponding major systems. The major systems are as follows:

Preconditions: includes the structural components of the program, such as technology, staffing, materials, equipment, budget, facilities, supplies and other resources

Foundation: includes the Mission/Vision Statements, Guiding Principles, Program Definition, Tennessee Guidance and Counseling Standards, Tennessee Laws and State Board Policy

Management Systems: includes Management Agreements, Advisory Council, Use of Data, Action Plans and Use of Time and Calendars

Delivery Systems: includes elements of Guidance Curriculum, Individual Student Planning, Responsive Services, and System Support

Accountability: includes information about MEASURE (6 Step Process to Accountability), SPARC Reports, other Results Reports, Program Audits, and Counselor Performance Evaluation: Tennessee “Special Groups” Model.

**THE
PRECONDITIONS:**

BUDGET
FACILITIES
RESOURCES
TECHNOLOGY
STAFFING

PRECONDITIONS

Budget

An adequate school counseling budget shall be established to reflect program needs. The counseling staff shall be included in the budget planning. Counselors should provide information regarding funds needed and knowledge of other funding sources that may be available. Such information should be included in the management agreement.

Facilities

A counseling center should be established in each school to implement a comprehensive school counseling program. The center should be accessible to all students including those with disabilities.

Facility Requirements:

- Appropriate space for individual and group counseling and large group programs
- A private office for the school counselor that is designed with the student's right to privacy and confidentiality
- Adequate space to organize and display school counseling materials

Resources

Materials

Materials should be current and available to counselors in order for them to implement developmentally appropriate activities for each grade level.

Material Requirements:

- Curriculum materials - kits, books, software, videos, games
- Assessment materials - interest and aptitude assessments, self-assessment, learning style inventories

Supplies/Equipment

Supplies and equipment should be relevant to the program and appropriate for the community it serves. These should be easily accessible and of sufficient quantity to support the program.

Supply/Equipment Requirements:

- Adequate supplies for office, such as paper, writing utensils, printer, printer cartridge, copy machine and other miscellaneous office supplies
- Access to TV/VCR/DVD player
- Appropriate locking file cabinets, telephone, and computer

Technology

School counselors use technology daily in the form of the Internet, word processing, student database systems and presentation software. Technology is used to help students perform career and educational searches and create online portfolios and four year plans. Additionally, technology is used in planning, implementing and evaluating the comprehensive school counseling program. Counselors should receive appropriate and adequate training in all areas of technology advancements and updates.

Technology Requirements:

- Computer for counselor use only
- Access to computer lab for program activities
- Access to printer(s), faxes, and copiers
- Technology and computer/related supplies

Staffing

The school counselor shall be licensed by the Tennessee Department of Education and shall have the training needed for fulfilling the responsibilities and specialized job assignments. It is strongly recommended that the length of a counselor's contract be extended to eleven months to assure adequate time to plan and implement a quality program. Appropriate counselor/student ratios are critical for program success and increased student achievement and development.

****The Tennessee Better Education Program (BEP) recommendation:***

- Elementary Guidance Counselors - Grades K-6: **1:500**
- Secondary Guidance Counselors - Grades 7- 12: **1:350**

American School Counselor Association recommendation:

*It is the position of the American School Counselor Association that the counselor/student ratio be determined by considering the major factor of student growth and development. Each school system is unique; what may be an ideal caseload in one system may be untenable in others. ASCA maintains that the implementation of a comprehensive school counseling program meeting the developmental needs of students be the primary determinants with the ratio being **1:250 or less**.*

Additionally, clerical support staff and other system support should be provided to ensure the effective management and delivery of quality comprehensive school counseling programs.

**The Tennessee Basic Education Program-BEP (2004-05)*

Tennessee State Board of Education, 710 James Robertson Parkway, 9th Floor Andrew Johnson Tower, Nashville, TN 37243-1050

**THE
FOUNDATION:**

MISSION/VISION
GUIDING PRINCIPLES
PROGRAM DEFINITION
TENNESSEE LAWS
STATE BOARD POLICY
TENNESSEE SCHOOL COUNSELING &
CAREER GUIDANCE STANDARDS

FOUNDATION

The program's foundation serves as the solid ground upon which the rest of the program is built. Elements include, mission/vision, guiding principles, program definition, Tennessee laws and Tennessee State Board of Education policy, and the Tennessee School Counseling and Career Guidance PK-12 Standards.

Mission

Tennessee Comprehensive School Counseling Programs will provide educational support for all students by promoting and facilitating their academic, personal/social and career development.

Vision

As a result of the implementation of the Tennessee Comprehensive School Counseling Program, all students will be academically prepared, well adjusted members of society, lifelong learners and productive citizens.

Guiding Principles

1. **All** students* can achieve.
2. **All** students* have dignity and worth.
3. **All** students* need, deserve and must be provided a quality education.
4. **All** students* need, deserve and must be provided the support and guidance of caring, knowledgeable and skilled adults throughout their educational experience in order to ensure success.
5. Quality comprehensive school counseling programs are vital to the overall success of **all** students*, schools and communities.

*[*Regardless of race, gender, ethnicity, cultural background, sexual orientation, disability, socio-economic status, learning ability level or language]*

Program Definition

A school counseling program is comprehensive in scope, preventative in design and developmental in nature, designed to ensure that every student receives the program benefits.

Implemented by a credentialed school counselor(s), it is an integral part of the total education program as counselors work collaboratively with faculty/staff, students, families and community members to help meet the academic, personal/social and career preparation needs of ALL students.

Tennessee State Laws

49-6-303. School counselors.

- (a) (1) Each LEA shall employ or contract with school counselors for grades pre-kindergarten through twelve (pre-K-12).
- (2) The school counseling program shall be established and operated under guidelines adopted by the state board of education.
- (3) The state board of education shall report on the implementation and effectiveness of the program in its annual report to the general assembly.
- (b) School counselors shall provide preventive and developmental counseling to school students in order to prepare them for their school responsibilities and their social and physical development. In providing these services, school counselors shall:
- (1) Aid children in academic development through the use and interpretation of test scores, improved pupil self-concept, and early identification and attention to problems that are deterrents to learning and development;
- (2) Act in a consultative role to teachers relative to the use of test scores and improvement of the learning environment, use of out-of-school resources and agencies and development of a home-school liaison;
- (3) Offer services related to the identification and placement of children with handicapping conditions;
- (4) Serve in a consultative role to parents, in a liaison capacity, as a resource in understanding growth and development problems, and as an aid in understanding how some nonschool factors affect learning and achievement of children;

(5) Serve as a resource in decreasing discipline problems through an understanding of peer relations, teacher-pupil relations, social awareness and drug awareness;

(6) Aid in improving school attendance and retention by implementing an early identification and prevention program for potential attendance and retention problems;

(7) Serve as a resource in decreasing the incidence of juvenile delinquency by early intervention through guidance and counseling services;

(8) Act as a resource and consultant to teachers in implementing a career development program which, at the elementary school level, includes self-awareness, job awareness and pre-vocational orientation;

(9) Provide an available source for youngsters needing someone to "just listen" to their problems or concerns; and

(10) Serve as a resource and consultant to teachers in implementing an intervention program that utilizes conflict resolution and decision-making strategies aimed at preventing occurrences of disruptive acts by students within the school and on school property.

(c) The minimum requirement to be employed as a school counselor shall be an appropriate license granted by the state board of education.

[Acts 1985, ch. 472, § 1; 1999, ch. 256, § 1; 1999, ch. 367, § 3; 1999, ch. 372, §§ 1-5.]

49-5-307. School counselors and school teachers.

(a) A school counselor or school teacher is responsible solely for providing counseling and guidance to students at the school or schools at which the counselor is employed. If a counselor is employed as such on a less than full-time basis, those hours devoted to guidance and counseling shall be specified and adhered to closely. A school counselor is not responsible for general school administration or reports, except such reports as may be connected with the school's guidance program.

(b) Counseling and guidance include, but are not limited to:

(1) Counseling on academic problems or decisions;

(2) Counseling on social or peer-group pressure problems;

(3) Career counseling and guidance;

(4) Guidance on socialization and group interaction;

(5) Motivational guidance;

(6) Behavioral guidance; and

(7) Counseling on personal problems.

Tennessee State Board of Education Policy: Rules and Regulations

0520-2-2-.26 JOB DESCRIPTION, SCHOOL COUNSELORS

1) Service to Students

- a) Counseling and Consultation. The school counselor:
 - 1) provides counseling to students about adjustment to school and transition from grade level to grade level
 - 2) provides counseling to students about coping with difficult personal and family problems
 - 3) provides counseling to students in terms of increasing self-awareness and developing a positive self-concept
 - 4) provides consultation to students about decisions and goals
 - 5) provides counseling to students who are referred as having the following problems: attendance, retention, discipline, and pre-delinquency
 - 6) provides counseling in educational planning and placement
 - 7) provides counseling in career awareness and planning

- b) Counseling and Guidance. The school counselor:
 - 1) provides career development and educational and occupational information
 - 2) provides primary prevention instruction in areas such as sexual abuse and substance abuse at appropriate grade levels
 - 3) provides enhancement instruction in areas such as self-concept, interpersonal relations, and decision making appropriate to student development
 - 4) uses teacher and student participation in the implementation of the guidance and counseling program

- c) Evaluation and Assessment: The school counselor:
 - 1) provides academic development of students through the interpretation and use of assessments
 - 2) provides self-concepts development of students through evaluation and assessment

2) Service to School Staff

- a) Planning and Program Management. The school counselor:
 - 1) organizes, coordinates and evaluates an effective school guidance and counseling program that is based upon needs of students, staff and parents
 - 2) plans and establishes jointly with educational staff a comprehensive guidance program that responds to development needs of students
 - 3) provides up-to-date, accurate student records as relates to the guidance program
- b) Consultation and Communication. The school counselor:
 - 1) aids school staff in establishing learning environments most suited to the developmental needs of students
 - 2) aids school staff in the early identification of student problems
 - 3) aids school staffing implementing a career development program
 - 4) aids in program planning for students with special needs
- c) Staff Development. The school counselor:
 - 1) orients the staff to the guidance and counseling services
 - 2) provides staff development activities for school personnel on topics such as achievement and aptitude test results, parent involvement, behavior management, student motivation and human development
 - 3) cooperates with educational specialists and other resources in developing strategies for serving at-risk students, such as potential dropouts

3) Service to Parents

- a) Consultation and Communication. The school counselor:
 - 1) aids parents in developing strategies for supporting their children's educational programs
 - 2) provides parent training to promote better understanding of child development and behavior and to improve parent-child communication
 - 4) orients parents to guidance and counseling services
 - 5) aids parents with appropriate professional services outside the school when needed

Authority: T.C.A. §§49-5-302; 49-5-5003; 49-5-5004 and 49-6-303. **Administrative History:** Original rule filed March 16, 1992; effective June 29, 1992; revised September 1999.

Tennessee School
Counseling
And
Career Guidance Standards

K-12 Standards

Submitted for First Reading
to the
State Board of Education
On
October 26, 2001

School Counseling and Career Guidance Standards

The proposed Tennessee School Counseling and Career Guidance Standards are statements of what students should know and be able to do as a result of participating in a school counseling program. Since the purpose of such a program is to ensure that all students can achieve school success through academic, career and personal/social development experiences, these standards represent what a school counseling and career guidance program should contain and establish similar goals, expectations, support systems and experiences for every student.

The standards address the needs outlined in the educational reform agenda articulated in the State Board of Education's MASTER PLAN FOR TENNESSEE SCHOOLS by advocating school counseling programs that promote school success through a focus on academic achievement, prevention and intervention, and social/emotional and career development. The organizational design of the standards reflects the nine standards in the National Standards for School Counseling Programs developed by the American School Counselor Association, which, in turn, are based on the three widely accepted and interrelated areas of student development: academic, career, and personal and social development. The standards and expectations for academic development guide the school-counseling program to implement strategies and activities to support and maximize learning; for career development serve as a guide to provide the foundation for acquiring the attitudes, knowledge and skills that enable students to make a successful transition from school to the world of work and from job to job across the career life span; for personal/social development provide the foundation for personal and social growth, which contributes to academic and career success.

The standards have been developed by a team of thirty-three school counselors, teachers, administrators, parents, community members and state department personnel. The document has been reviewed by practicing school counselors throughout the state and by the Executive Board of the Tennessee School Counselor Association. The resulting comments and suggestions have been incorporated into this document. Department staff will disseminate the proposed standards and review additional comments prior to the second reading before the Board.

K-12 School Counseling and Career Guidance Standards Committee

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Judy Steele, Elementary School Counselor	Rhea County

Deborah Shrout, Elementary School Counselor
Reggie Williams, Director, Community Relations

Roane County
Memphis RedBirds Baseball

Tennessee School Counseling and Career Guidance Standards

Organizational Design

The Tennessee School Counseling and Career Guidance Standards are based on the National Standards for School Counseling Programs of the American School Counselor Association.

Grade Stands

K-2
3-5
6-8
9-12

Standard Domains

Academic Development
Career Development
Personal and Social Development

Academic Development

Standard 1: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span. **Standard 2:** Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college. **Standard 3:** Students will understand the relationship of academics to the world of work, and to life at home and in the community.

Career Development

Standard 4: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. **Standard 5:** Students will employ strategies to achieve future career success and satisfaction. **Standard 6:** Students will understand the relationship between personal qualities, education and training, and the world of work.

Personal and Social Development

Standard 7: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others. **Standard 8:** Students will make decisions, set goals, and take necessary action to achieve goals. **Standard 9:** Students will understand safety and survival skills.

Learning Expectations indicate the attitudes, knowledge and skills that help students meet the standard at each of the four grade strands.

Performance Indicators identify the quality of the student performance expected for

each grade strand at the beginning, proficient and advanced level.

Sample Performance Tasks are specific grade strand activities supporting each standard.

Integration: This section contains cross-referenced information from all disciplines. (K-8: English/ Language Arts, Math, Social Studies, Science, Health, Physical Education) (9-12: English II, Algebra I, Biology I, U.S. History, Wellness).

Key to the K-8 Health Standards: DPF- Disease Prevention; ESMH-Emotional, Social, Mental Health; ECH-Environmental & Community Health; FLS-Family Life & Sexuality; N-Nutrition; PHRF-Personal Health and Related Fitness; PSFA-Personal Safety and First Aid; SUA-Substance Use and Abuse.

Grade Levels K-2 Academic Development

Standard 1: Skills for Academic Self-Confidence, Learning and Success

Student will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

K-2 Learning Expectations

The student will

- 1.1 demonstrate academic self-confidence.
- 1.2 demonstrate pride in work and achievement.
- 1.3 identify the study skills necessary for academic success.
- 1.4 demonstrate taking responsibility for schoolwork.
- 1.5 demonstrate working both independently and cooperatively.

K-2 Performance Indicators

At Level 1, the student will be able to

- describe what is needed to be ready for class.
- demonstrate good listening skills.

At Level 2, the student will be able to

- share knowledge with peers.
- demonstrate working cooperatively in a group.

- select examples of “best” schoolwork.
- work independently on tasks to completion.
- complete assignments on time.

At Level 3, the student will be able to:

- examine how effort affects learning.
- acknowledge mistakes as essential to the learning process.

Sample Task

Read the book Responsible Rascal to students. Discuss the meaning of the word “responsibility.” Ask the students to name responsibilities they have at school that help them to learn (e. g. listening to the teacher, following directions, completing work, asking for help when needed).

Integration:

English/Language Arts: 1.02, 1.10, 1.11, 1.14, 2.02 Social Studies: 4.03, 4.04, 6.01
Health: ESMH-SD.1, FLS SD 1, 2 Physical Education: 3.2, 3.3

Grade Level K-2 Academic Development

Standard 2: Improve Learning and Achieve Challenging Goals

Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

K-2 Learning Expectations

The student will

- 2.1 practice critical thinking skills in learning situations.
- 2.2 apply self-directed and independent learning techniques.
- 2.3 identify academic goals.
- 2.4 develop positive attitudes toward learning.

K-2 Performance Indicators

At Level 1, the student will be able to

- work independently on a learning task.
- identify personal strengths.

At Level 2, the student will be able to

- justify answers using critical thinking skills.
- identify school expectations.
- identify positive attitudes toward learning.
- demonstrate the ability to follow instructions and complete assignments.

At Level 3, the student will be able to

- demonstrate self-directed and independent learning techniques.
- identify educational short and long term goals.

Sample Task: When the Going Gets Tough....

Students draw a picture or write a paragraph on how the slogan “When the Going Gets Tough-the Tough Get Going” applies to learning in school. Students will write the name of the subject they find most difficult and three reasons why it is difficult. Place students into groups according to the subject they chose. They will brainstorm five methods for improvement. Each group will report and display a list of their suggestions. In large group, discuss goal setting and the importance of setting goals for difficult subjects. (Lessons for Life, Van Zandt & Buchan, Vol. 1, 1997, The Center for Applied Research)

Integration

English/ Language Arts: 1.12, 1.14 Math: K.1.3 Health: ESMH-SD 3

Grade Level K-2
Academic Development

Standard 3: Relate School to Life Experiences

Students will understand the relationship of academics to the world of work, and to life at home and in the community.

K-2 Learning

Expectations

The student will

- 1.1 identify schoolwork, extracurricular activities and family activities.
- 1.2 recognize the connection between schoolwork and the world of work.

K-2 Performance Indicators

At Level 1, the student will be able to

- identify helpers in the school and community.

At Level 2, the student will be able to

- articulate school work-habits that transfer to the world of work.

At Level 3, the student will be able to:

- compare and contrast the roles of school and community helpers.

Sample Task: Busy Bees

Students will brainstorm as many school jobs as possible (cleaning boards, delivering

messages, leading the line, helper, completing assignments). In small groups students will list and identify skills needed for each job (e.g. messenger- knowing locations, being responsible). Identify adult jobs that require the same skills. Ask: “How does what we are learning now help to prepare us for the future jobs/ careers?”(Lessons for Life, Van Zandt & Buchan, Vol. 1, 1997, The Center for Applied Research)

Integration

English/ Language Arts: 1.01 Social Studies: 3.02 Math: K.1.2, K.1.3 Health: ESMH-SD.3; ECH-SD.1 PE: 4.5, 5.1

Grade Level 3-5 Academic Development

Standard 1: Skills for Academic self-confidence, Learning and Success

Student will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

3-5 Learning

Expectations The student will

- 1.1 demonstrate academic self-confidence.
- 1.2 demonstrate pride in work and achievement.
- 1.3 demonstrate the study skills necessary for academic success.
- 1.4 practice taking responsibility for schoolwork.
- 1.5 demonstrate the ability to work independently and cooperatively.
- 1.6 recognize the importance of regular school attendance.

3-5 Performance Indicators At Level 1, the student will be able to

- demonstrate the ability to follow directions.
- select examples of “best” schoolwork.

At Level 2, the student will be able to

- use good study habits to achieve academic success.
- work cooperatively in a group or team.

- tell why it is important to attend school regularly and on time.
- record assignments in daily planner.

At Level 3, the student will be able to

- facilitate a study group.
- articulate personal qualities that promote school success.

Sample Task: Study Skills:

Students will work in cooperative groups to brainstorm a list of effective study and learning skills that they may have already begun to develop and could possibly improve. In a large group identify and chart the problems they have in applying the skills and what actions they could take to improve the skill. Ask: “ How can these suggestions help improve your study habits?” (Lessons for Life, Van Zandt & Buchan, Vol. 1, 1997, The Center for Applied Research)

Integration

English/Language Arts: 1.09, 1.01, 1.12, 1.13 Social Studies: 6.01 Health: ECH-SD.1; ESMH-SD.1, 2 Physical Education: 3.3, 3.4, 3.9, 3.1, 5.2

Academic Development
Grade Level 3-5

Standard 2: Improve Learning and Achieve Challenging Goals

Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

3-5 Learning

Expectations

The student will

- 2.1 apply critical thinking skills in learning situations.
- 2.2 apply self-directed and independent learning techniques.
- 2.3 formulate academic goals.
- 2.4 explore aptitudes and interests to learning.

3-5 Performance Indicators

At Level 1, the student will be able to

- identify a short term goal for learning.

At Level 2, the student will be able to

- identify behaviors for self-directed and independent learning.
- develop learning goals based upon personal interest and aptitude.
- use critical thinking skills in academic subjects.

At Level 3, the student will be able to

- research and present a topic of personal interest.

Sample Task: Goal Setting

Students will identify a short-term goal and list three steps needed to achieve that goal. Discuss goals and steps needed to achieve the goal. Review the goal in one week to assess progress.

Integration:

English/Language Arts: 1.11, 2.07, 2.08, 2.09 Math: 3.1.3 Health: ESMH-SD. 4 Physical Education: 4.5

Grade Level 3-5 Academic Development

Standard 3: Relate School to Life Experiences

Students will understand the relationship of academics to the world of work, and to life at home and in the community.

3-5 Learning

Expectations

The student will

3.1 examine ways academic skills are used in the home, community, and career development.

3.2 explain how school success enhances future career opportunities.

3-5 Performance Indicators

At Level 1, the student will be able to

- explain how school work habits compare to work habits of community helpers.

At Level 2, the student will be able to

- predict how school success will affect future career opportunities.
- recognize the need to balance schoolwork, extracurricular activities, and family life.

At Level 3, the student will be able to

- predict future career opportunities based upon personal aptitudes and interests.

Sample Task: Time Management

Students will list their daily activities in one-hour blocks of time and sort them into categories of school activities, extracurricular and leisure activities and family activities.

Integration

English/ Language Arts: 2.07, 2.08, 2.09

Math: 3.2.1, 3.5.1 Health: ESMH-SD.2, 3: FLS-SD. 3 Physical Education: 4.3

Grade Levels 6-8 Academic Development

Standard 1: Skills for Academic Self-confidence, Learning and Success

Student will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

6-8 Learning

Expectations

The student will

- 1.1 demonstrate academic self-confidence.
- 1.2 demonstrate pride in work and achievement.
- 1.3 apply study skills for academic success.
- 1.4 accept responsibility as part of the learning process.
- 1.5 demonstrate working both independently and cooperatively.
- 1.6 practice regular school attendance.
- 1.7 identify attitudes and behaviors that lead to successful learning.
- 1.8 explore a broad range of interests and abilities.

6-8 Performance Indicators

At Level 1, the student will be able to

- complete a task independently and on time.
- demonstrate importance of responsibility for academic work.

At Level 2, the student will be able to

- identify learning styles.
- use effective organizational, study, and test-taking skills.
- accomplish a predetermined task as a team member.
- identify and seek support for academic needs.
- identify interests and abilities through self-assessment activities.
- compare middle school with high school.
- attend school regularly.

At Level 3, the student will be able to

- use assessment results in academic and career planning.

- assess personal attributes that contribute to learning.

Sample Task: Study Skills

Students design posters to be displayed around the school that illustrate effective study habits.

Integration

English/Language Arts: 1.01, 1.11, 1.13, 2.07, 2.08, 2.09 Social Studies: 6.01 Health: ESMH-SD.1, 4; FLS-SD.1, 3 Physical Education: 3.3, 3.4

Grade Level 6-8 Academic Development

Standard 2: Improve Learning and Achieve Challenging Goals

Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

6-8 Learning

Expectations

The student will

- 2.1 apply critical thinking skills in academic decision making.
- 2.2 apply self-directed and independent learning techniques.
- 2.3 develop an annual plan of study based on academic goals.
- 2.4 apply interest, achievement, aptitude, and abilities to academic options.
- 2.5 analyze academic information from a variety of sources.
- 2.6 analyze the relationship between classroom performance and success in school.

6-8 Performance Indicators

At Level 1, the student will
able to

- explain the relationship between academic performance and future educational choices.
- describe short-and long-term academic goals.

At Level 2, the student will be able to:

- develop and implement a plan for improving academic skills.
- solve academic problems using critical thinking.
- set and achieve a short-term academic goal.
- develop a six-year academic plan for high school reflecting graduation requirements and goals.

At Level 3, the student will be able to

- explore post-secondary options that reflect abilities, interest, and career goals.

Sample Task: Goal Setting

Students will look at examples of long-term goals, short-term goals, general and specific goals. Discuss examples. Students will practice setting a goal in each category: short-term specific goal, long-term specific goal, short-term general goal, and long-term general goal.

Integration

English/Language Arts: 2.07, 2.08, 2.09 Math: 6.1.3, 6.5.3, 7.1.3, 8.1.3 Health: ESMH-SD.1.2, 4, FLS-SD. 3 Physical Education: 2.2; 4.2, 4.3

Grade Level 6-8

Academic Development

Standard 3: Relate School to Life Experiences

Students will understand the relationship of academics to the world of work, and to life at home and in the community.

6-8 Learning

Expectations

The student will

- 3.1 demonstrate the ability to balance school, extracurricular activities, leisure time.
- 3.2 explore how school success and academic achievements enhances future career and extra curricular opportunities in the community.
- 3.3 recognize that learning is a life-long process.
- 3.4 seek extra-curricular and community experiences to enhance the school experience.

6-8 Performance Indicators

At Level 1, the student will be able to

- develop a time management plan for home, school and community activities.

At Level 2, the student will be able to

- assess the relationship between careers and school subjects.
- select school and community activities that match personal interests and future goals.
- utilize a time management plan that demonstrates balance in school, extracurricular activities.
- examine how learning continues in the world of work.

At Level 3, the student will be able to

- initiate and organize community and school service projects.

Sample Task: Time Management

Students will list and chart their daily activities and assess possible adjustments in their activities in order to improve school performance.

Integration

Math: 7.1.2, 7.5.1, 8.1.3,
8.5.3 Physical Education:
5.1, 5.11, 5.1,

Grades 9-12 Academic Development

Standard 1: Skills for Academic Self-Confidence, Learning and Success

The student will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

9-12 Learning

Expectations

The student will

- 1.1 demonstrate academic self-confidence.
- 1.2 value pride in work and achievement.
- 1.3 demonstrate effective study habits (e.g. time and task management, learning styles).
- 1.4 choose to take responsibility for schoolwork.
- 1.5 demonstrate the ability to work independently and cooperatively.
- 1.6 demonstrate regular school attendance and punctuality.
- 1.7 choose attitudes and behaviors that lead to successful learning.
- 1.8 develop a broad range of interests and abilities.
- 1.9 demonstrate dependability, productivity, and initiative.

9-12 Performance Indicators

At Level 1, the student will be able to

- review a variety of organizational, time-management, and study skills for school success.
- list resources to improve study skills.

At Level 2, the student will be able to

- assess the relationship between aptitudes and interests in the development of a six-year academic plan.
- develop a personal plan to improve study habits and identify steps to accomplish the plan.
- work independently as well as cooperatively with others.
- select courses designed to meet long-term career and educational goals.
- attend school regularly and on time.

At Level 3, the student will be able to

- formulate long-term educational and career goals.
- correlate course of study to long-term goals.

Sample Task: School Success

Junior or senior students will write a speech or develop a presentation using technology to inform freshman about attitudes and behaviors that will lead to success in high school course work.

Integration:

English II: 2.06, 2.07, 4.03, 4.04

Wellness: 2.3

U.S. History: 4.0, 6.0

Grade Level 9-12
Academic Development

Standard 2: Improve Learning and Achieve Challenging Goals

Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

9 - 12 Learning

Expectations

The student will

- 2.1 demonstrate critical thinking skills in academic decision making.
- 2.2 practice self-directed and independent learning.
- 2.3 develop and assess six-year plan based upon academic goals.
- 2.4 identify post secondary options consistent with interests, achievement, aptitude, and abilities.
- 2.5 synthesize academic information from a variety of sources.
- 2.6 analyze the relationship between classroom performance and success in school.

9 - 12 Performance Indicators

At Level 1, the student will be able to:

- identify the requirements necessary for each grade level classification and for graduation.
- use critical thinking skills in academic decision making.

At Level 2, the student will be able to

- apply long term goal setting techniques in the academic setting.
- develop self-directed and independent processes.
- develop a plan of study to progress toward educational goals.

At Level 3, the student will be able to

- identify the appropriate educational skills and requirements necessary in making postsecondary decisions.

Sample Task: Researching the Future

Students will research their own future by investigating successes in an academic setting. Using a portfolio entry with categories on learning style, achievement, assets, special needs, work habits, thinking skills and schoolwork, students will fill in the sections based upon self-knowledge. In pairs or small groups, students will discuss and draw conclusions about their own entries. (Lessons for Life, Vol. 2, 1997, The Center for Applied Research in Education)

Integration

English II: 2.07, 2.08, 2.12, 3.01, 3.05, 4.04 Algebra I: 2.1, 2.8, 3.11, 4.2 Wellness: 4.3

Grade Level 9-12
Academic Development

Standard 3: Relate School to Life Experiences

Students will understand the relationship of academics to the world of work, and to life at home and in the community.

9-12 Learning

Expectations

The student will

- 3.1 demonstrate the ability to balance school, extracurricular activities, leisure time and family time.
- 3.2 analyze how school success and academic achievement enhance future, career and hobbies.
- 3.3 value lifelong learning as essential to seeking, obtaining and maintaining life goals.
- 3.4 select co-curricular and community activities to enhance the school experience.

9-12 Performance Indicators

At Level 1, the student will be able to

- state the relationship between learning and work.
- create a time management plan balancing school and other activities.

At Level 2, the student will be able to

- pursue experiences within the school and the community that enhance the learning experience.
- correlate school success and positive transition to community/career.

At Level 3, the student will

- assess how school success and the transition from student to community members are related.
- value learning as a life-long process.

Sample Task: Volunteerism

Students will consider the question: “What can I offer as a volunteer?” Students will assess skills, talents, and interests that they could bring to a volunteer situation. Students will complete a volunteer application form to identify their positive attributes (e.g. prior volunteer experience, hobbies, interests, skills, types of jobs enjoyed).

Integration:

Wellness: 2.3, 4.3, 4.9, 4.11

Grade Levels K-2
Career Development

Standard 4: Career Awareness and Employment Readiness Skills

Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

K-2 Learning Expectations

The student will

- 4.1 describe personal abilities, work habits, and interests.
- 4.2 define work and recognize that people work.
- 4.3 practice making decisions.
- 4.4 discuss the importance of responsibility, dependability, punctuality, positive attitude, integrity and school performance.
- 4.5 develop skills to interact and work cooperatively with different people.
- 4.6 describe the difference between work time and play time.

K-2 Performance Indicators

At Level 1, the student will be able to

- name personal likes and dislikes.
- explain the importance of sharing and working cooperatively in school.
- differentiate between work time and play time.

At Level 2, the student will be able to

- identify individual interests and abilities.
- explain the importance of good work habits (e.g., responsibility, dependability, punctuality, and honesty).
- identify the steps in the decision-making process.
- explore diversity in school and community.

At Level 3, the student will be able to

- discuss and describe various jobs within the school community.
- demonstrate the ability to work cooperatively with others.

Sample Task: Work and Play

Discuss the difference between work time and play time. Students will explore a collection of pictures that depict both work and leisure activities. Students will create a collage that will demonstrate an understanding of the difference between work and play. Collages will be displayed in the classroom for Parents' Night.

Integration:

English/ Language Arts: 1.01, 2.07, 2.08, 2.09 Social Studies: 1.01, 1.02, 1.03, 2.03, 4.01, 4.02, 4.03, 4.04, 6.01, 6.02 Math: 1.3 Health: ESMH-SD.1; FLS-SD. 1 Physical Education: 3.3, 3.4

Grade Level K-2 Career Development

Standard 5: Career Information and Career Goals

Students will employ strategies to achieve future career success and satisfaction.

K-2 Learning Expectations

The student will

- 5.1 identify jobs within the classroom.
- 5.2 identify jobs of workers in the community.
- 5.3 recognize the job tasks of school personnel and community workers.
- 5.4 use technology and other resources to explore the world of work.
- 5.5 recognize the importance of planning for work and career.
- 5.6 practice and demonstrate the steps in setting career goals.

K-2 Performance Indicators

At Level 1, the student will be able to

- identify personal likes and dislikes.
- recognize that work has different meanings and all jobs are important.

At Level 2, the student will be able to

- explore personal skills, interests, and abilities.
- use information acquired from technology and other resources to describe jobs within the school and the community.

At Level 3, the student will be able to

- recognize why jobs in the community are needed.

Sample Task: “When I grow up...” Students will brainstorm and list a variety of “jobs” they see in the community and the work of family members or family friends. The class will explore the meaning of “job” and its relationship to “career.” Students will then discuss jobs in the community and the activities involved with each job. As a group the students will decide if they would like parents (or others) to visit the class and talk about their jobs. The class will compose a letter to a family member or family friend inviting them to visit the class to talk about their jobs.

Integration:

English/ Language Arts: 1.01 Social Studies: 2.01, 2.02 Math: 5.1 Health: ECH-SD.1

Career Development

Standard 6: Knowledge and Skills to Achieve Career Goals

Students will understand the relationship between personal qualities, education and training, and the world of work.

K-2 Learning Expectations

The student will

- 6.1 describe how interests, abilities and achievement relate to personal behavior and school performance.
- 6.2 practice listening and working together in teams.
- 6.3 demonstrate conflict management skills with peers and adults.
- 6.4 discuss how school habits relate to job habits.
- 6.5 identify how school performance relates to the world of work.
- 6.6 use technology and other sources to identify personal likes and dislikes.

K-2 Performance Indicators

At Level 1, the student will be able to

- use appropriate self-management skills in the classroom.
- recognize the importance of school attendance.

At Level 2, the student will be able to

- identify appropriate school/work habits.
- demonstrate the ability to work together.
- explore conflict management skills.
- use technology and community resources to discover the world of work.

At Level 3, the student will be able to

- explore the relationship of achievement in school to the world of work.
- use conflict management skills.

Sample Task: Stoplight Exercise

Practice the “Stoplight Exercise” for problem solving and conflict management.

Explain that “red” means “stop and calm down,” “yellow” for “think about the problem, and its solutions,” and “green” for “go with a plan of action.” Each student will make a stop sign as a reminder of the problem solving steps.

Integration:

English/Language Arts: 1.01

Social Studies: 2.01, 2.02

Math: 5.1

Health: ECH-SD.1,

Grade Levels 3-5
Career Development

Standard 4: Career Awareness and Employment Readiness Skills

Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

3-5 Learning
Expectations

The student will:

- 4.1 describe personal abilities, work habits, interests and skills, and relate them to individual career interests.
- 4.2 identify a variety of career options in the community.
- 4.3 formulate skills to locate, evaluate, and interpret career information.
- 4.4 demonstrate decision-making skills.
- 4.5 describe the importance of responsibility, dependability, punctuality, positive attitude, and integrity in work.
- 4.6 demonstrate ability to work in teams.
- 4.7 demonstrate the difference between work time and leisure time.
- 4.8 recognize the importance of diversity in school and community.

3-5 Performance Indicators

At Level 1, the student will be able to

- identify individual interests and abilities
- list various jobs in school and community.
- recognize the importance of diversity in school and community.

At Level 2, the student will be able to

- explain why it is important to show appropriate work skills (e.g. responsibility, dependability, punctuality, honesty, integrity).
- identify the skills needed to work together as a team.
- differentiate between work time and leisure time.
- identify and share interests and hobbies.
- apply the decision making process to real-life decisions.

At Level 3, the student will be able to

- use technological and other resources to find career information.
- relate career information to interests and abilities.
- identify difficult decisions and explore possible consequences of those decision.

- demonstrate responsibility, dependability, punctuality, positive attitude and integrity in work.

Grade Levels 3-5 (continued)Career Development

Standard 4: Career Awareness and Employment Readiness Skills

Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Sample Task: Careers in School

Students will define the word job and give examples of a job. The students will identify and label jobs of people in the school setting. Next, the students will discuss and list responsibilities that are associated with each job. The teacher or counselor will teach and model interview skill and students will practice interviewing. Each student will be given an opportunity to interview one of the school personnel. Students will conduct the interview, use technology to compose a report of the interview results, and share the report with the class.

Integration

English/Language Arts: 1.01, 1.02 Social Studies: 1.01, 6.01, 6.02 Health: ESMH-SD.1
Physical Education: 3.6

Grade Level 3-5 Career Development

Standard 5: Career Information and Career Goals

Students will employ strategies to achieve future career success and satisfaction.

3-5 Learning

Expectations

The student will

5.1 describe ways in which family members and adult friends can provide career information.

5.2 explore career clusters.

5.3 articulate the relationship between school success and career goals.

- 5.4 recognize that careers require a variety of skills, education and interests.
- 5.5 explore the education and training needed for a variety of careers.

3-5 Performance Indicators

At Level 1, the student will be able to

- recognize that individuals differ in personal skills, interests, and abilities.
- describe jobs within the school and the community.
- discuss steps in goal setting.

At Level 2, the student will be able to

- categorize jobs into career clusters.
- use technology and other resources to gather career information.
- evaluate knowledge of self to develop career goals and a career portfolio.

At Level 3, the student will be able to

- relate personal interests to jobs within the community.
- explore the education and training required for future career options.

Sample Task: Career Clusters

Students will discuss how jobs are categorized into the Tennessee's seven career clusters. The class will brainstorm and compile a list of careers. Students will choose three careers based upon personal interest. The class will divide into groups based upon similar career choices. The group will then predict answers to the following questions:

1. What are the education requirements for entering this career?
2. What is the salary range?
3. What is acceptable attire for this career?
4. Describe the job setting. Students will use technology and other resources to verify or refute their predictions. Students will share their research results with the class.

Integration:

English/ Language Arts: 1.01 Social Studies: 2.01, 2.02, 2.03 Health: FLS-SD.1

Grade Level 3-5 Career Development

Standard 6: Knowledge and Skills to Achieve Career Goals

Students will understand the relationship between personal qualities, education and training, and the world of work.

3-5 Learning

Expectations

The student will

- 6.1 relate interests, abilities and achievement to possible career opportunities.
- 6.2 demonstrate cooperation as a team member.
- 6.3 practice conflict management skills.
- 6.4 relate school/work habits to future job performance
- 6.5 identify how school performance and achievement relates to the world of work.
- 6.6 use technology and other sources to relate personal interests and qualities to a variety of careers.

3-5 Performance Indicators

At Level 1, the student will be able to

- demonstrate behaviors for getting along with others.
- demonstrate skills needed for school performance.

At Level 2, the student will be able to

- predict possible career choices based on interests and abilities.
- demonstrate listening and team-building skills.
- demonstrate the ability to solve conflicts in an appropriate manner.
- use technology and community resources to explore the world of work.

At Level 3, the student will be able to

- research possible career options based on personal interests and abilities.

Sample Task: Career Choices

The class will be divided into groups of four or five. Within each group, students will complete a graphic organizer that visually displays individual interests and possible career choices. Each student will discuss how completing homework and class work forms positive work habits. Students will discuss how these habits relate to the world of work. After each group has completed this assignment, the class will use technology to research possible career opportunities.

Integration:

English/Language Arts: 1.01, 2.07, 2.08, 2.09 Social Studies: 1.01, 1.02, 1.03, 1.04, 2.02, 2.03, 4.01, 6.01, 6.02 Math: 5.3 Health: ESMH-SD.1, 2, 4; SUA-SD.2; FLS-SD.3 Physical Education: 4.1, 4.3, 3.2, 3.5, 3.7, 3.9, 3.10, 5.1, 5.2, 5.5;

Grade Level 6-8 Career Development

Standard 4: Career Awareness and Employment Readiness Skills

Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

6-8 Learning

Expectations

The student will

- 4.1 demonstrate awareness of personal abilities, work habits, skills, and interests.
- 4.2 locate, evaluate, and utilize skills to interpret career information based on interests.
- 4.3 practice planning, decision-making and goal setting.
- 4.4 explore and relate personal interests and hobbies to career options.
- 4.5 demonstrate responsibility, dependability, punctuality, integrity, and positive attitude expected in the workplace.
- 4.6 identify and practice employment skills (e.g. teamwork and problem solving).
- 4.7 use time management skills for work and leisure.
- 4.8 demonstrate respect for diversity.

6-8 Performance Indicators

At Level 1, the student will be able to

- identify skills needed to work as a team.
- explore interests and hobbies.

- contrast possible decisions and consequences of those decisions.

At Level 2, the student will be able to

- compare the relationship between practicing good work habits and future career performance.
- use technology to explore variety of career clusters.
- develop a six-year academic plan.
- use the results of career assessments to plan career goals.
- use knowledge of career and personal interests to develop a six-year academic plan.
- explore respect for diversity in the workplace.

At Level 3, the student will be able to

- apply organizational and time management skills for task completion.
- apply technology skills for career and educational planning.

Sample Task: Integrated Language Arts/ Career Project

Students will identify a career of their choice. The student will research this career to determine requirements utilizing all technological tools available. Additional resources should be explored as well. The student will complete the following steps.

1. Select a career.
2. Research the career, using a variety of resources.
3. Written report with all references to be cited.
4. 3-5 minute oral presentation to class.

5. Evaluation: Students will receive an activity grade after the final presentation. Grades will be based upon the grammar, content, research, references and creativity of the written report. Presentation grades will be based upon a rubric constructed in collaboration with students, teacher and counselor.

Integration:

English/Language Arts: 1.01 Social Studies: 1.01, 1.02, 1.03, 1.04, 1.05, 1.06, 6.01
Science: LS 4.4; E&S 2.4 Math: 5.1 Health: ESMH-SD.1 2, 3; PHRF-SD.1; FLS-SD.1.3
Physical Education: 3.1, 3.4, 3.9, 3.10, 4.1, 4.2, 4.12, 5.1, 5.4, 5.5, 5.6, 5.8, 5.11

Grade Level 6-8
Career Development

Standard 5: Career Information and Career Goals

Students will employ strategies to achieve future career success and satisfaction.

6-8 Learning

Expectations

The student will

- 5.1 explore various occupations and classify into career clusters.
- 5.2 use technology and other resources to research and obtain career information.
- 5.3 identify how societal changes influence employment trends and future training.
- 5.4 apply decision-making skills to career planning, course selection and educational transition.
- 5.5 maintain and update a career portfolio.
- 5.6 analyze the education and training required to achieve career goals.
- 5.7 assess and modify educational plans to support career goals.
- 5.8 select coursework related to career interests.
- 5.9 demonstrate job readiness skills for achieving career goals.

6-8 Performance Indicators

At Level 1, the student will be able to

- use technology and other resources to gather career information.
- recognize the relationship between academic performance and future career success.

At Level 2, the student will be able to

- determine how personal interests relate to career choices.
- apply technological and research skills to gather career information.
- evaluate and modify career portfolios based on employment trends and personal preferences.

- identify job readiness skills and relate them to school and job performance.

At Level 3, the student will be able to

- use personal and career knowledge to determine educational planning.
- use technology and other resources to gather information to predict jobs and post secondary/college options.

Grade Level 6-8 (continued)
Career Development

Standard 5: Career Information and Career Goals

Students will employ strategies to achieve future career success and satisfaction.

Sample Task: Career Portfolio

The students will be given an opportunity to examine sample career portfolios. Students will use technology and other resources to research a career of their own choice. Based upon the student's research, the student will establish a career portfolio. Reports related to the following will be included:

1. High school coursework required for college major
2. Post-secondary credentials required for entry into the career

3. Articles related to current workplace and future trends in the career of choice. The student will compose a checklist of future entries that will promote future career success and satisfaction.

Integration:

English/Language Arts: 1.01, 2.09, 2.10, 2.13, 3.13 Social Studies: 2.01, 2.02, 6.01, 6.02
Science: LS 4.4; ES 1.5, 2.4 Math 2.4, 5.1, 5.2 Health: PHRF-SD.2 Physical Education:
4.2

Grade Level 6-8
Career Development

Standard 6: Knowledge and Skills to Achieve Career Goals

Students will understand the relationship between personal qualities, education and training, and the world of work.

6-8 Learning

Expectations

The student will

- 6.1 demonstrate how interests, abilities and achievement relate to personal, social, educational, and career goals.
- 6.2 apply listening and teamwork skills in the academic setting and career exploration.
- 6.3 apply mediation skills to resolve interpersonal conflicts.
- 6.4 employ academic and job readiness skills in career related activities.
- 6.5 analyze the relationship between educational and career achievement.
- 6.6 use technology and other sources to examine how career choices can help achieve personal goals.
- 6.7 explore the seven career clusters as related to the world of work.
- 6.8 examine the changing workplace and the necessity for lifelong learning and acquisition of new skills.
- 6.9 assess how course selections impact career options.
- 6.10 identify tech prep programs that relate to academic and career choices for all student populations.

6-8 Performance Indicators

At Level 1, the student will be able to

- demonstrate listening and team-building skills.
- use technology and other resources to predict possible career choices based on interests and abilities.
- demonstrate the ability to resolve conflicts in an appropriate manner.
- make appropriate course selections based upon individual student needs through exploration of the seven career clusters.

At Level 2, the student will be able to

- relate personal interests, abilities, and achievement to personal, social, educational, and career goals.
- complete career-related projects by applying listening and team-building skills.
- analyze the effect of the changing workplace on future learning.
- apply conflict management skills in interpersonal relationships.

At Level 3, the student will be able to

- utilize conflict management skills as a peer mediator

Sample Task: Using Technology to Collect Career Cluster Information

Students will be assigned to groups based upon similar career cluster interest. Each group will be responsible for collecting the following data through use of technology and other means:

1. Current workplace trends within the cluster
2. Educational requirements for entry into positions
3. Job descriptions and requirements of the job
4. Salary range for a variety of positions within the cluster
5. Discussion of the connection between present courses, high school course selection, and their application to employment readiness. After collecting the data, the students will use technology to construct a visual graphic organizer displaying the variety of career options within the career cluster.

Integration

English/Language Arts: 1.01, 2.13 Social Studies: 4.03 Science: LS 4.4, ES 1.5, 2.4
Math: 2.4 Health: PHRF SD.1; ESMH SD.1; SUAF SD.1 Physical Education: 3.2, 3.8, 3.9, 3.13, 4.1, 4.12, 4.12, 5.1, 5.4, 5.7

Grade Level 9-12 Career Development

Standard 4: Career Awareness and Employment Readiness Skills

Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

9-12 Learning

Expectations

The student will

- 4.1 apply knowledge of personal abilities, work habits, skills, interests, and values to career choices.
- 4.2 access, interpret, and evaluate career information using technology and other resources.
- 4.3 make decisions, set goals, and develop plans for the future.
- 4.4 demonstrate an understanding of how personal characteristics relate to career choice.
- 4.5 demonstrate appropriate work ethics (e.g., dependability, responsibility, punctuality, honesty, integrity and a positive attitude).
- 4.6 apply employment skills (teamwork, problem-solving and organizational skills).
- 4.7 demonstrate balance between work time and enjoy leisure time.

- 4.8 demonstrate respect for diversity in the workplace.
- 4.9 apply job readiness skills (e.g., writing letters of application, preparing resumes, and interviewing).

9-12 Performance Indicators

At Level 1, the student will be able to

- exhibit organizational and time management skills.
- utilize technology for educational and career planning.
- review the six-year academic plan.

At Level 2, the student will be able to

- apply the results of various career assessment instruments and experiences in making career plans.
- apply time management skills when completing major projects.
- recognize work ethics expected by employers.
- use technology and other sources to locate college, financial aid, and job information.
- explain post-secondary goals as related to the six-year academic plan.
- prepare a resume and letter of application and participate in mock job interviews.
- apply respect for diversity in the workplace.

At Level 3, the student will be able to

- apply time and task management skills in an academic and a work-based experience.
- exhibit appropriate behaviors in a work-based experience.
- identify possible career choices using information gained through technology.

Grade Level 9-12 (continued) Career Development

Standard 4: Career Awareness and Employment Readiness Skills

Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions

Sample Task: Interest Inventory

The purpose of this activity is to assist students in identifying areas of interest and relating them to a variety of career opportunities.

1. Students will complete an interest inventory.
2. Use the data from the interest inventory to identify three areas of career interest.
3. Use technology or other resources to research education and training, skills

required, high school courses needed, salary, and employment trends based on career interests.

4. The student will write an essay on the career that matches their interests and aptitudes.

Integration:

English II: 1.01, 1.03, 1.15, 2.01, 2.15, 3.01, 3.07

U.S. History: ERA

6- 6.1 Wellness:

1.2, 2.1, 7.7

Grade

Level 9-12

Career

Development

Standard 5: Career Information and Career Goals

Students will employ strategies to achieve future career success and satisfaction.

9-12 Learning

Expectations

The student will

- 5.1 utilize school and community resources to gain information related to career clusters.
- 5.2 identify skills that are transferable from one occupation to another.
- 5.3 apply technology and other research skills to locate information about job and postsecondary education.
- 5.4 demonstrate how societal changes influence employment trends and future training.
- 5.5 assess and modify educational plans to support career goals.
- 5.6 evaluate and update career-planning portfolio.
- 5.7 apply academic and employment readiness skills through work-based learning (e.g. interning, mentoring, and shadowing).

9-12 Performance Indicators

At Level 1, the student will be able to

- use personal and career knowledge to determine future plans.
- finalize career portfolio.
- research resources for post-secondary funding.

At Level 2, the student will be able to

- make specific job and/or college decisions based on knowledge of personal

- interests and abilities.
- use technology to access Tennessee and national labor market trends related to career goals.
- update career portfolio to support future goals.

At Level 3, the student will be able to

- participate in work-based experiences to evaluate career goals.
- validate and/or modify career goals from work-based learning.

Grade Level 9-12

Career Development

Standard 5: Career Information and Career Goals

Students will employ strategies to achieve future career success and satisfaction.

Sample Task: Resume Preparation

To acquire the skills needed for resume writing:

1. Discuss the purpose of a resume and its various uses.
2. Explore resume formats.
3. Select a resume format and gather data based on the format.
4. Seek permission from persons listed as references, if included.
5. Construct, edit and type the resume.
6. Submit resume in presentation form.
7. Add resume to career portfolio.

Integration:

English II: 1.08, 1.10, 1.11, 2.04, 2.07, 2.09, 2.12,
3.01, 3.05 Wellness: 1.2

Grade Level 9-12

Career Development

Standard 6: Knowledge and Skills to Achieve Career Goals

Students will understand the relationship between personal qualities, education and training, and the world of work.

9-12 Learning

Expectations

The student will

- 6.1 evaluate how interests, abilities and achievement relate to attaining personal, social, academic and career goals.
- 6.1 apply team-building skills for task completion.
- 6.2 apply conflict management skills in interpersonal relationships.

- 6.3 employ academic and job readiness skills to select post-secondary career options.
- 6.4 identify academic strengths and relate to career achievement.
- 6.5 use technology and other resources for the acquisition of new knowledge and skills.
- 6.6 examine the seven career clusters and select post-secondary options.
- 6.7 explore the changing workplace and its requirements for flexibility and lifelong learning.
- 6.8 compare the effect of work on lifestyles.

9-12 Performance Indicators

At Level 1, the student will be able to

- apply listening and team-building skills for task completion.
- relate interests, abilities, and achievement to personal, social, educational, and career goals.
- describe the effect of the changing workplace on future learning.

At Level 2, the student will be able to

- use listening, team building, and conflict resolution skills in groups.
- utilize technology and other resources to assess personal skills, interests, and abilities and prepare for post-secondary options, including tech prep programs.
- relate knowledge of changing workplace trends to post-secondary career options and the need for lifelong learning.
- understand the benefits of preparing multiple post-secondary career options.
- complete all high school course requirements.

at Level 3, the student will be able to

- complete high school courses that earn college credit.
- explore the educational enrichment options of enrolling in a college course while in high school.
- assess how leadership skills apply to school, community, and the world of work.

Sample Task: Careers in the Community

1. Define and discuss personal qualities unique to each individual.
2. Have students brainstorm occupations within their own community and the personal qualities needed for that occupation.
3. Invite a community worker to share personal qualities, education, job description, and relationship of their job to other workers in the community.
4. Allow time for questions
5. Discuss the importance and worth of all jobs.
6. Illustrate any aspect of the community worker and the personal qualities the student possesses that might relate to that occupation.

Integration:

English II: 1.01, 3.07

U.S. History: ERA 6: 3.1, 5.1; ERA 10: 1.1,6.1

Grade Level K-2
Personal and Social Development

Standard 7: Self Knowledge and Interpersonal Skills

Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

K-2 Learning

Expectations

The student will

- 7.1 demonstrate a positive attitude toward self as a unique person.
- 7.2 identify and express feelings.
- 7.3 distinguish between appropriate and inappropriate behaviors.
- 7.4 develop appropriate communication skills.
- 7.5 develop healthy friendships.
- 7.6 describe responsibilities in the family, school and community.
- 7.7 describe individual differences.

K-2 Performance Indicators

At Level 1, the student will be able to

- describe some physical and personal traits.
- illustrate activities one can do well.
- recognize the vocabulary associated with feelings.
- identify persons important to them.
- care for personal possessions.
- state likenesses and differences between themselves and others.

At level 2, the student will be able to

- display positive, respectful attitudes toward self and others.
- recognize likenesses and differences in self and others.
- describe feelings they have in various situations.
- share examples of growth and change.
- demonstrate cooperation during group time as well as one-on-one with peers and staff.
- demonstrate ways to make and keep friends.
- use behaviors which demonstrate respect for the feelings, property and

- interests of others.
- exhibit cooperation and sharing.
- learn to follow rules, directions and complete tasks.

at Level 3, the student will be able to

- demonstrate the ability to respect boundaries and personal privacy.
- recognize talents in self and others.
- explore character traits important in building friendships.

Grade Level K-2 (continued)

Personal and Social Development

Standard 7: Self Knowledge and Interpersonal Skills

Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

Sample Task: Rules Rights, Responsibility

Discuss with students the connection between rules, personal rights and individual responsibilities.

Integration

English/Language Arts: 2.01, 2.02, 3.01, 3.02, 3.03, 3.04 Social Studies: 1.01, 1.02, 1.03, 4.03, 6.01, 6.02 Science: LS 4.2, 4.3, 5.1, 6.0 Math: 2.1 Health: ESMH-SD.1, 4; ECH-SD.1; FLS- SD.1, 2 ,3 Physical Education: 2.4, 3.3, 3.4, 3.5, 3.6, 4.5, 5.1, 5.5

Grade Level K-2

Personal and Social Development

Standard 8: Self Knowledge Applications

Students will make decisions, set goals, and take necessary action to achieve goals.

K-2 Learning Expectations

The student will

8.1 describe the steps in a planning, decision making and goal setting process.

8.2 identify possible consequences of decisions and choices.

8.3 identify a goal and an action plan.

K-2 Performance Indicators

At Level 1, the student will be able to

- develop plans for specific activities.
- describe decisions one may make.

At Level 2, the student will be able to

- discuss consequences of choices.
- discuss how behavioral choices affect the actions of others.
- identify ways to contribute to class-room goals.
- state personal goals.

At Level 3, the student will be able to

- state a decision making model.
- recognize personal qualities needed to achieve goals.

Sample Task: Decision Making

Lead a classroom discussion about daily decisions (e.g. clothing, food, recreation). Discuss plans for the following day's activities and upcoming events for the week, month or school year. Generate examples of actions needed in order to achieve the desired outcomes for these events.

Integration

English/Language Arts:

2.02 Health: ESMH-

SD.4 Physical

Education: 3.1, 3.2

Grade Level K-2 Personal and Social Development

Standard 9: Acquire Personal Safety Skills

Students will understand safety and survival skills.

K-2 Learning

Expectations

The student will

9.1 practice appropriate coping skills.

9.2 identify community helpers.

- 9.3 identify safe and healthy choices.
- 9.4 identify threats to personal safety.

K-2 Performance Indicators

At Level 1, the student will be able to

- discuss safety rules and laws.
- recite emergency contact information.
- recognize differences between appropriate and inappropriate physical contact.
- name helpers in the school and community.

At Level 2, the student will be able to

- demonstrate the ability to respect boundaries, rights, and personal privacy.
- identify resources in the home, school, community.
- know when, where, and how to seek help.
- discuss how rules and laws keep us safe.
- demonstrate the differences in appropriate and inappropriate methods of expressing anger.
- recognize situations that should be reported to trusted adults.
- discuss substances that can be hazardous.

At Level 3, the student will be able to

- express the ability to say no to peer pressure.
- recognize outward indicators of emotion.
- describe bullying and teasing.
- discuss consequences of both healthy and harmful choices.

Sample Task: Discuss and role-play effective and appropriate ways to respond to “put-downs, compliments, and kind responses.” Discuss alternative approaches to resolving conflict non-violently. Read “ The Meanest Thing” by Bill Cosby or “Let’s Talk About Teasing” by Joy Berry and discuss the book with the class.

Integration

English/Language Arts: 1.12, 2.02, 2.09 Social Studies: 3.02, 4.03, 4.04, 6.01, 6.02
Science: LS 2.4 Math: 5.0 Health: ESMH-SD.1, 3; FLS-SD 3; SUA-SD.2; DP-SD.1;
PHRF-SD.1; PSFA-SD.3 Physical Education: 3.6

Grade Level 3-5 Personal and Social Development

Standard 7: Self Knowledge and Interpersonal Skills

Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others

3-5 Learning

Expectations

The student will

- 7.1 demonstrate a positive attitude toward self as a worthy person.
- 7.2 identify and express feelings in an appropriate manner.
- 7.3 monitor behavior and demonstrate self-control.
- 7.4 recognize change as a part of growth.
- 7.5 demonstrate appropriate communication skills.
- 7.6 recognize meaningful relationships.
- 7.7 demonstrate an appreciation for individual and cultural differences.

3-5 Performance Indicators

At Level 1, the student will be able to

- list things he/she like to do and do well.
- list characteristics about self.
- demonstrate the reciprocal nature of speaking and listening.
- describe cooperation.

At Level 2, the student will be able to

- exhibit respect when interacting with others.
- articulate positive ways to respond to negative comments and feelings.
- identify feelings associated with significant experiences.
- demonstrate ability to share and work cooperatively on group tasks.
- demonstrate effective verbal and nonverbal communication.

At Level 3, the student will be able to

- describe changes that occur in the physical, emotional, and social development over time.
- prioritize interests and responsibilities.
- explore differences in cultures.
- analyze how teams utilize each member's talents.

Sample Task: Coat of Arms

The student will draw a personal coat of arms. Divide the shield into different sections and draw or write things that are important to the student. (e.g. books, hobbies, favorite school subject, sports, friends, games, family).

Integration

English/Language Arts: 1.01, 1.14, 2.02, 2.11, 3.01, 3.04 Social Studies: 1.01, 1.02, 1.03, 1.04, 2.05, 4.03, 6.01, 6.02 Science: LS44.1, 5.1 Math: 2.1 Health: ESMH-SD.1 Physical Education: 1.13, 2.2, 3.3, 3.4, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 4.1, 4.3, 4.5, 4.7, 5.1, 5.2, 5.4, 5.5, 5.7

Personal/Social Development

Standard 8: Self-Knowledge Applications

Students will make decisions, set goals, and take necessary action to achieve goals.

3-5 Learning

Expectations

The student will

8.1 use a decision making and problem solving model.

8.2 recognize the connection between ones choices and consequences.

8.3 create long- and short-term goals.

8.4 develop and implement a plan for an individual goal.

3-5 Performance Indicators

At Level 1, the student will be able to

- identify the benefits of setting personal goals.
- develop an action plan to solve a problem.
- describe the relationship between choices and consequences.

At Level 2, the student will be able to

- demonstrate a decision-making model.
- define a problem and create a plan to reach a solution.
- identify short- and long-term goals.

At Level 3, the student will be able to

- discuss how preferences and abilities can affect life goals.
- relate goals to social, personal, academic, and career areas.

Sample Task: Goal Setting

Identify a common, age-appropriate goal and determine steps to meet the goal. Analyze the goal using three the criteria of (1) being affordable, (2) achievable, and (3) attractive to determine probability of success in meeting the goal.

Integration

Math: 5.1, 5.3 Health: ESMH-SD.4 Physical Education: 1.4, 2.2, 3.1, 3.2, 3.5, 4.1, 4.7, 5.3

Grade Level 3-5
Personal and Social Development

Standard 9: Acquire Personal Safety Skills

Students will understand safety and survival skills.

3-5 Learning

Expectations

The student will

- 9.1 choose coping skills to manage stress.
- 9.2 identify resource people in the school and community and know how and when to seek help.
- 9.3 develop problem-solving and decision-making skills to make safe and healthy choices.
- 9.4 recognize threats to personal safety.

3-5 Performance Indicators

At Level 1, the student will be able to

- utilize effective ways to deal with a wide variety of feelings.
- describe how gathering information helps to ensure safer choices.
- state ways to obtain help in emergency situations.
- explain how following rules ensures safety of self and others.

At Level 2, the student will be able to

- recognize signs of stress and state techniques for stress relief.
- differentiate between situations requiring peer support and adult help.
- explain how conflict resolution skills help to ensure the safety of self and others.
- recognize the emotional and physical effects of substance use.
- demonstrate effective ways of dealing with peer pressure.
- state the ways in which school and community resource personnel assist students.
- describe consequences of bullying and harassment.
- recognize physical and sexual abuse.
- use self-protection skills to maximize personal safety.
- respect personal boundaries, rights, and privacy.
- identify refusal skills.

At Level 3, the student will be able to

- explore appropriate skills for dealing with stressful situations.
- identify threats to personal safety as well as the safety of the school community.

Sample Task: Resources

Identify school personnel who may serve as a resource when students need help.

Brainstorm situations requiring help and match the situation to the appropriate people to provide assistance.

Integration:

English/Language Arts: 1/01, 1/09, 2.02, 2.09 Social Studies: 1.04, 3.02, 4.03, 4.04, 5.07, 5.08, 6.01, 6.02, Science: LS 4.1 Math; 5.1 Health: ESMH-SD.1 ,2, 4; FLS-SD.2, 3; PSFA-SD.1, 2, 3; SUA-SD.1, 2; ECH-SD.1, 2; PHRF-SD.1, 2, 3; N-SD.1 Physical Education: 1.11, 1.13, 2.2, 2.5, 3.3, 4.1, 4.4, 4.7, 5.2, 5.4

Grade Level 6-8
Personal and Social Development

Standard 7: Self Knowledge and Interpersonal Skills

Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others

6-8 Learning

Expectations

The student will

- 7.1 discover personal interests, abilities, and skills.
- 7.2 identify and express feelings in an appropriate manner.
- 7.3 examine behavior and exhibit self-control.
- 7.4 explore change as a part of growth.
- 7.5 develop effective communication skills.
- 7.6 establish meaningful relationships.
- 7.7 recognize and respect differences in various family configurations.
- 7.8 recognize, respect, and appreciate individual and cultural diversity .

6-8 Performance Indicators

At Level 1, the student will be able to

- identify interests, likes, dislikes, and personal traits.
- correctly interpret non-verbal expressions of feelings.
- use effective listening skills.
- identify positive and negative peer pressure.
- demonstrate appropriate methods of communicating feelings.

At Level 2, the student will be able to

- deal with relationships in a positive, respectful manner.
- examine appropriate ways to deal with conflicts, pressures, and emotions.
- describe situations in which one's actions and behaviors affect others.
- recognize the physical and emotional impact of change and transition.
- value individual differences in self and others.
- discuss techniques used to mediate or resolve problems.
- explore methods families use to work cooperatively.

- design and follow classroom and school rules.
- demonstrate effective strategies for coping with family and school changes.
- discuss the importance's of valuing gender differences.
- respond appropriately to pressure from peers and others.

Personal and Social Development

Standard 7: Self Knowledge and Interpersonal Skills

Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others

At Level 3, the student will be able to

- analyze how abilities develop over time.
- appreciate the perspective of others.
- analyze the differences in healthy and harmful friendships.

Sample Task: Similarities and Differences

Materials: Coffee filters, several brands of black permanent markers, rubbing alcohol, spray bottles or medicine droppers Put students in teams. Have each team make a circle approximately the size of a quarter on their coffee filter. Make the point that each team has the same basic materials. Apply the rubbing alcohol. Have teams observe what happens. (Each brand of black marker will break down into several colors in varying amounts.) Guide the students in discussing traits that make them similar to others in the group; same grade, school, etc. and then those traits that make each person unique.

Integration

English/Language Arts: 110, 1.13, 2.02, 2.11, 3.01, 3.04 Social Studies: 1.01, 1.02, 1.03, 1.04, 3.05, 4.03, 5.01, 5.02, 6.01 Science: LS 4.1, 5.1, 6.2; ES 1.5, 2.4 Health: ESMH-SD.1; FLS-SD.1 Physical Education: 3.1, 3.2, 3.4, 3.5, 3.7, 3.8, 3.9, 3.10

Grade Level 6-8 Personal/Social Development

Standard 8: Self Knowledge Application

Students will make decisions, set goals, and take necessary action to achieve goals.

6-8 Learning Expectations

The student will

- 8.1 modify and apply decision-making and problem solving models for personal use.
- 8.2 set goals relative to one's interests and abilities.

8.3 develop a plan to achieve realistic short and long term goals.

6-8 Performance Indicators

At Level 1, the student will be able to

- practice a decision-making model.
- develop a plan of action to reach a goal.

At Level 2, the student will be able to

- practice efficient time and task management.
- solve conflicts in a non-aggressive way.
- apply knowledge of self in setting goals.
- examine the cyclical nature of setting and attaining goals.

At Level 3, the student will be able to

- demonstrate problem-solving skills for anger and stress management.

Sample Task: Goal Setting:

Develop a plan for academic success in a specific subject .Break the task into manageable parts. Set reasonable expectations (90/100 correct), identify obstacles (scheduled events, possible emergencies), and identify logical rewards for reaching the goal.

Integration:

Social Studies: 6.01

Science: LS 4.2, 4.4; ES 1.5, 2.4

Math: 5.3

Health: ESMH-SD.4; FLS-SD.3

Physical Education: 1.2, 1.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8, 3.9, 3.10
4.1, 4.2, 4.12, 5.1, 5.2, 5.11

Grade Level 6-8 Personal and Social Development

Standard 9: Acquire Personal Safety Skills

Students will understand safety and survival skills.

6-8 Learning

Expectations

The student will

- 9.1 implement techniques for resolving conflict and reducing stress within a school setting.
- 9.2 investigate school and community resources for assistance with personal concerns.
- 9.3 apply effective problem-solving and decision-making models to make safe and

healthy choices.

9.4 utilize skills to recognize, report, and protect against threats to personal safety.

6-8 Performance Indicators

At Level 1, the student will be able to

- list appropriate techniques for handling bullying and harassment.

At Level 2, the student will be able to

- describe ways to reduce anxiety in stressful situations.
- demonstrate techniques for managing stress, conflict, and anger.
- practice appropriate actions for ensuring the safety of self and others.
- assess personal risk factors such as weight gain, poor nutritional habits, substance use.
- recognize that use of alcohol, tobacco, and other drugs contributes to crime, accidents, suicide and physical impairment.
- distinguish types of abuse and evaluate appropriate resources for help
- practice refusal skills.

At Level 3, the student will be able to

- practice peer leadership skills by creating healthy alternatives to drug use.
- discuss the possible emotional effects of abuse.
- recognize indicators of depression and suicidal and homicidal tendencies.

Sample Task: Identify and discuss positive methods of managing anger and role play scenarios demonstrating use of the methods.

Integration

English/Language Arts: 1.11 Social Studies: 1.03, 1.04, 1.05, 1.06, 2.03, 3.04, 4.03, 5.16, 6.01, 6.02 Science: LS 4.3 Math: 5.0 Health: ESMH-SD.1, 2, 3, 4; SUA-SD.1, 2; DP-SD.1; ECH-SD.1, 2; PSFA-SD.1, 2, 3; FLS-SD.2, 3; N-SD.1; PHRF-SD.1, 2

Grade Level 9-12 Personal and Social Development

Standard 7: Acquire Self Knowledge and Interpersonal Skills

Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others

9-12 Learning Expectations

The student will

- 7.1 develop personal skills that lead to effective, efficient, and productive life choices.
- 7.2 recognize and respect the feelings and needs of self and others.
- 7.3 model appropriate behaviors.
- 7.4 evaluate change as a factor in growth and development.
- 7.5 demonstrate effective communication skills.
- 7.6 maintain meaningful relationships.
- 7.7 recognize changing roles within the family.
- 7.8 work effectively with diverse populations.

9-12 Performance Indicators

At Level 1, the student will be able to

- assess personal strengths and assets.
- recognize how attitudes and values affect life.
- demonstrate effective communication in a cooperative setting.
- recognize how listening skills are useful in building relationships.

At Level 2, the student will be able to

- value self and others with regard to individual differences.
- explain what personal assets he/she brings to a cooperative team.
- recognize the impact of change and transition in significant life events.
- recognize that everyone has rights and responsibilities.
- identify changing personal and social roles.
- identify environmental influences on one's behaviors (music, media, consumer marketing).
- distinguish between assertive and aggressive communication.
- assess the value of building and maintaining relationships.
- demonstrate and interpret nonverbal communication.
- develop strategies for initiating a discussion of teen issues within the family.

At Level 3, the student will be able to

- analyze behaviors that contribute to physical and mental health.
- distinguish between assertive and aggressive communication.
- assess the value of building and maintaining relationships.
- demonstrate and interpret nonverbal communication.

Sample Task: Conflict Management

Using a simple story such as "The Zax" by Dr. Seuss, describe a situation in which a conflict arises and each party refuses to budge an inch.

- Stop reading at an appropriate place and have student predict the outcome
- Ask: "Who won?"
- Explore the long term effects on the individuals in the argument, those around them and progress in general
- Brainstorm real-life situations that are similar to the Zax. "The Zax" is included in the book The Sneetches by Dr. Seuss. New York, Random House, 1961.

Integration:

Algebra I: 2.2, 3.6, 3.8, 3.13, 4.1 English II: 1.01, 1.03, 1.15, 2.03, 2.06, 2.09, 3.03, 3.07, 3.08, 4.02, 4.08, Biology I: 2.6

U.S. History: 1.0, 4.0, 6.0,

Wellness: 1.2, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 3.5, 3.8, 4.1, 6.1, 6.2, 6.3, 6.10, 7.7

Grade Level 9-12
Personal and Social Development

Standard 8: Self-Knowledge Application

Students will make decisions, set goals, and take necessary action to achieve goals.

9-12 Learning

Expectations

The student will

- 8.1 evaluate alternatives, resources, and the impact of consequences in the decision making process.
- 8.2 evaluate alternative plans to achieve goals.
- 8.3 create a plan and persevere to achieve goals.

9-12 Performance Indicators

At Level 1, the student will be able to

- describe personal attributes that affect education and life goals.
- discuss the effects of education, work, and family on individual decision making.

At Level 2, the student will be able to

- utilize assessment results in setting of personal goals.
- analyze how expectations of others affects career, personal, educational decisions.
- identify legally and socially acceptable behaviors/options.
- explore key resources to assist in goal attainment.

At Level 3, the student will be able to

- appraise personal skills that contribute to physical and mental health.

Sample Task: Number Connections

Talk with students about decisions they have made. Point out that students use a decision-making process all the time, but may not realize it. Distribute steps of the process. Present situations that students might face. Divide the class into small work groups; give each group a situation. Using the decision making process, have students work through possible solutions and state possible consequences of the decision.

Integration:

English II: 1.06, 1.07, 1.08, 1.10,

2.04, 2.05, 2.07, 2.08, 2.09, 2.10, 2.11, 2.12,

3.01, 3.04, 3.05, 3.08,

Algebra I: 1.0, 5.0

Biology I: 2.4, 2.5, 2.6, 2.8,4.6, 4.4, 4.8, 6.1, 6.2

U.S. History:

1.0, 5.0

Wellness:

1.0, 7.0

Grade Level 9-12
Personal and Social Development

Standard 9: Acquire Personal Safety Skills

Students will understand safety and survival skills.

9-12 Learning

Expectations

The student will

9.1 analyze stress and its effects on all aspects of health and wellness.

9.2 utilize available resources to manage peer pressure, personal safety issues and other life stresses.

9.3 evaluate how choices impact health, safety, personal goals, educational opportunities, and career choices.

9.4 utilize skills to recognize, report, and protect against threats to personal safety.

9-12 Performance Indicators

At Level 1, the student will be able to

- gather information concerning current trends in safe and healthy lifestyles.
- demonstrate techniques for handling overt and subtle bullying and harassment.
- list physical, emotional, and psychological risks involved with sexual activity.

At Level 2, the student will be able to

- evaluate the consequences of personal decisions.
- recognize and demonstrate coping strategies for management of personal crises.
- identify skills for resisting persuasive tactics where personal safety at risk.
- explore the impact of prejudices and stereotyping on conflicts.
- recognize the importance of following recommended safety restrictions.
- recognize indicators of potential crisis and report suspicions to school or other appropriate authorities.

At Level 3, the student will be able to

- implement strategies to deal successfully with life transitions.
- explore situations when it is appropriate to breach confidentiality.
- establish a connection with a healthy support network.

Sample Task: Conflict Resolution

Compare conflict to a rocket representing the escalating stages of conflict. Have the class form small work groups or work as a whole to brainstorm ways de-escalate the violent situation and the possible consequences of each choice (e.g. avoiding, sharing, apologizing, getting help, humor, compromising, leaving).

Integration

English II: 1.01, 1.13, 1.14, 1.15, 2.01, 1.02, 2.05, 2.07, 2.08, 2.09, 2.11, 2.12, 2.13, 2.15, 3.01, 3.04, 3.05, 3.07, 4.02, 4.04, 4.05, 4.07, 4.08 Biology I: 2.2, 2.4, 2.5, 2.6, 4.5, 4.6, 4.7, 4.8

U.S. History:

1.0, 6.0

Wellness: 1.0,

7.0

**THE
MANAGEMENT SYSTEM:**

MANAGEMENT AGREEMENTS

ADVISORY COUNCIL

USE OF DATA

ACTION PLANS

USE OF TIME/CALENDARS

MANAGEMENT SYSTEM

In order to systematically deliver a quality program addressing every student's needs, the program must be efficiently and effectively managed. This section addresses the *when* (action plan and calendar), *why* (use of data), *who* will implement (management agreement) and *on what authority* (management agreement and advisory council) the school counseling program is delivered.

Management Agreements

Management agreements are to be established annually between school counselors and the principal. The counselor should produce and present yearly a draft of the agreement; the principal then reviews the document and arrives at consensus with the school counselor as to how students, guidance curriculum and services will be assigned to specific counselors. Decisions should be made based on site needs and data analysis. When the principal and school counselors meet and agree on program priorities, implementation strategies and the organization of the counseling department, the entire program runs more smoothly is more likely to produce the desired results for students.

See Appendix for sample MANAGEMENT AGREEMENT

Advisory Council

An advisory council is a representative group of persons appointed to both advise and assist the school counseling program. Council membership should reflect the community's diversity and may include school staff, parents, school board members, student and business and community representatives. Advisory councils should meet twice a year at a minimum and may be organized at the system and the individual school level.

Use of Data

A comprehensive school counseling program is data driven. The use of data to effect change within the school system is integral to ensuring students success. School counselors should be proficient in the collection, analysis, and interpretation of data. School Counselors monitor student progress through collection of various types of data:

- **Process data** offers evidence only that an event or activity occurred. For example, school counselors may present the numbers of students seen individually, in groups, or in classrooms.
- **Perception data** is gathered from needs assessments or surveys and report opinions at the time of data collection.
- **Results data** answers the question "so what?" and provides evidence that a student competency is not just mastered but has affected course-taking patterns, graduation rates, knowledge attainment, attendance, behavior, and/or academic achievement (ASCA, 2003).

- **School improvement data** presents the picture of the current status of student needs, accomplishments and progress. When the school counseling program impacts school improvement data, effectiveness is self evident and these intentional practices lead to higher levels of student success (Stone & Dahir, 2004)

Listed above are sample types of data counselors may need to gather and analyze. Each local school/district should decide what is important to monitor. Counselors cannot monitor everything; therefore choices must be made depending on what is most appropriate and what is available at each local site.

It is necessary to note that while it is important for school counselors to generate, analyze and interpret data, **school counselors are NOT data entry clerks or attendance clerks and should not be used as such.**

School counselors may find relevant data through such tools as student education and career planning folders, also known as student portfolios. These often include, but are not limited to, the following documentation:

- Course selection
- Path choice
- Extracurricular involvement
- Awards and certificates
- Letters of recommendation
- Student resume
- Assessment results

Additional information regarding data collection and analysis can be found in the *Accountability* section of this handbook.

Action Plans

For effective delivery of services, school counselors must develop a plan of action detailing annual program activities as a means of addressing how desired results will be achieved. The Action Plan consists of structured developmental lessons designed to assist students in achieving the Tennessee Guidance and Counseling Standards. Selected components should relate to the School Improvement Plan (SIP).

Action Plans usually contain:

- Domain, standard and SIP goal to be addressed
- Student competency addressed
- Description of the activity
- Curriculum/materials being used in the activity
- Time line for completion
- Means of evaluation

- Expected result as demonstrated by student
- Person responsible
- # students involved

See Appendix for sample ACTION PLAN

Use of Time and Calendars

Time

School counselors should keep track of their time and document activities performed throughout the day. This documentation serves as a guide for future planning and program evaluation. ASCA recommends that school counselors spend the majority of their time in direct service to students. Gysbers and Henderson (2000)* are more specific in their recommendation for time distribution, suggesting that school counselors spend 80% of their time in direct service to students and 20% in program management.

While the amount of time counselors should spend delivering services in each component area remains relative to the individualized needs of each school, ASCA provides the following recommendation:

Sample Distribution of Total School Counselor Time within the Delivery System Component

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

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

Calendars

School counselors should develop and publish a master calendar of program events and activities. Calendars support program planning and help to facilitate involvement of stakeholders in the school counseling program. These can be great public relations tools. Thought must be given as to consistency of timing and distribution methods, format and attractiveness of the design, color and detail.

**THE
DELIVERY SYSTEM:**

GUIDANCE CURRICULUM
INDIVIDUAL STUDENT PLANNING
RESPONSIVE SERVICES
SYSTEM SUPPORT

DELIVERY SYSTEM

The Delivery System is the “how” of the implementation process. It consists of activities, interactions and areas in which school counselors work to deliver the program. Within the delivery system there are four components: guidance curriculum, individual student planning, responsive services, and system support.

Guidance Curriculum

The school guidance curriculum is designed to facilitate the systemic delivery of lessons or activities to all students. These should be aligned to the Tennessee Guidance and Counseling Standards, addressing established student competencies. The guidance curriculum promotes knowledge, attitudes and skills through instruction in three domains of student development: academic, personal/social and career. School counselors should differentiate their teaching strategies to address the diverse needs of every student served. Student mastery of competencies should be assessed using a variety of methods.

The guidance curriculum is often delivered through:

Classroom Instruction: School counselors provide instruction, via teaching, team teaching or assisting in the teaching of the guidance curriculum in the classroom, career center or other school facilities.

Interdisciplinary Curriculum Development: School counselors participate with other faculty in designing lessons which integrate content area units of study and the guidance curriculum.

Group Activities: School counselors provide instruction to students within a small group setting outside of the classroom.

Parent/Community Workshops: School counselors conduct workshops and informational sessions for parents/guardians and others.

It must be noted that a school counselor should NOT be used as the teacher of record for content courses. This is a misuse of their time and expertise. Additionally, while classroom guidance curriculum activities are worthwhile and an integral part of the total comprehensive counseling program, school counselors should NOT be required to spend all of their time in the classroom. (See page 28 for distribution of time recommendations)

Individual Student Planning

This component consists of school counselor coordinated systemic activities that help ALL students plan, monitor, and manage their own learning as well as meet competencies in the areas of academic, personal/social and career development. School counselors also help students make the transition from home to school, school to school, school to work or school to higher education or career or technical training.

Individual student planning is often implemented through such strategies as:

Individual or Small Group Appraisal: School counselors assist students in analyzing and evaluating abilities, interests, skills, and achievement.

Individual or Small Group Advisement: School counselors assist students in establishing educational, career, personal and social goals by involving parents, students, school, business and community.

...and often includes such activities as:

- test score review/interpretation
- career decision making
- 4-year or 6-year planning
- yearly course selection
- scholarship/financial aid
- interest inventories
- college selection

Responsive Services

This component consists of activities coordinated by school counselors to meet the immediate needs and concerns of students. These services are available to ALL students and are often student initiated through self-referral; although others may also refer students for assistance.

Responsive services are often delivered using such strategies as:

Individual/Small Group Counseling: Counseling is provided on a small group or individual basis for students.

Consultation: School counselors consult with parents, teachers, other educators and community agencies regarding strategies to assist students and families.

Referral: School counselors use referral sources to deal with crises such as suicide, violence, abuse, illness, and death.

Crisis Counseling: School counselors provide prevention, intervention and follow-up to students facing emergency situations.

Peer Mediation: School counselors train students as peer mediators, conflict managers, tutors and mentors.

System Support

System support consists of management activities which establish, maintain, and enhance the total school counseling program. These activities include, but are not limited to:

Professional Development: School counselors should be actively involved in updating their professional knowledge and skills through in-service trainings (providing them as well as attending them), professional association membership, and continued post-graduate education and research.

Program Management/Operations: School counselors should coordinate planning and management tasks which support the activities of a comprehensive, developmental school counseling program. Additionally, as members of the faculty team, they should perform fair share responsibilities just as expected of all other staff members.

Consultation/Collaboration/Teaming: School counselors should consult and collaborate with faculty/staff, parents/guardians and community members in order to provide and receive information relevant to the school counseling program and the meeting of student needs.

**THE
ACCOUNTABILITY SYSTEM:**

MEASURE
SPARC REPORTS
RESULTS REPORTS
PROGRAM AUDIT
SPECIAL GROUPS STATE MODEL FOR
EVALUATION

ACCOUNTABILITY

Accountability and evaluation of the school counseling program are absolute necessities. Data must be collected and analyzed in an effort to evaluate the quality of the program. School counselors should develop specific and measurable goals. They should be prepared and expected to provide an answer to the question “How are students different because of the school counseling program?” with quantitative as well as qualitative data responses.

Although accountability has always been part of the school counselor’s professional responsibility, the No Child Left Behind (2001) legislation has raised the bar on accountability for everyone in education, including school counselors. The legislation, calls for all stakeholders in the school system to share responsibility for collectively removing barriers that impede learning and student success. School counselors are now focused on measurable results of the school counseling program and its impact on student achievement

All school staff work in an accountability-driven environment as schools are rated annually on their yearly progress. Accountability requires all educators to systematically collect, analyze, and use data to examine student achievement. School counselors can demonstrate and communicate how their school counseling programs positively impact student achievement and, by so doing, share accountability for school improvement with school and community

Stakeholders at the school, community, and state levels that have an interest in the work of school counselors continue to seek evidence that school counseling programs are accountable, promote student achievement, and address an advocacy agenda for equity in educational opportunities. Increasingly school counselors are being challenged to demonstrate the effectiveness of the school counseling program in measurable terms. If this challenge is to be met, school counselors must assume a leadership role for program development and implementation that is based on the Tennessee Guidance and Counseling Standards and connected to the goals of school improvement.

Using Data

Data informs, confirms progress, and reveals shortcomings in student performance (Stone & Dahir, 2004). In order to demonstrate the effectiveness of the school counseling program on student academic achievement and success, and the impact of the program on the goals of NCLB, school counselors need to use data. School counselors can collect and analyze student data to inform and guide the development of a comprehensive school counseling program based upon school wide issues. Annual school report cards publicize critical data elements such as attendance, graduation rates, postsecondary planning rates, and TCAP assessments. Data can be used to document the results of classroom lessons, the individual student planning sessions by grade level, and the strategies and interventions used to improve student academic achievement and equitable access for all students to programs and resources.

School counselors often use one of the following data sources to highlight program accomplishments:

- **Process data** offers evidence only that an event or activity occurred. For example, school counselors may present the numbers of students seen individually, in groups, or in classrooms.
- **Perception data** is gathered from needs assessments or surveys and report opinions at the time of data collection.
- **Results data** answers the question "so what?" and provides evidence that a student competency is not just mastered but has affected course-taking patterns, graduation rates, knowledge attainment, attendance, behavior, and/or academic achievement (ASCA, 2003).
- **School improvement data** presents the picture of the current status of student needs, accomplishments and progress. When the school counseling program impacts school improvement data, effectiveness is self evident and these intentional practices lead to higher levels of student success (Stone & Dahir, 2004)

Finding Data

School-based annual school report cards publicize data elements such as attendance, demographics, graduation and postsecondary planning rates, and standardized test results. When data is disaggregated into categories such as ethnicity, gender, socio-economic status, or teacher assignment it provides information for the analysis of student performance. It is then possible to more closely examine which groups of students are successful and which are failing. For example, data analyses would provide factual information for a school counselor to investigate whether or not equitable access to academically rigorous course-work was available to all students.

A school counselor familiar with using data to effect systemic change makes a strong case for looking at the equity issues in educational placement practices. Every student is entitled to a quality education and the opportunity to avail themselves of career and technical programs, music, art, languages, technology or advanced placement courses. The use of data will confirm that every student has a program of study and career plan that is commensurate with their aspirations and dreams.

Using data enables school counselors to work in tandem with building administrators and faculty to close the achievement gap. School counselors can collaborate with faculty to devise strategies that will enable more students to move successfully from grade level to grade level. When school counselors work with the same school-based data as their colleagues, they share accountability for student outcomes and contribute to moving critical data elements in a positive direction.

Critical Data Elements Can Include:

- ❖ Student report card grades
- ❖ Comments on student report cards
- ❖ TCAP (Terra Nova, Gateway and End of Course Exam) results
- ❖ Participation in academic support services
- ❖ Passing rates each quarter
- ❖ High school graduation rates
- ❖ Promotion from grade level to grade level

- ❖ Enrollment in Honors, AP, IB, College Level Courses
- ❖ GPA
- ❖ Number of students with career and education plans at the middle and high school
- ❖ Number of students enrolling in postsecondary education
- ❖ Number of students successfully completing postsecondary education

- ❖ Special Education referrals
- ❖ Drop out rates
- ❖ Attendance
- ❖ Discipline referrals
- ❖ Suspensions
- ❖ Mobility

(Adapted with permission for the Tennessee Model for Comprehensive School Counseling from Stone, C. & Dahir, C. (2004). *School Counselor Accountability: A Measure of Student Success*. Upper Saddle River, NJ: Merrill Prentice-Hall)

A MEASURE of Student Success –

MEASURE, a six-step accountability process, confirms the impact of the school counseling program on critical data, those elements of the school report card that are the backbone of the accountability movement. MEASURE supports the accountability component of the *ASCA National Model* (2003) and moves school counselors from a “counting tasks” system to aligning the school counseling program with standards-based reform. MEASURE is a way of using information such as retention rates, test scores, and post-secondary going-rates to develop specific strategies for connecting school counseling to the accountability agenda of today’s schools.

MEASURE is an acronym for:

Mission: *connect the comprehensive K-12 school-counseling program to the mission of the school and to the goals of the annual school improvement plan*

Elements: *identify the critical data elements that are important to the internal and external stakeholders*

Analyze: *discuss carefully which elements need to be aggregated or disaggregated and why*

Stakeholders - **U**nite: *determine which stakeholders need to be involved in addressing these school-improvement issues and unite to develop strategies*

Reanalyze: *examine your results or your impact and rethink and refine the strategies, refocus efforts as needed*

Educate: *show the positive impact the school-counseling program has had on student achievement and on the goals of the school improvement plan*

MISSION

Student achievement and success in rigorous academics is at the heart of every school's mission statement. School counselors need to ask how every aspect of their program supports the mission of the school and contributes to student achievement. Preparing students to choose from a wide array of options after high school is part of every school district's mission for academic success for every student and is congruent with the goals of the school board.

ELEMENTS

Critical data elements can usually be found on the school's district or building report card. School systems routinely collect and store both academic and demographic data in a retrievable form and school counselors have ready access to data in areas such as course enrollment patterns and attendance that contribute to achievement. Disaggregating data into separate elements in a variety of ways ensures that the system addresses access and equity issues. This approach to looking at data guarantees that no group of students is ignored or left behind.

ANALYZE

Analysis will determine the institutional or environmental barriers that may be impeding student achievement and adversely influencing the data elements. School counselors can initially determine which elements to address first as well as which elements the school counseling program can move to specific targets in a positive direction. Because data alone does not tell the whole story, it is important to disaggregate the critical data elements on which to focus and to look at them in terms of gender, race/ethnicity, socio-economic status, and perhaps by teacher to shed light on areas of success or areas in need. The data elements that impact the school improvement plan then become more apparent.

STAKEHOLDERS-UNITE

By collaborating with other stakeholders, school counselors avoid tackling issues in isolation. Creating and implementing strategies collaboratively will begin to move the data in a positive direction.

REANALYZE, REFLECT, AND REVISE

School counselors periodically review the data and strategies to see if the goals of the “MEASURE” were met. This requires refining and reflecting on which interventions and strategies successfully moved the critical data elements in a positive direction. If the targeted results were not met, then it is important to also reanalyze and refocus the strategies to determine why the interventions were unsuccessful in moving the data in a positive direction.

EDUCATE

Publicizing the results of an effective school counseling program is a vital step in the accountability process, and as a result, both internal and external stakeholders will have a deeper understanding about the contributions of the program that focus on student success. As partners in school improvement, school counselors have demonstrated a willingness to be accountable for impacting critical data and are viewed as essential to the school’s mission.

A Measure of Student Success

Sample MEASURE

Mission, Elements, Analyze, Stakeholders-Unite, Reanalyze, Educate,
A Six-step Accountability Process for School Counselors

Name and Address of School: *Bicentennial High School*

Name of Counselor Leading the Initiative:

Principal:

Enrollment and Setting (urban, suburban, rural): *1280 students – suburban setting*

School Demographics 2004 - 2005:

Caucasian/Non-Hispanic: 67% Hispanic: 11% African American: 20%

Other: 2%

English Language Learners (ELL): 12%

Free/Reduced Lunch: 28%

STEP ONE: MISSION

Connect your work to your school’s mission statement.

The mission of our high school is to provide an environment that nurtures and values each individual, and provides opportunities to enhance the intellectual, social, and physical capabilities of all students. Our graduates are prepared to meet the challenges of the 21st century and contribute to community and society.

STEP TWO: ELEMENTS

<p>Identify the critical data elements such as grades, test scores, attendance, promotion rates, and postsecondary going rate.</p>
<p>The school counselors as part of the leadership team identified these critical data elements to attempt to impact: increase postsecondary-going rates</p>

STEP THREE: ANALYZE

<p>Determine which elements need to be desegregated such as race, ethnicity, gender, SES, teacher assignment.</p>	
<p>Baseline: Where does the data fall currently? May 2004 68% students seek higher level academics 49% Caucasian; 17% African American; 2% Hispanic</p>	<p>Goal: Where should the data element be at the end of the school year? Increase post secondary going rates for Caucasians by 5%; Increase post secondary going rates for African Americans by 10%; Increase Hispanic rates by 10%</p>

STEP FOUR: STAKEHOLDERS - UNITE

<p>Determine which stakeholders need to be involved and unite to develop strategies to change systems as well as impact individual students and targeted groups of students.</p>	
<p><i>Impacting systems means 1) replicating successful programs and interventions, 2) identifying barriers that adversely stratify students' opportunities to be successful learners, 3) and developing strategies to:</i></p> <ul style="list-style-type: none"> ▪ change policies, practices, and procedures ▪ strengthen curriculum offerings ▪ maximize the instructional program ▪ enhance the school/classroom culture and climate ▪ provide student academic support systems (safety nets) ▪ influence course enrollment patterns to widen access to rigorous academics ▪ involve parents and other critical stakeholders (internal and external to the school) ▪ raise aspirations in students, parents, teachers, and the community ▪ change attitudes and beliefs about students and their abilities to learn 	
	<p>Strategies Connect the strategies to the Tennessee Model for Comprehensive School Counseling and the Tennessee School Counseling & Career Guidance Standards</p>
Stakeholders	<p>Beginning date: September 2004 Ending date: June 2005</p>
School Counselors	<ul style="list-style-type: none"> ▪ Mentor students in an after school program ▪ Work individually with students who are in conflict during the school day ▪ Deliver career and academic classroom information sessions about the interrelatedness between academic performance and future economic

	<p>opportunities, financial aid, and other critical, timely information</p> <ul style="list-style-type: none"> ▪ Monitor the course taking patterns and check to see that students are on target with their educational plans ▪ Be a consumer of data to see how students are performing academically ▪ Use data to monitor student progress toward achieving their educational plans ▪ Provide continuous education on career and educational information and opportunities so that educational/career plan are in flux and change as the students interests change ▪ Implement a rewards ceremony earned and distribute certificates to students who improved two or more course grades and each quarter ▪ Initiate an educational and career plan for every student ▪ Develop a program where honor roll students mentor at-risk students ▪ Advocate for a change in policy to give students in conflict a "time-out" or "cooling off" period instead of suspension ▪ Establish a Parent - Student Night to involve parents in their child's educational and career plan ▪ Establish a group for students who have been suspended for fighting ▪ Use Kuder each year with every high school student as part of the career planning process ▪ Connect students to mentors and tutors ▪ Encourage parents to raise aspirations for students especially first generation students ▪ Advertise deadline dates in multiple ways ▪ Establish a network of contacts who can personally nudge students to get in important information needed for postsecondary going ▪ Advocate with teachers and administrators and encourage students to enroll in higher level academics and show them the difference on standardized test for those students who take higher level academics
Administrators	<ul style="list-style-type: none"> ▪ Continue to deliver strategies already implemented such as the fall ninth grade information sessions ▪ Help the counselors access the necessary data to monitor progress ▪ Invite speakers from the community to serve as "mentors" and role models ▪ Offer lunchtime and after school workshops for teachers on connecting academics to students' future goals ▪ Begin the planning process for after-school homework and discussion groups for at-risk students
Social Worker	<ul style="list-style-type: none"> ▪ Hold discussion groups (rap sessions) for students who are in danger of dropping out ▪ Invite at-risk students and parent/guardians to attend a college admissions department special workshop for at risk teens
Parents	<ul style="list-style-type: none"> ▪ Assist in organizing a Career Fair at the high school. ▪ Participate in their child's educational and career planning conference ▪ Help organize the Alumni College Fair
Central Office Staff	<ul style="list-style-type: none"> ▪ Provide periodic meeting times for the faculty and staff to come together and exchange ideas with counselors from other high schools on how to increase retention and promotion rates ▪ Provide technical support in gathering data and reporting successes to district administrators ▪ Host a celebration of success

Teachers	<ul style="list-style-type: none"> ▪ Widen the reach of support to students by developing more peer helper programs, including peer tutoring and peer mediation ▪ Look for ways of connecting classroom instruction to real world applications ▪ Help the counseling staff identify which students do not plan to finish high school or who need help developing plans after high school ▪ Help the counseling staff identify students who need more help in developing a post high school plan ▪ Encourage students to take higher level academics ▪ Improve student preparation ▪ Alert counselors to which students need additional safety nets ▪ Integrate into the curriculum information on the 10 fastest growing occupations, how to complete the Free Application for Federal Student Aid, how pay and the level of education correlate, how to find job shadowing, interning or job experiences that introduces students to future occupations that may interest them, how lack of money should not hold students back (in other words messages of support for higher level academics) ▪ Encourage extracurricular activities
Students	<ul style="list-style-type: none"> ▪ Serve as mentors to freshman (honor roll students) ▪ Work with formerly at-risk students to speak to ninth graders ▪ Volunteer in school or community 1 hour a week. ▪ Serve as tutors
Technology Staff	<ul style="list-style-type: none"> ▪ Generate automated attendance and cut reports
Postsecondary Institutions (Community Colleges, Career and Technical Schools, Colleges, Universities)	<ul style="list-style-type: none"> ▪ Postsecondary educators provide workshops to students connecting work and career opportunities with what they do in schools ▪ Build a collaborative effort in order to deliver career fairs, information about postsecondary opportunities, financial aid information, and deliver classroom guidance lessons and individual and small group information sessions with students ▪ Help raise student aspirations by arranging for students to visit higher education campuses ▪ Connect with parents to raise their aspirations for their children ▪ Mentor Students
Attendance Officer	<ul style="list-style-type: none"> ▪ Monitor attendance of targeted students and reported to counselors and administration ▪ Follow up on absenteeism with parent/guardian ▪ Mentor and tutor students
School Clubs	<ul style="list-style-type: none"> ▪ Encourage clubs to reach out to ninth grade students not yet connected to the school, e.g., book club, video club ▪ Help students find a place to volunteer 1 hour a week ▪ Serve as Tutors
Alumni	<ul style="list-style-type: none"> ▪ Give testimonials to inspire students ▪ Organize college and career fair ▪ Mentor and tutor students
Business Partners	<ul style="list-style-type: none"> ▪ Supported the Freshman Parent Night Dinner ▪ Participated in the College and Career Fair ▪ Initiated a Job Shadowing program on Ground Hog day ▪ Mentor and tutor students
School Improvement Team	<ul style="list-style-type: none"> ▪ Monitor the requirement of 1 hour a week (40 hours annually) of volunteer service

STEP FIVE: **REANALYZE, REFLECT, AND REVISE**

<p>Reanalyze: Analyze the data again. Did the baseline data move?</p>	<p>Reflect and Revise: Reflect on why the stakeholders were successful or unsuccessful.</p>
<p>Where is the data now? Did the strategies have a positive impact on the data?</p> <p><i>Baseline data:</i> May 2004 68% postsecondary-going rate May 2005 74% postsecondary-going rates</p> <p>The strategies moved the data in a positive direction.</p>	<p>Revise the Action Plan so that progress can be made and will get better.</p> <p><i>Which of the strategies worked?</i> The rewards ceremony and certificates based on grades and courses passed were effective. Students loved the Job Shadowing Day</p> <p><i>Which strategies should be replaced? Added?</i> We need to include parents in the plan. Postsecondary training institutions should be invited to the planning sessions</p> <p><i>Based on what you have learned, how will you rewrite the action plan?</i> Closely monitor the incoming 9th grade from day 1; monitor all students who fail one or more subjects each quarter.</p>

STEP SIX: **EDUCATE**

<p>Promote and publicize the results.</p>
<ul style="list-style-type: none"> ▪ Results positively impacted school climate by moving to a reward system for courses passed. ▪ Analysis of results resulted in implementation of data driven decision-making across the ninth grade staff including teachers, school counselors and student support services personnel.

Educate means to highlight your work in supporting student achievement and publish a report of the results. Educate others as to your results in the most efficient and effective way you deem appropriate. This can be verbal or written but written is more powerful. One type of written report is the *Student Personnel Accountability Report Card*, or *SPARC* a simple one to two page report developed by the Los Angeles County Office of Education and the California Department of Education to demonstrate results”(California Dept. of Education, 2004). *SPARC* has been adapted here to capture students who represent the data in the section called “Faces Behind the Data.”

The principal’s message affirms that the administration and faculty are aware of the counseling program’s mission and work and are supportive of its efforts. Data is crucial in not only ascertaining the current school situation, but also in determining how successful interventions, school counseling curriculum, educational and career planning and other delivery mechanisms were in achieving student results. Collaboration and

working with all stakeholders, including faculty, parents and the community, is a key component of a SPARC. Whether published on the school counseling department’s website or distributed at a parent event, the SPARC demonstrates the value of the counseling program and helps school personnel and community members gauge how students are different because of the work and priorities of school counselors.

Sample: SPARC

SPARC: TN School Counseling Programs Accountability Report Card

School: *Bicentennial High School
suburban*

Enrollment: *1280 students -*

Principal:

Counseling Department Member(s):

Principal’s Comments	Results
<p>“Our counselors worked very hard this year to increase the number of students in our school who are going on to higher education. 74% of our seniors are going on to career and technical training or college. This is the highest postsecondary-going rate that I can remember.”</p>	<p><i>Baseline Data:</i> <i>May 2004 68% postsecondary-going rates</i> <i>May 2005 74% postsecondary-going rates</i></p>
School Improvement Issues	Systemic Changes
<p><i>Improve graduation rate</i></p>	<ol style="list-style-type: none"> <i>1. Collaboration efforts with administrators, teachers and parents changed school climate by moving to a rewards system for courses passed.</i> <i>2. The counselors initiated data-driven decision making.</i> <i>3. A school wide effort focused on paying extra attention to help students successfully complete ninth grade.</i> <i>4. Every senior grader had an educational-career plan.</i>
<p>Critical Data Element(s): <i>Improve the Postsecondary-going rates</i></p>	Faces Behind the Data
Partnerships	
<p>Stakeholder Involvement</p> <p>Administrator: <i>Support school counseling program initiatives</i></p> <p>Teachers: <i>Developed peer tutoring programs.</i></p> <p>Students: <i>11th and 12th graders served as mentors to 9th and 10th graders and reached out to students who were struggling.</i></p> <p>Business Partners: <i>Supported Freshman Awards Ceremony. Organized a Job Shadowing experience on Ground Hog Day.</i></p>	

(TN-SPARC has been adapted with permission from the SPARC, Student Personnel Accountability Report Card, a continuous improvement document sponsored by the California Department of Education and Los Angeles County Office of Education.)

See Appendix for TN-SPARC form

School improvement is hard work! Acting as agents of school and community change, school counselors can contribute to a climate where access and support for quality and rigor is the norm. In doing so, underserved and under-represented students now have a chance at acquiring the education skills necessary to fully participate in the 21st century economy. With an accountable, data-driven school counseling program, school counselors are seen as powerful partners and collaborators in school improvement and essential to fulfill the mission of every school. School counselor accountability becomes a MEASURE of student success.

Results Reports

These reports ensure programs are carried out, analyzed for effectiveness and changed and further improved as needed. The goal is to demonstrate change in student knowledge, attitudes and skills within the academic, personal/social and career domains.

Such results reports may include the following:

- grade level served
- lesson content area
- curriculum/materials used
- # of participants served/affected
- desired results
- actual results
- person delivering service
- timeline

Other reports, which analyze the program's impact over time, may include the following:

- demographic data
- attendance data
- suspension and expulsion rates
- behavior referrals
- promotion/retention rates
- graduation rates
- test results
- family involvement rates

See Appendix for sample RESULTS REPORTS

Program Audit

The program audit is used to assess the school counseling program in comparison with the Tennessee Model for Comprehensive School Counseling. Audits are first conducted when a program is first being designed and then yearly to appraise the progress of the development of the program. Program results should be shared with the Advisor Council and school administration.

Sample PROGRAM AUDIT forms are available in the ASCA National Model.

Special Groups State Model for Local Evaluation

The Comprehensive Education Reform Act of 1984 (CERA) required that apprentice educators be evaluated at the local level using a State model or a locally developed plan that has been approved by the State Board of Education. State Board of Education rules additionally require the local evaluation of educators with a professional license. The State Board of Education has approved guidelines for local evaluation. The local school system has the option of evaluating educators more often than required by law.

Groups of educators who must be evaluated to meet requirements of the law are:

Educators with Apprentice License: In their first through years of teaching, these educators must be evaluated each year.

Educators with Professional License: In the life of a ten-year license, these educators must be evaluated twice.

Evaluations shall be conducted by the immediate supervisor or their designee. This designee must be the person responsible for evaluating educators as defined by the local board of education.

The Special Groups State Model for Local Evaluation is intended for educators who work in non-classroom settings most of the time. This population includes counselors, psychologists, social workers, consulting teachers, and attendance supervisors. Although all instruments in this model can be used for educators who have a mix of classroom and non-classroom experiences, the special groups model was designed for coordination with the State Model for Local Evaluation. For example, the evaluator can use the observation instrument from the special groups model or the one from the State Model for Local Evaluation when observing a counselor in a classroom setting.

FOCUS OF EVALUATION

Counselors are evaluated in six major areas (domains) of competency. These major areas are similar to the domains of competence in the comprehensive assessment for classroom teachers. The six domains are:

- Planning
- Delivers Effective Service
- Evaluation
- Program Management
- Leadership
- Communication

Throughout the evaluation period, the evaluator gathers information about the counselor through observations, conferences, and a review of the counselor's professionally related materials and professional leadership activities. This information must be reviewed with the counselor at a year-end conference and be translated into a five-point rating scale.

COMPETENCY SCORES

Many of the counselors evaluated under this model will already have a professional license. A few may be beginning public school experience. One does not expect beginning educators to have the same levels of performance as more experienced educators. Therefore, the following patterns of performance as indicated by competency scores should be present for an individual's performance to be judged satisfactory:

1. Educators with Apprentice License (1st year counselors) – For Competencies I, II, III, IV: 3 competency scores of 3 or higher and 1 score of 2 or higher; for Competency V (Leadership): a score of 2 or higher; for Competency VI (Communication) a score of 3 or higher
2. Educators with Apprentice License (2nd – 3rd year counselors) – For Competencies I, II, III, IV, V: 2 competency scores of 4 or higher and 3 scores of 3 or higher; for Competency VI (Communication): a score of 4 or higher
3. Educators with Professional License (3+ years experience) – For Competencies I, II, III, IV, V: 4 competency scores of 4 or higher and 1 competency score of 3 or higher; for Competency VI (Communication): a score of 4 or higher

Selected sections of the Special Groups State Model for Local Evaluation Manual are included on the following pages. For a complete copy of the document, go to:

<http://tennessee.gov/education/frameval/specman.pdf>

Examination of the entire evaluation document is encouraged for all school counselors.

REFERENCES

American School Counselor Association (2003). American school counselor association national model: A framework for school counseling programs. Alexandria, VA: Author

Dahir, C & Stone, C. (2003). Accountability: A m.e.a.s.u.r.e. of the impact school counselors have on student achievement, *Professional School Counseling*, v6, p. 214-221. Alexandria, VA.

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

MEASURE, The Six Step Process is excerpted from Stone C. & Dahir, C. (In Press). School Counselor Accountability: A Measure of Student Success. Ohio: Merrill Prentice-Hall.

APPENDIX

Tennessee Comprehensive School Counseling Program Management Agreement

(Department/Principal Agreement)

School Year _____ School _____

Student Access:

Grade level _____ Domain (Academic, Personal/Social, Career)

Alpha listing _____ No caseload _____ By pathway _____

Other (please specify) _____

Counselor Responsibilities:

Counselor 1: _____

Counselor 2: _____

Counselor 3: _____

Counselor 4: _____

Programmatic Delivery

The school counseling department will spend approximately the following time in each component area to ensure the delivery of the comprehensive school counseling program:

_____ % of time delivering guidance curriculum

_____ % of time with individual student planning

_____ % of time with responsive services

_____ % of time with system support

The school counseling department will be open for student/parent/teacher access from _____ to _____ on the following days: _____

Approved schedule: On File Posted

Programs and services presented and available to students, staff, family and community members include, but may not be limited to:

School counselors will be compensated for extra work hours (beyond the work day) by:

Extra duty pay Comp time Principal/counselor negotiation

Flex schedule No option for this

Necessary materials and supplies shall be provided and may include, but are not limited to:

The following funding resources support the school counseling program:

The school counseling department will meet: (check all that apply)
How often?

As a department team _____

With school staff/faculty _____

With the Advisory Council _____

With Administration _____

Office Organization

Responsibilities for the support services provided the counseling department will be divided among the support services staff:

Assistant will:

Clerk will:

Volunteers will:

Registrar will:

Receptionist will:

Others will:

Principal signature

Date

Counselor signatures

Date

Tennessee Comprehensive School Counseling Program Management Agreement

(Counselor/Principal Agreement)

School Year _____ School _____

Counselor Name: _____

PROGRAMMATIC DELIVERY

The school counselor will spend approximately the following time in each component area to ensure delivery of the school counseling program:

_____ % of time delivering guidance curriculum

_____ % of time with individual student planning

_____ % of time with responsive services

_____ % of time with system support

Lessons will be delivered in the academic, personal/social, and career domains.

Programs and services presented and available to staff include:

Programs and services presented and available to parents include:

Programs and services presented and available to the community include:

The school counselor will be available to individual students/parents/teachers at the following times on the following days:

The school counselor will participate in one or more of the following professional development opportunities:

- District counselor meetings Yearly state counselor conference
 Yearly national conference Classes/workshops
 Other _____

The school counselor will meet: (check all that apply)
How often?

- With school staff/faculty _____
 With the Advisory Council _____
 With Administration _____

School counselors will be compensated for extra work hours (beyond the work day) by:

- Extra duty pay Comp time Principal/counselor negotiation
 Flex schedule No option for this

Necessary materials and supplies shall be provided and may include, but are not limited to:

The following funding resources support the school counseling program:

Principal signature Date

Counselor Signature Date

SPARC: TN School Counseling Programs Accountability Report Card

School:
Principal:
Counseling Department Member(s):

Enrollment:

<p>Principal's Comments School Improvement Issues</p>	<p>Results</p>
<p>Partnership</p>	<p>Systemic Changes</p>
	<p>Faces Behind the Data</p>

(TN-SPARC has been adapted with permission from the SPARC, Student Personnel Accountability Report Card, a continuous improvement document sponsored by the California Department of Education and Los Angeles County Office of Education.)

Tennessee Counselors Closing the Gap Action Plan

School: _____

Year _____

Target Group: _____

Target Group selection is based upon the following criteria: _____

Data that drove this decision: _____

Counselor	Intended Student Effects	TN Domain/standard	TN Student Competency	Type of Activity & Delivery Service	Resources Needed	Projected # Students Involved	Evaluation Method	Project Start/End Dates

Principal's Signature

Date

Prepared by

Elementary/Middle Student Data Chart

Student Name:

Student #:

	K	1 st	2nd	3rd	4th	5th	6th	7th	8 th
GPA									
# courses passed									
promoted/retained									
# absences									
# disciplinary referrals									
# suspensions									
# expulsions									
TCAP reading									
TCAP language arts									
TCAP math									
TCAP science									
TCAP social studies									
Writing Assessment									

High School Student Data Chart

Student Name: _____

Student #: _____

	2004-05	2005-06	2006-07	2007-2008
GPA				
# classes passed				
# absences				
# referrals				
# suspensions				
# expulsions				
Alg 1 Gateway score				
Bio 1 Gateway score				
Eng 2 Gateway score				
PSAT score				
PLAN score				
SAT score				
ACT score				

Student Signature: _____ Date: _____

Counselor Signature: _____ Date: _____

Student Signature: _____ Date: _____

Counselor Signature: _____ Date: _____

Student Signature: _____ Date: _____

Counselor Signature: _____ Date: _____

Student Signature: _____ Date: _____

Counselor Signature: _____ Date: _____

Tennessee Guidance Curriculum Action Plan

School: _____

Year _____

Grade Level	Lesson Content Topic	Curriculum & Materials	TN Student Competency/ Domain	Lesson will be presented in which class/subject?	By whom will the lesson be presented?	Projected # Students Involved	Evaluation Method	Project Start/End Dates

Principal's Signature

Date

Prepared by

		2003-2004	2004-2005	2005-2006	2006-07
Academic					
	Attendance Rate				
	Drop Out Rate				
	Avg ACT score				
	# AP Tests passed				
	# students retained in 9, 10, 11, 12				
	# scholarships and \$ total				
Career Development					
	# Tech Path				
	# Dual Path				
	# students with Interest inventory				
	# participants in career day				
Personal/Social					
	# suspensions				
	# expulsions				
Non-Standards Based Data					
	# parents attending open house				

School Name: _____ Counselor Name: _____ Date: _____

TENNESSEE HS RESULTS REPORT: IMPACT OVER TIME

Tennessee Counselors Closing the Gap Results Report

School: _____

Year _____

Counselor	Target Group	TN Domain/Standard/Competencies	Type of Activity & Delivery Service	Project Start/End Dates	Process Data (# students involved)	Perception Data (Baseline information)	Results Data (How did the student change as a result of the lesson/activity?)	How did this help with School Improvement? Implications?

Principal's Signature

Date

Prepared by

Tennessee Guidance Curriculum Results Report

School: _____

Year _____

Grade Level	Lesson Content Topic	TN Student Competency/ Domain	# of Lessons Presented	Project Start/End Dates	Process Data	Perception Data	Results Data	Implications & linkage to (SIP) School Improvement

Principal's Signature

Date

Prepared by

MEASURE

Mission, Elements, Analyze, Stakeholders-Unite, Reanalyze, Educate,
A Six-step Accountability Process for School Counselors

Name and Address of School:

Name of Counselor Leading the Initiative:

Principal:

Enrollment:

School Demographics:

Caucasian/Non-Hispanic:

African American

Hispanic

Asian

Other

Free-Reduced lunch

ESL

Step One: Mission

Mission

Connect your work to your school's mission

Your mission statement is:

Step Two: Elements

<p>Current Critical Data Element <i>What indicator of school success are you trying to positively impact? Grades? Test scores? Attendance? Promotion Rates? Postsecondary going rate?</i></p>
<p>The school counselor as part of the leadership team identified these critical data elements to try to impact:</p>

Step Three: Analyze

<p><i>Analyze the data to see what it reveals, to identify the problem areas, to establish your baseline, and to set your goal. It may be necessary to disaggregate the data, e.g. race, ethnicity, gender, SES, teacher assignment.</i></p>	
<p>Baseline: Where is this data element currently?</p>	<p>Goal: Where do you want the data Element to be in a year?</p>

Step Four: Stakeholders-Unite

<p>Develop an Action Plan <i>School Counselors, as managers of resources, join existing groups of stakeholders, such as the school improvement team, or bring other stakeholders and resources into the task of creating and implementing an action plan. Strategies are developed that will change systems as well as impact individual students and targeted groups of students.</i></p> <p><i>Impacting systems means (1) replicating successful programs and interventions; (2) identifying barriers that adversely stratify students' opportunities to be successful learners; and (3) developing strategies to:</i></p> <ul style="list-style-type: none"> • <i>change policies, practices, and procedures</i> • <i>strengthen curriculum offerings</i> • <i>maximize the instructional program</i> • <i>enhance the school and classroom culture and climate</i> • <i>provide student academic support systems (safety nets)</i> • <i>influence course enrollment patterns to widen access to rigorous academics</i> • <i>involve parents and other critical stakeholders (internal and external to the school)</i> • <i>raise aspirations in students, parents, teachers, the community</i> • <i>change attitudes and beliefs about students and their abilities to learn</i>
--

Stakeholders	Strategies <i>Connect your strategies to the American School Counselor Association (ASCA) National Standards and the ASCA National Model.</i>
	Beginning date: Ending date:
School Counselors	
Teachers	
Administrators	
Students	
Technology Staff	
Student Services Staff	
Local Colleges	
Community Agency Members	
Parents	
Teacher Assistants	
School	

Improvement Team	
Local Business Community	

Step Five: **R**eanalyze, **R**eflect, and **R**evise

<p>Reanalyze <i>Restate the baseline data. Where is the data after the action plan? Did the strategies have a positive impact on the data?</i></p> <p><i>Restate the baseline data:</i></p> <p><i>Data after action plan:</i></p> <p><i>Impact:</i></p>	<p>Reflect and Revise <i>Reflect on why the stakeholders were successful or unsuccessful. Revise the action plan so that progress can be made and you can continue to get better results.</i></p> <p><i>Which of the strategies worked?</i></p> <p><i>Which strategies should be replaced? Added?</i></p> <p><i>Based on what you have learned, how will you revise the action plan?</i></p>
---	--

Systemic Changes Made

Whenever you implement a MEASURE you will contribute to systemic change. Each MEASURE will in some way change a school, home, or community system to enhance student learning. Capture these systemic changes here and record them on your SPARC.

Step Six: **E**ducate

<p><i>Promote and publicize the results of your work. Develop a report card for your own program to let the internal and external school members know your work is connected to the mission of the schools and to student success. The School Counseling Program Accountability Report Card (SPARC) is a way to do this.</i></p>
--

Our MEASURE of Success

SPARC - School Counseling Program Accountability Report Card

School:
Enrollment:
Principal:
Counselor:

Principal's Comments

School Improvement Issues

Stakeholders

Results

Systemic Changes

Faces Behind the Data

SPARC is a continuous improvement document sponsored by the California Department of Education and the Los Angeles County Office of Education. SPARC has been adapted with permission as a complement to MEASURE.

